

Inspection of Victor Seymour Infants' School

Denmark Road, Carshalton, Surrey SM5 2JE

Inspection dates: 25–26 September 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils like the way teachers make lessons fun and interesting. They understand the ways teachers explain things to them. This helps them remember what they have learned. Staff and pupils get on splendidly together. When pupils do not understand something or need to talk about a worry, they trust staff to help them. Parents and carers particularly appreciate how well leaders and teachers know their child.

Pupils really enjoy the wide range of activities available after school, such as the pottery club. These clubs are open to and popular with all. Pupils remember how visits to interesting places have helped them understand more about the subjects they learn. Older pupils can discuss their ideas together with maturity, even at the beginning of Year 2. They have learned how to respect one another's ideas and listen well. The youngest children who have just started in the Nursery have already settled in very well and enjoy the excellent activities on offer.

The pupils we spoke with feel safe. They understand how teachers sort out poor behaviour and say this happens in a way which does not interrupt their learning. Pupils do not see bullying as a problem in school but they do understand what it is.

What does the school do well and what does it need to do better?

The headteacher and governors involve all staff in deciding what they want pupils to learn. Everyone understands what pupils should achieve and shares high expectations for all pupils. Our checks on pupils' books show that leaders' ambitious aims lead to high-quality work. For example, many Year 2 pupils include ideas in their writing learned from the authors they have read and admired.

Teachers know how to change lessons so that pupils with special educational needs and/or disabilities (SEND) can achieve well. They manage and improve the behaviour of the few pupils who need help. Teachers do this in a way which means that pupils who do behave well do not get interrupted.

Teachers gather lots of information about children arriving in the Nursery. They use this to decide how to help children settle in straight away and make great use of the activities inside and outside the classroom. Schools nearby visit the Nursery to learn from this excellent provision. Leaders in the early years organise training and checks on teaching to make sure that children learn to read confidently. They work with other leaders to influence the way pupils learn subjects across the whole school.

Teachers understand the way leaders expect them to teach pupils to read. They pick up on mistakes pupils make when pronouncing letters and sounds. When pupils try to read words they cannot say fluently, it is obvious that they remember their phonics (letters and the sounds they represent) skills. Most pupils achieve well in reading and enjoy the inspiring guidance of staff when choosing books to read. The 'echo reading' activity, which Year 2 pupils have done for a year, has resulted in their remarkably confident expression and understanding.

Pupils know how important it is to understand and respect differences and diversity. Leaders use a very well-organised range of activities to help pupils know and remember more about different religions, cultures and types of families. They make things clearer when parents do not immediately understand why some lessons or activities are important.

Older pupils make impressive use of what they remember when they discuss their ideas with their classmates. For example, in science, pupils in Year 2 use what they remember about observing materials to decide which would burn in a fire. Teachers make sure that pupils can automatically take turns and share ideas in discussions. This is preparing them exceptionally well for their move into key stage 2.

Leaders and governors, together with the trust, bear teachers' workload in mind when setting expectations and driving improvement. They listen to staff when they notice unnecessary duplication of work. Teachers are inspired by the way they are supported to develop as teachers and learn from one another.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and trustees check that all staff understand what to do if they have concerns about a child. Leaders include ways to spot and respond to risks they know are more common at the school in training.

Staff talk with each other to make sure that everyone has enough information to keep an eye on pupils who may be vulnerable. They have established good links with other professionals to make sure that everyone works together when pupils are at risk.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142750
Local authority	Sutton
Inspection number	10110387
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	Board of trustees
Chair of governing body	Nicola Barber
Headteacher	Helen Matt
Website	www.victorseymourinfants.co.uk
Date of previous inspection	28 November 2018

Information about this school

- The school forms part of the Greenshaw Learning Trust.
- The school includes a Nursery which offers part-time places. There are no two-year-olds on the school roll.
- There is no additional resourced provision for pupils with SEND. The school does not use any alternative provision off site.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held discussions with school leaders, subject leaders, governors and trustees.
- We visited lessons throughout the school with leaders, including the early years. We also spoke with pupils and looked at examples of their work. We agreed to focus particularly on reading, writing, mathematics, science and history during this inspection.
- A scrutiny of work was conducted with leaders.
- We observed pupils outside of lessons and in the dining hall. We also spoke to

several parents at the start of the school day.

- We considered 25 responses to the staff survey and 26 responses to the pupil survey. I also considered 47 responses to the online Parent View survey and the 46 written responses to the parents' survey.

Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

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