



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR Beddington Infants' School

<b>Name of School:</b>	Beddington Infants' School
<b>Headteacher/Principal:</b>	Liz Kearney
<b>Hub:</b>	South West London
<b>School phase:</b>	Infant
<b>MAT (if applicable):</b>	N/A

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	22/01/2025
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	24/01/2024
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	19/07/2023



## **1. Context and character of the school**

Beddington Infants' School is a three-form entry school in Wallington. It has Nursery provision as part of its offer for local families. The proportion of disadvantaged pupils is well below the national average. The number of pupils who have special educational needs and/or disabilities (SEND) is below average. Four pupils have an education, health and care plan (EHCP) with a further four applications for support pending. The majority of pupils are White British. A higher-than-average number of pupils have English as an additional language (EAL) with Tamil and Urdu the most common home languages after English. The school is an active member of the Sutton Education Trust (SET) which comprises a number of local authority maintained primary schools.

The highly effective leadership team has created a learning environment where pupils both 'achieve and thrive'. The school's approach to curriculum delivery, 'Learning Naturally', extends the principles of the Early Years Foundation Stage (EYFS) to Key Stage 1. This underpins the successful delivery of its aims, the 'Seven Gifts'. These 'gifts' prepare the pupils to be both academically and socially successful, ready for both the next phase of their education and life beyond school.

### **2.1 Leadership at all levels - What went well**

- Leaders' compelling vision for pupils' learning is realised through the 'Learning Naturally' approach. The rigorous structure of the approach means that nothing is left to chance, utilising regular tracking. As a result, pupils make very strong progress and achieve well.
- Bespoke systems and structures particular to Beddington mean that development of staff knowledge is even more critical than usual. There is a strong induction process for all new staff, including early career teachers, which begins when prospective candidates are asked to visit the school as part of a pre-application process. This aims to ensure that only those who are inspired by the approach will progress to interview. Coaching and mentoring form part of the professional programme to help ensure that staff develop the understanding and resilience required to make the school systems work as they need to in order for the pupils to learn and thrive.
- Effective systems are in place to support staff by avoiding ambiguity and to deliver a consistent experience for pupils. Middle leaders use an agreed formula to review classroom practice and the quality of pupils' work. The outcomes of this review process enable senior leaders to analyse need and target areas that require support more precisely, whether for individuals or whole staff development.
- Middle leaders use a variety of means to keep up to date, including targeted online training as well as the termly subject-focused meetings coordinated by SET. This informs the regular professional development sessions led by subject leads for all staff. The impact of this work can be seen in the high level

of consistency between classes and across year groups. This in turn leads to the very strong outcomes that the pupils achieve.

- The school's approach is underpinned by caring and respectful relationships which ensure that even the youngest children learn the importance of 'being kind and doing your best'. The high quality of relationships is evident across the school and pupils feel known and secure as a consequence. Pupils move seamlessly between indoor and outdoor learning tasks, benefitting from regular connection with fresh air and nature. This leads to an exceptionally strong climate for learning.
- The wellbeing of both staff and pupils is a priority for leaders, including governors who have a wellbeing committee to track the impact of initiatives. Assessment systems have been streamlined to ensure that staff are able to put their energies into working directly with pupils, providing 'in the moment' feedback to help secure understanding. The clear structure of the curriculum is balanced by an intentional level of autonomy for both adults and children in how they negotiate their day; this supports a sense of wellbeing through active engagement.

## 2.2 Leadership at all levels - Even better if...

... leaders completed the process of illustrating what the specific stages of independence of pupils look like from Nursery to Year 2 through a progression map.

## 3.1 Quality of provision and outcomes - What went well

- The school's offer is broad and balanced, meeting the requirements of the National Curriculum and using it as a springboard to develop the whole child. Leaders have integrated planning from the EYFS into Key Stage 1 effectively. For example, the seamless process of learning inside and outside supports pupils' independence. The use of individualised fieldwork tasks in geography enables pupils to put learning into practice immediately rather than having to wait for any 'additional' activity. The development of key geographical knowledge starts in Nursery with differences between the classroom and the playground and continues through to map making with appropriate symbols in Year 2.
- The core subjects are delivered effectively and result in strong outcomes by the end of Year 2. Leaders have adapted both mathematics and phonics schemes to suit their learning approach. For example, mathematics input is modelled by the teacher and then pupils complete a daily task.
- All pupils have a guided session with an adult to correct any misconceptions and intervention sessions either address gaps or provide a higher-level challenge. As a result, all pupils, including disadvantaged pupils, make progress.

- The development of a love of reading is evident across the school. Rich texts are at the heart of the curriculum and leaders have developed the offer to better reflect the diversity of the school.
- Pupils benefit from daily whole class reading and guided sessions, as well as a weekly one to one reading activity. These sessions provide pupils with the opportunity to practise what they have learned and, as they grow older, the chance to talk about the joy of reading. The impact of this work can be seen in the very strong progress made by pupils. In 2024, 34% of Year 2 achieved greater depth in reading which was nearly twice the national average.
- High expectations of pupils are evident across the school and enshrined in the level of trust placed in them to complete tasks independently. The use of oracy is a strength of the school. This begins with the planned opportunity to discuss with a partner during whole class sessions to check understanding. Pupils speak confidently and clearly using full sentences. The benefit of this practice can also be seen in the quality of written work across the curriculum.
- The historic outcomes for Key Stage 1 are very strong and well above the national average. Strong progress is evident from Reception therefore where pupils achieve in line with the national average. Of particular note is the very high level of pupils attaining greater depth which is regularly twice the national average.
- The attendance of pupils (95%) is above the national average for primary schools. The figure for persistent absentees (13%) is below the national average. Leaders have robust systems in place to follow up on absences; they report on this regularly to governors with a particular focus on disadvantaged pupils. They work in partnership with families and external agencies where attendance needs improving. The strong attendance of pupils is testament to the benefit of creating a warm and welcoming school environment.

### **3.2 Quality of provision and outcomes - Even better if...**

... leaders defined what mastery looks like at Beddington for each subject area.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Leaders have the highest expectations for all pupils regardless of need or starting point. In support of this, each disadvantaged pupil has a personal learning plan which leaders review formally each half term. As a result of this individualised approach, disadvantaged pupils, as well as those with SEND, make strong progress. For example, nationally 82% of pupils passed the phonics screening test in 2024; at Beddington, 89% achieved the pass mark. Disadvantaged pupils at the school achieved above the national average for all pupils, representing significant progress.

- Support for those from lower starting points or with additional needs comes in a variety of forms. Focus groups are provided daily for all pupils both to support and accelerate learning according to stage. Teachers and support staff target those working below expectations, following an agreed structure, to enable understanding and completion of tasks as well as to ensure that no one gets 'missed'.
- The behaviour and attitudes of disadvantaged pupils are positive and in line with their non-disadvantaged peers. Pupils speak confidently about their work and benefit from an environment where they are both expected and trusted to become independent learners. This includes taking on community responsibilities, such as Year 2 pupils supporting their peers in Reception at lunchtime.
- Adaptations are made to tasks to ensure that they are fully accessible to all learners. The use of symbols ensures that pupils can interpret tasks even when the language used may still be a challenge for them.
- Historic outcomes show that the large majority children reached age-related expectations. Whilst disadvantaged pupils did not always attain in line with their peers at Beddington, they were in line with the national average by the end of Key Stage 1, making above average progress.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... work continued to reduce the difference in attainment for those pupils who have both lower starting points and additional needs.

### **5. Area of Excellence**

Developing highly independent learners.

#### **Accredited**

##### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

Leaders have developed their whole school 'Learning Naturally' approach over a number of years. This builds on the principles of the EYFS and is inspired by the philosophy of Reggio Emilia. Key elements of the latter are at the heart of Beddington's offer:

- learning is a cooperative process where children and pupils are seen as competent and capable;
- the classroom is intentionally designed to facilitate exploration.

The school building lends itself to this approach enabling pupils to move in a structured way between classrooms to access learning tasks, as well as the outdoors. Pupils in Key Stage 1 are expected to negotiate a series of individual and small group tasks each day, extending the demand of the EYFS curriculum.

The school's belief in this approach is 'lived not laminated'. From the EYFS, children are given choices and expected to manage their learning. In the Nursery, children know to put on an apron and collect the right equipment for a painting task rather than waiting for an adult to do this for them. This is made possible by well-established routines starting with clear modelling from adults and visual cues to remind children of what's required. Similarly, children in Reception know to put on a coat before going outside and ask peers for help should they need it before they turn to adults for help. In Key Stage 1, pupils are offered extension tasks which require them to apply their knowledge in increasingly complex ways which helps both to embed and deepen that knowledge.

Leaders have put in place a highly structured approach to the curriculum, as well as its assessment, to ensure both appropriate coverage and rigour. This structure provides clear support for teachers and support staff in delivering the curriculum; in turn, this provides a high level of consistency from class to class and across year groups.

## **5.2 What evidence is there of the impact on pupils' outcomes?**

Pupils achieve academically and thrive personally at this school. Academically, data over time shows that pupils attain above the national average by the end of Key Stage 1. Socially, pupils are confident and resilient as a result of their highly developed level of independence.

Attendance is strong showing that families are confident in the school's approach and children are happy at school. The additional benefit of that heightened independence can be seen in the number of pupils who achieve the greater depth standard by the end of Year 2. Over time, pupils in Year 2 have achieved significantly above the national average for greater depth in reading, writing and mathematics, representing a high level of progress from Reception where children are broadly in line with the national average. This provides pupils with a very strong foundation for the next phase of their education.

## **5.3 What is the name, job title and email address of the staff lead in this area?**

Liz Kearney  
Headteacher  
lkearney@beddinf.school





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#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)