

Bedonwell Junior School

Inspection report

Unique Reference Number	101420
Local Authority	Bexley
Inspection number	335712
Inspection dates	4–5 March 2010
Reporting inspector	Helen Hutchings

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	David Hurt
Headteacher	Ivor Gordo
Date of previous school inspection	5 March 2010
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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent around half the time that pupils were in lessons observing learning. Inspectors visited 18 lessons involving 12 teachers. Inspectors observed the school's work, and held meetings with representative groups of governors, staff and children. They looked at the school's improvement plans, assessment information and curriculum planning. In addition, 104 parent and 37 staff questionnaires were received and analysed along with 92 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the actions taken by school leaders and staff to raise attainment in mathematics and to see if the recent drop in English attainment has been reversed
- how successfully teaching ensures that pupils make consistent progress through their time in the school.

Information about the school

The majority of pupils in this large school are from White British backgrounds. The proportion from minority ethnic backgrounds has risen since the last inspection and is now higher than in most schools. A wide range of backgrounds is represented and the proportion speaking English as an additional language is higher than in many schools. The proportion of pupils with special educational needs and/or disabilities is above average, mainly relating to moderate learning, autism or behavioural, emotional and social difficulties. There has been a large turnover of teaching staff since the last inspection. The school shares the site with an infant school and a nursery which is not managed by the governing body. It holds Healthy and Eco- Schools awards and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bedonwell Junior School is a good school. Its welcoming and caring atmosphere is underpinned by a drive to ensure that pupils achieve well academically while developing the personal skills which equip them well for the next stage of their education. Within the constraints of the building, staff provide a stimulating environment for learning, with visually attractive and informative displays. Pupils show maturity and a sense of responsibility, caring for each other, for example as 'guardian angels'. They are known as individuals and cared for exceptionally well by adults. Pupils consistently set high standards for themselves and treat others with consideration. Their good behaviour makes a strong contribution to learning in lessons. Pupils say that they feel very safe and well cared for, and are confident that the school will deal successfully with any threats to their enjoyment of learning and successful education. In response, pupils involve themselves very well in the community, for example the eco club planting flowers or through attendance at the local children's parliament. They understand the democratic process through the 'real life' elections for the school council and value the opportunities to take part in decision making, such as being members of the school's health and safety team alongside staff and governors.

Pupils achieve well and their attainment is above average and improving in English, mathematics and science. For a number of years, pupils' attainment in mathematics has not been as strong as in English. This has been resolved and pupils achieve well across all subjects. Pupils use their basic skills effectively across a broad and interesting curriculum, with teachers gradually increasing the links between subjects to make learning motivating and coherent. There is a consistent approach to teaching across the school, and teaching is good. Teachers monitor pupils' understanding on a daily basis and use this information well to plan work for the following day. There is a good match between pupils' needs and the tasks teachers give them. While activities often have a problem-based approach, most are on a relatively small scale and pupils, particularly those who are higher-attaining, do not have enough open-ended tasks to develop higher order thinking skills and to develop the capacity for sustained independent work. Marking is regular and mostly teachers give pupils good guidance about how work could be improved. However, they do not always require pupils to respond and follow up the advice given to ensure that pupils correct errors and misconceptions.

The headteacher, leadership team and governing body have high aspirations for the school and an honest assessment of its current strengths and relative weaknesses. The drive to raise pupils' achievement further is relentless and energetic, and the school's priorities are rightly focused to meet this aim. The school has demonstrated its success in meeting the challenge of sustaining above average attainment during a time of

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significant staff change since the last inspection, giving it a good capacity for ongoing improvement.

What does the school need to do to improve further?

- Improve the curriculum by maximising the links between subjects and making sure that pupils are given more challenging tasks to develop their thinking skills and the capacity to work independently.
- Ensure that pupils are given opportunities to follow up on the guidance given to them when teachers mark their work.

Outcomes for individuals and groups of pupils**2**

Pupils have very positive attitudes to their learning, helping them to achieve well and sustain above average attainment and attendance through the school. The school's data show that progress since the last inspection has been inconsistent across classes, but that current progress rates are more consistent. Pupils are enthusiastic in lessons and, because work is closely matched to pupils' earlier achievements, all groups of pupils do well, including those with special educational needs and/or disabilities, and those with English as an additional language. Pupils enthusiastically discuss issues and work together well to strengthen and deepen their understanding. They are engaged by learning because teachers manage them well, with frequent changes of activity, sweeping along even those pupils who find it more difficult to concentrate for long periods of time. Any minor instances of misbehaviour are dealt with quickly so that it does not disrupt the learning of others. Pupils take a pride in their work and presentation is generally good.

Pupils are polite and courteous. They show strong personal insight and purpose, and understand the school's shared moral and social values. Pupils speak with clarity and reflect on their experiences, showing curiosity in their learning and discussions. The weekly appreciation assembly contributes strongly to the development of pupils' personal and social skills through the sharing of good work, musical skills and sporting achievements. Pupils know about the importance of diet and respond well to the school's health promotion strategies. They are active at lunchtime and many take part in extra-curricular sport.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have high expectations of themselves as professionals and relish the opportunities given to them for ongoing development. Teamwork across year teams is strong and teachers use their strong subject knowledge to plan and structure learning. Teachers explain exactly what is required of pupils and use new technologies, such as computers and video clips, appropriately to illustrate and bring learning to life, for example to give pupils good models of bar charts. Teachers use a wide range of approaches, including role play and drama, to illustrate and contextualise points, for example in a lesson where pupils were considering ethical issues connected with the introduction of vaccination against smallpox. Lessons are underpinned by strong relationships, which enable pupils to be confident about their learning and able to share their ideas within a supportive environment, knowing that their views are valued. The strengths of the school's curriculum are based in the enrichment activities, ranging from music and drama to dance and circus skills, which strongly support pupils' personal development. Staff have been strengthening cross-curricular links to make learning more relevant. Because year teams are relatively newly formed and inexperienced, this is at an early stage, and there is further potential for subject links to be more creative. There is a real attempt to personalise the curriculum for different needs, such as master and advanced music classes for pupils with specific gifts or talents.

Pupils are looked after exceptionally well. Pupils appreciate the individual attention that they receive and recognise its value in promoting their learning, personal development and well-being. They are confident that there is always an adult on hand to give support if it is needed. The school tracks the progress of all pupils well and takes prompt and

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appropriate action to ensure that additional support is provided when a pupil is seen to be falling behind.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and leadership team lead year teams well in driving for consistent practice across the school which is raising pupils' achievement. Senior and middle leaders maintain a good overview of the impact of the school's work on pupils' learning through a comprehensive monitoring programme, coupled with regular reviews of pupils' progress with all teachers. This ensures that the school meets its obligations to ensure equality of opportunity for all and groups of pupils make consistently good progress. The school is implementing a new tracking system which makes it easier for all staff to track pupils' progress over time. Arrangements to safeguard pupils meet the latest legal requirements. Governors have a good understanding of the school and support its development, challenging its leaders' thinking well. Governors have provided strong support in ensuring that staff appointed are ready for the challenge of improving progress.

The numbers of minority ethnic heritage pupils joining the school in recent years have increased, and actions to ensure that the curriculum and learning environment reflect these changes have been successful. Consequently, the school promotes community cohesion effectively and there is a strong sense of harmony between children of different cultures and faiths. This was particularly evident in a whole-school assembly where children from different backgrounds told the Easter story while the rest of the school reflected attentively on the moral story, irrespective of religion. Good partnerships with outside bodies enrich pupils' experiences well, for example in the innovative link with the University of Greenwich where Year 6 pupils 'lecture' undergraduate students in education. This strongly contributes to the development of pupils' confidence and workplace skills. Parents' and carers' questionnaires indicate strong support for the school, and the appointment of a parents' liaison officer is extending the support available when the need arises. Parents' and carers' views are regularly sought and published so that the school uses up-to-date information to inform its planning.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents and carers are positive about the school, with some making comments such as 'Absolutely happy with every aspect of the school' and 'I have been impressed with the general ethos of the teaching team and the politeness of the children.' They are particularly pleased that their children are happy and safe at school. A few parents and carers expressed concern that behaviour is not dealt with effectively. Inspectors found that both behaviour and behaviour management are good. A few parents and carers indicated that they believed that their child does not make sufficiently rapid progress. The school agrees that progress has not been consistent over the last few years and the inspection team found that progress is now good across the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bedonwell Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	52	48	46	2	2	0	0
The school keeps my child safe	53	51	48	46	2	2	0	0
The school informs me about my child's progress	46	44	52	50	5	5	0	0
My child is making enough progress at this school	46	44	48	46	7	7	3	3
The teaching is good at this school	46	44	53	51	2	2	2	2
The school helps me to support my child's learning	34	33	58	56	9	9	2	2
The school helps my child to have a healthy lifestyle	37	36	62	60	4	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	24	64	62	6	6	2	2
The school meets my child's particular needs	33	32	60	58	8	8	0	0
The school deals effectively with unacceptable behaviour	31	30	48	46	15	14	3	3
The school takes account of my suggestions and concerns	27	26	59	57	8	8	2	2
The school is led and managed effectively	38	37	57	55	1	1	2	2
Overall, I am happy with my child's experience at this school	51	49	44	42	5	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 March 2010

Dear Pupils

Inspection of Bedonwell Junior School, Belvedere, DA17 5PF

Thank you for making us so welcome when we visited recently. I particularly want to thank those pupils who gave up time at lunchtime to talk to some of the inspectors. We found the things you told us very helpful in making our judgements about how well the school is doing. You are right to be proud of your school. Bedonwell Junior is a good school. Your attainment is above average because you work hard in lessons and make good progress.

You are mature young people who enjoy caring for others when you take on responsibilities, such as 'guardian angels'. Many of you contribute to the school and local area as school councillors, when the eco club plants flowers or when some Year 6 pupils speak to students who are training to become teachers. You get on well together and behave well so that the school is a pleasant place to be. Adults take exceptionally good care of you so that you feel very safe because you know that there is always someone to give you help when you need it. You learn how to stay fit and healthy, and to take care of yourselves.

You enjoy learning because teaching is good. You know how well you are doing and teachers give you clear guidance on how to improve when they mark your work. You can also help by always being sure to read what they say and try out the advice you are given. Your teachers make lessons interesting for you and often make links between subjects. We have asked them to do this more often and to make sure that they give you more opportunities to work independently for a longer period of time to help you to learn to think things through for yourselves.

You can all help by continuing to work hard.

We wish you all the best for the future.

Yours sincerely

Helen Hutchings

Lead Inspector

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