

# Bedonwell Infant School

## Inspection report

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<b>Unique Reference Number</b>	101421
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	323460
<b>Inspection date</b>	12 June 2009
<b>Reporting inspector</b>	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	457
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Rob Weaver
<b>Headteacher</b>	Mrs Sue Brooks
<b>Date of previous school inspection</b>	8 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Bedonwell Road Belvedere DA17 5PF
<b>Telephone number</b>	020 8310 4161
<b>Fax number</b>	020 8310 0046

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of the children in the Early Years Foundation Stage, the success of leaders and managers in ensuring the quality of provision and the extent to which pupils know their targets and what they need to do to move up to the next level in their work. Evidence was gathered from a range of documents, pupils' progress data, school records, discussions with the headteacher, senior leaders, staff, governors and pupils, observations around the school, replies to the parents' questionnaire. Some aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is a much larger-than-average infant school with Early Years Foundation Stage provision for one hundred and four children in Nursery and one hundred and twenty children in Reception. Although the large majority of pupils are White British, the proportion of pupils from minority ethnic backgrounds is above average. Black African and Asian Indian are the largest groups. The proportion of pupils learning English as an additional language is below the national figure and few are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is lower than average. The majority of these pupils need help to settle to their work, or have speech and language difficulties. The school works closely with the junior school that shares the same site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Bedonwell Infant and Nursery School is outstanding. In the Early Years Foundation Stage and in Key Stage 1, pupils' flourish and make outstanding progress in their academic and personal development. Pupils thoroughly enjoy coming to school and parents confirm this view. One typically wrote, 'My child is happy to get up each morning to go to school.'

Children join the school with a range of skills and capabilities but generally attainment on entry is below expected levels for their age, particularly in communication, language and literacy. They make outstanding progress through the school, so that by the end of Year 2 pupils' attainment is exceptionally high in reading, writing and mathematics. Provisional assessments for 2009, the school's own data and pupils' current work show that pupils are on track to reach exceptionally high standards. The school sets itself very ambitious targets to raise standards further and very closely monitors pupils' progress. Any pupils who are not making the progress that they should are swiftly identified. Individualised support, small group work and additional guidance from outside agencies help pupils to catch up and achieve as well as they should. Those who receive additional support in class with their learning and those who need help to settle to their work make similarly outstanding gains. This is because the support they receive is very well tailored to their needs and equality of opportunity is very strongly promoted.

Pupils' behaviour in lessons and around school is outstanding. They have extremely positive attitudes to learning and are highly motivated. Opportunities to take on responsibility within the school help pupils to develop excellent social skills, form friendships across year groups and grow in self-assurance. Pupils' spiritual, moral, social and cultural development is very good and they make an outstanding contribution to the community. For example, pupils collect goods to distribute to local elderly residents at harvest time and the school has twice been awarded the local authority Silver Gilt award in recognition of the pupils' work in maintaining the school gardens. Pupils are enthusiastic about looking after their local environment, as the school's Eco School Silver award shows. They have an excellent awareness of how to keep themselves safe. They show caring attitudes towards each other. Older pupils are enthusiastic about training to become play leaders in order to help with the smooth running of break time. The school's success in achieving the Healthy School award reflects pupils' strong knowledge of healthy lifestyles. Outstanding progress in basic skills, the very high standards that they reach, as well as their personal and social development, ensures that pupils are exceptionally well prepared for the next stage in their education. Despite the school's appropriate systems to promote regular attendance and punctuality and for chasing up absences, attendance is only satisfactory. This means the attendance of some pupils is not as good as it should be.

Relationships throughout the school are very positive and encouraging. Pupils achieve and learn so well because of the excellent teaching they receive. They really enjoy the interesting work teachers plan for them to do. Very detailed planning ensures that learning proceeds at a level of challenge well matched to the wide range of needs of the pupils in most classes. Teachers make clear what pupils will be learning at the start of lessons and help them to check for themselves how well they have made progress. Additional adults work very closely with teachers and take a very active part in supporting pupils' learning. Opportunities to discuss their learning in pairs enable pupils to develop their ideas and strengthen their social skills. Pupils are encouraged to think for themselves, work independently of the teachers and develop habits of research and investigation that are transferable across all areas of learning. The outstanding curriculum is broad and balanced and rightly prioritises literacy and numeracy. Recent

enhancements to the way writing is taught, including increased opportunities for pupils to write at length and in a wide variety of styles, is successfully helping to raise standards in writing. Project days and themed weeks bring the curriculum to life. For example, during science week pupils enjoyed a wide variety of activities including a nature trail in local woods, making an anemometer to measure the wind and an owl demonstration in the school hall. During the health and fitness week walking to school was strongly promoted, healthy lunch boxes were investigated and parents were invited to participate in fitness classes. Together with opportunities to use sporting equipment at break time, this cultivates pupils' positive attitudes to keeping fit and healthy. At the breakfast club pupils enjoy the healthy food choices available for breakfast. Each member of the club has their own toothbrush for use after eating, to ensure teeth are brushed before the school day starts. There is a wide variety of popular extra-curricular clubs including choir, cooking, gardening and French.

The quality of pastoral care is outstanding and makes a strong contribution to pupils' confidence and security. Adults know the pupils very well. Parents generally praise this aspect of the school's work. One parent wrote, 'My child has benefitted from the very caring teachers at Bedonwell.' Procedures to safeguard the health, well-being and safety of pupils are very thorough. Arrangements to support pupils who have specific learning needs and for pupils learning English as an additional language are effective, well managed and inclusive. The school works very well in partnership with a range of outside agencies to support vulnerable pupils as well as their parents and carers. Children are very well prepared for transition from the Reception class into Year 1 and older pupils are prepared for transition to Year 3 through strong links with the junior school. Pupils are confident that adults will help them should any problems occur. Academic guidance is particularly strong. Very good systems to check the progress pupils are making are used effectively to ensure teaching meets the needs of all learners. Marking makes clear to pupils how they can move up to the next level in their work. Pupils know their targets and what they need to do to improve further.

The headteacher, very well supported by the senior and middle leaders, sets a clear direction for the school and is constantly driving the school forwards. Changes in staff have been well managed to ensure that very high standards have been maintained. Accurate self-evaluation is used successfully as a tool to identify priorities for development in order to raise standards. This shows the school's outstanding capacity to make further improvements. Community cohesion is promoted well. Pupils' understanding of themselves as part of the school and local community is very good. The school has detailed plans in place in order to develop pupils' awareness of those who live in contrasting communities in this country and abroad. The outstanding governing body is extremely involved in the work of the school. Governors play a clear role in challenging the school to maintain very high standards. They review the progress that the school is making in order to help secure sustained improvements.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

There are very good induction arrangements to support children joining the school including opportunities for children and their parents and carers to visit the school as well as individual home visits conducted by staff before the start of term. Together with well-established routines, this helps children to settle quickly when they join the school. One parent of a child in the Early Years Foundation Stage commented, reflecting the view of many, 'Our son has settled in very well.' As a result, children's personal, social and emotional skills are well promoted and they form very positive relationships with adults and other children. They contribute very well to

the community. For example, they are enthusiastic about taking on responsibility for tidying up. They share equipment, take turns and work well together in small groups. Close partnership with parents and outside agencies ensures that the needs of all children are met very well and that they get any specialist support that they need. Children's progress is very carefully monitored and the information gathered is used to plan further learning. Adult-led tasks and activities for children to select for themselves are well balanced to support learning and promote social and emotional development. Many parents commented on their children's growing self-confidence. Reflecting this, one child in Reception greeted an inspector saying, 'Nice to meet you.' Learning and development are extremely good because adults plan a very wide range of stimulating activities in the classrooms and in the extensive outdoor spaces and garden, to ensure that they develop their skills in all six areas of learning. For example, children in Reception practise their joined-up handwriting in the outside areas by painting alphabet letters on the ground. In the Nursery children learn about the life cycle of the butterfly through role play and develop their number skills by counting insects hidden in the garden. Children make outstanding progress in the Early Years Foundation Stage to meet and exceed the goals expected of five-year-olds. Leadership of the Nursery and Reception is outstanding.

### **What the school should do to improve further**

- Work in partnership with parents, carers and outside agencies to improve attendance.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

25 June 2009

Dear Pupils

Inspection of Bedonwell Infant School, Belvedere, DA17 5PF

Bedonwell is an outstanding infant and nursery school.

Thank you for your very warm welcome when we visited your nursery and infant school recently. We really enjoyed our visit and seeing all the interesting things you do there. We particularly liked hearing you singing the 'Well done!' song during your Friday celebration assembly.

There are many extremely good things about your school.

- The youngest children get off to an excellent start to their learning in Nursery and Reception.
- In Years 1 and 2 you make excellent progress and the standards that you reach are very high indeed.
- You like coming to school very much.
- You have a good understanding of how to keep yourselves safe, fit and healthy.
- You behave very well and get along very well together.
- All the adults work very hard to plan interesting work for you to do.
- You are lucky to have many different clubs to choose from.
- The staff check how well you are making progress. They make sure you are given work that is just right for you.
- You know your targets.
- All the adults are working together to make your school even better.

Some of you miss too much school and do not attend regularly enough. We have asked the school to work with your parents and carers to make sure you come to school every day.

Yours faithfully

Madeleine Gerard

Lead Inspector