

Bedonwell Infant School

Inspection report

Unique Reference Number	101421
Local Authority	Bexley
Inspection number	276516
Inspection dates	8–9 May 2006
Reporting inspector	Lyn Riley

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Rob Weaver Mrs Sue Brooks
Date of previous school inspection	Not previously inspected
School address	Bedonwell Road Belvedere DA17 5PF
Telephone number	020 8310 4161
Fax number	020 8310 0046

Age group	3–7
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bedonwell is a larger than average infant school serving a stable community in South East London. Most pupils come from average economic backgrounds and are of White British heritage. There are a growing number of pupils from a range of other ethnic backgrounds, including pupils from Indian and Black African families. The proportion of pupils entitled to free school meals is lower than average, as is the number of pupils with statements of special educational need. Attendance is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Develop the curriculum to provide pupils with greater opportunities for creative and practical work

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

In all lessons, the pace is lively, the work is challenging and teachers know exactly what they want pupils to learn. By using a variety of teaching strategies, teachers make lessons exciting and fun. A particular strength is the way in which teachers plan their lessons and set work that matches pupils' abilities.

Classroom relationships are very positive and pupils want to do well. They work hard and enjoy their lessons. Assessment procedures are very good and are used well to check what pupils have learned and to identify those who need extra help. Excellent marking shows pupils how they can improve. Pupils talk confidently about their learning targets and what they need to do to achieve them. A pupil in Reception class explained her literacy target and was confident that she would soon meet it. Vulnerable pupils, and those with learning difficulties and disabilities, are very well supported by a strong team of support assistants and achieve very well. Teaching in the Foundation Stage is excellent. As a result, children make outstanding progress and enjoy the wide range of experiences they are offered.

Curriculum and other activities

Grade:

The curriculum is good overall and provision for the teaching of reading, writing and mathematics is outstanding. The school places a strong emphasis on developing pupils' personal and social skills. This helps them to grow in confidence and understand that they can make a useful contribution to the community. However, opportunities for pupils to develop creative and practical skills are currently underdeveloped and the school has identified this as an area for improvement.

Teachers make good use of information and communications technology in lessons through the use of laptop computers and interactive whiteboards. The Foundation Stage curriculum covers all areas of learning extremely well. The curriculum is adapted very well to meet the needs of pupils with learning difficulties or disabilities.

The wide range of clubs and visits to places of interest very effectively motivate pupils and add to their enjoyment of school.

Care, guidance and support

Grade:

The quality of care, guidance and support for pupils is outstanding. Parents are full of praise for the school and pupils feel they are very well cared for. The school is welcoming and has an outstanding family ethos.

Very thorough health and safety and risk-assessment systems are in place. Child protection procedures are clear and widely understood. Pupils express confidence in feeling safe at school and are clear about who they would talk to if they had a problem.

There are very thorough systems for identifying pupils with learning difficulties and disabilities and all pupils are fully involved in setting their learning targets. Most pupils are able to confidently discuss their work and know what they need to do to improve.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for welcoming the inspectors to your school. We enjoyed talking to so many of you and we would like to say a big thank you to the School Council for helping us to find out so much about your school during our meeting.

We think your school is outstanding - which means very, very good! We think your headteacher is kind and thoughtful and that all your teachers work very hard to make sure you all do the very best you can. You are very well cared for. You behave very well in lessons and play happily together at break-times. You were all very confident and polite when you spoke to us. You told us that you really enjoy school and that you have lots of fun in your lessons. You told us all about your learning targets and what you have to do to improve your work. You also said that you enjoy all the after school clubs and the many visits you have to places such as museums and farms.

Your school is very welcoming and friendly and we were pleased to see how well you all get on together. Your parents told us that they like the school very much too. Your teachers make sure you learn how to read, write and do mathematics extremely well, and we have asked your school to make sure that you have plenty of opportunities for painting, drawing and making things as well. We enjoyed our visit to your school and we wish you very well for the future.

Yours sincerely

Mrs. E. A. Riley

Lead Inspector