

Beddington Park Primary School

Inspection report

Unique Reference Number	102974
Local Authority	Sutton
Inspection number	355291
Inspection dates	25–26 May 2011
Reporting inspector	Natalia Power

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Julie Hendry
Headteacher	Toby Cooke
Date of previous school inspection	10 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 lessons, taught by eight different teachers, and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation, plans for improvement, data on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 41 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of the teaching and learning, and how effective are leaders and managers in ensuring consistency across the school?
- How successful are leaders and managers in using information about the attainment and progress of pupils to bring about rapid and sustained improvement in their achievement?
- How effective are the school's measures to improve pupils' attendance?

Information about the school

This school is average in size for schools of this type. The proportion of pupils who are known to be eligible for free school meals is slightly higher than usual. Around one third of pupils come from a wide range of minority ethnic heritages. The proportion of pupils who speak English as an additional language is lower than average, and very few pupils are at an early stage of learning the language. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. The governing body manages the breakfast club. There is a children's centre on site which is not managed by the governing body and is subject to separate inspection. The school has gained a number of awards, as well as becoming a Green Flag Eco-school and gaining International Schools status.

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?**3****The school's capacity for sustained improvement****3**

Main findings

This is a satisfactory school where the pupils are happy and well cared for. Pupils told inspectors that the school is friendly, and a typical comment from one parent was, 'This is a very nurturing school that cares about the children.' In this safe and secure environment, pupils develop good personal qualities. They are good ambassadors for their school, are friendly and polite to visitors, and ready to speak of their pride in the school. They have a good understanding of how to keep healthy, and relish the many opportunities to take responsibility for others.

Pupils have a good understanding of other people's cultures and ways of life, and are proud of the many links with schools around the world that have led to the school gaining International Schools status.

Children get off to a good start in the Early Years Foundation Stage, and make good progress in their learning. Although pupils' achievement is satisfactory overall, their learning and progress from Years 1 to 6 are uneven, and this reflects the inconsistent quality of the teaching. Examples of good teaching were seen during the inspection but, overall, teaching and learning are satisfactory. Pupils' enjoyment is greatest when their involvement in their learning is most active. In some lessons, the pace of learning is too slow, tasks lack challenge, and pupils are sometimes passive learners. The classroom observations made by leaders and managers are not always rigorous enough, or sufficiently focused on how pupils learn, to ensure that teaching is good at all times.

Leaders and managers keep careful records of how well individual pupils are doing, and use the information successfully to provide support for pupils with a range of special educational needs and/or disabilities. As a result of this tracking, and also of sensitive support given by teaching assistants and by trained professionals, these pupils make good progress and, in many cases, catch up with their peers. However, the school is less successful in analyzing patterns of attainment from year to year and, as a result, some pupils do not fully benefit from targeted support. For example, over the past three years girls have done less well in mathematics than boys.

There are indications that the school is improving in some areas. The decline in pupils' attendance over the three years from 2008 to 2010 has been halted, and there has been a rise in pupils' attendance in the current school year. Nonetheless, progress in meeting the recommendations from the previous inspection has been uneven. The quality of the Reception class has improved, so that overall the Early Years Foundation Stage is now good. However, leaders and managers have been less successful in raising pupils' overall attainment. Leaders and managers have a broadly accurate understanding of the strengths and areas for development of their school, but their plans for the future sometimes lack detail on how to bring about rapid and sustained improvement. Overall the school has a satisfactory capacity to improve.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to at least good overall in order to raise attainment by:
 - raising the level of challenge for all pupils
 - improving the pace of learning in lessons, with more opportunities for pupils to take responsibility for their own learning.
- Improve the effectiveness of leadership and management in driving school improvement by:
 - sharpening up the school's planning to include more detail on ways of bringing about rapid and sustained improvements
 - accelerating the programme of classroom monitoring with a sharp focus on how well pupils are learning
 - monitoring and evaluating rigorously pupils' outcomes, particularly the performance of groups, so that patterns of underperformance are quickly identified and addressed.

Outcomes for individuals and groups of pupils

3

Pupils report that they enjoy school and like their teachers. They make satisfactory progress from their starting points, and their attainment on leaving is broadly average. The relatively small proportion of pupils with special educational needs and/or disabilities, and the small number of pupils who speak English as an additional language, make good progress, because their needs are identified early and met through targeted and effective support. Inspection evidence shows that, in lessons which engage pupils in their own learning, they make faster progress than in others where they are passive learners. For example, in one lively mathematics lesson, Year 2 pupils were engaged in working out for themselves the number of panels needed to build pens for cattle, and how much each pen would cost when complete. The task provided good links with a topic they had been studying in geography and exciting opportunities for them to do their own research and to discuss and present their findings. Some lessons, however, do not fully exploit the pupils' natural curiosity, and in these cases they make slower progress.

Pupils are friendly, confident and polite to visitors. They are proud of their school and value its special qualities. For example, they take to heart the school's mission statement, 'learning, sharing, growing together as friends', because they took part in the exercise designed to establish the school's values and helped compose the words. The pupils understand the importance of taking exercise and eating a healthy diet, and even the youngest children in the Reception class understand that fruit and vegetables are good for them. Pupils feel safe in school and know the adults will support them if they have any concerns. Behaviour is good in and around the school, and this reflects their good spiritual, moral, social and cultural development. Pupils have good opportunities to take responsibility within the school, and the 'eco-warriors' take their recycling duties seriously, and are proud of the school's Green Flag award. Pupils acquire satisfactory basic skills in

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literacy, numeracy and in information and communication technology, and this, together with their regular attendance, prepares them adequately for the next stage of schooling.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers manage pupils' behaviour well in lessons, and there are warm relationships in the classroom. In the best lessons, teachers set a fast pace and use challenging tasks to stimulate pupils to think for themselves. For example, in one brisk Year 6 mathematics lesson, pupils enjoyed using 10-sided dice to explore multiplying by 10s and 100s. They shared their findings with one another, and one pupil explained to his group, 'No matter how many times you multiply zero, the answer will always be zero.' Here, the pupils' learning was rapid, because they were all engaged in discovering ideas for themselves, rather than being told. However, this is not the case in every lesson. In some lessons, too little is expected of the pupils and in these cases they make slower progress. Sometimes pupils spend too long passively sitting on the carpet listening to the teacher, and in these cases the helpful teaching assistants are not able to make a full contribution, and pupils sometimes become restless.

Pupils report that they enjoy the wide range of trips and visits to places of interest, and these are important in broadening their horizons. They particularly appreciate the many opportunities to learn about how children live and learn in other countries through email

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links. The curriculum has a sound focus on the basic skills, but does not always provide all pupils with sufficiently challenging tasks to raise their overall attainment.

Pupils are cared for well and given good support. A representative comment from one parent was, 'My children have complex needs, but the school goes above and beyond what I would expect, to make sure they are safe and happy and progress well.' Children whose circumstances may make them vulnerable are given very good support. The breakfast club provides stimulating activities both indoors and out, and the children enjoy the chance to play with those from different year groups. Transition arrangements at each stage are good, and Year 6 pupils are well prepared for moving to their next school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has created a cohesive team and a happy school. Leaders and managers promote equality of opportunity adequately. Pupils respect one another, and those from all backgrounds get on well together, because discrimination is not tolerated. Leaders and managers remove the barriers to learning for some groups of pupils, such as those with additional needs. Other groups, however, are less well supported. This is because patterns of underachievement are not always identified soon enough to put corrective measures in place, for example to address girls' underperformance in mathematics.

The effectiveness of the ambition of leaders and managers to improve the school is satisfactory. Their plans for the future correctly identify the broad areas in which the school needs to improve, but sometimes lack detail on how to bring about improvements and who should be responsible for each aspect. As a consequence, pupils' overall attainment is not improving rapidly enough. Leaders and managers check the quality of teaching and learning adequately, and provide valuable support and advice to teachers. However, the school's self-evaluation is not always accurate enough; lesson observations are not always sharply enough focused on how and what pupils are learning, and the evaluation of the quality of teaching and learning tends to be overgenerous. The governing body has a broadly accurate understanding of the school's strengths and weaknesses, and governors are fully involved in the life of the school. However, governors do not always hold the school to account sufficiently, particularly in relation to pupils' attainment and progress.

The school's safeguarding procedures are effective, and its vetting procedures of adults who work with children are consistent and kept up to date. Staff receive regular training, and the child protection arrangements are frequently updated. The school's promotion of community cohesion is good. Pupils speak knowledgeably of people who have different

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ways of life and systems of belief from their own, in this country and abroad. They also benefit from the school's good partnerships, for instance learning gardening skills through a link with a local secondary school. Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through the school's informative website and through regular newsletters.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
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	3

Early Years Foundation Stage

Good quality home visits enable children entering the Nursery to settle quickly into school life, and the Nursery and Reception classes provide them with a safe and secure start to their education. The school builds and maintains good relationships with parents and carers. Adults promote children's welfare well. They provide kind and calm support and, as a result, the children develop good social and emotional skills. They play together well, and are usually ready to share and take turns. The attractive play areas provide them with many opportunities to learn about the world around them and to develop good literacy and numeracy skills.

The school has given much thought to providing enjoyable outdoor activities for reception children while their outdoor play area is being refurbished, and the children relish eating their fruit in the attractive 'woodland enclave'. Phonics lessons provide children with a good level of challenge; they enjoy sounding out their own names phonetically and are beginning to write the letters and sounds. There is a good balance between activities that children choose for themselves and those that adults suggest they should try. However, the recent successful focus on boys' writing, for example using their interest in superheroes as a starting point for literacy, occasionally deters girls from competing for these activities. On the whole, activities are challenging and stimulate the children to

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develop good speaking and listening skills. For example, the children enjoyed recounting the story of Jack and the Beanstalk, and were challenged to explore difficult words, such as 'author' and to discuss their findings with the other children. As a result, the children make good progress in the Nursery and Reception Years from starting points that vary considerably but which are generally below the levels expected for their age.

The Early Years Foundation Stage is well led and managed. Leaders plan well to provide focused activities for children with a range of capabilities and to ensure that children are kept safe.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who returned questionnaires was lower than usual. Almost all those who returned questionnaires, or who spoke to inspectors, considered that the school keeps their children safe and healthy, and most felt that their children enjoy school. The findings of the inspection are that safeguarding is strong, and that pupils are healthy, happy and enjoy school. A few parents and carers felt that the school does not deal well with bad behaviour. Inspectors observed pupils' behaviour in and around the school and found that pupils behave well overall. A few expressed other concerns about the school, but there was no specific trend or pattern to these issues. However, each issue was investigated, including in discussion with the headteacher. Overall, most parents and carers were happy with their children's experience at the school. One parent told inspectors, 'My child looks forward to coming to school every day.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beddington Park Primary 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	59	14	34	2	5	1	2
The school keeps my child safe	32	78	7	17	1	2	1	2
My school informs me about my child's progress	19	46	21	51	1	2	0	0
My child is making enough progress at this school	19	46	20	49	1	2	1	2
The teaching is good at this school	23	56	16	39	2	5	0	0
The school helps me to support my child's learning	17	41	22	54	2	5	0	0
The school helps my child to have a healthy lifestyle	14	34	26	63	1	2	0	0
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)	17	41	21	51	0	0	0	0
The school meets my child's particular needs	19	46	19	46	1	2	1	2
The school deals effectively with unacceptable behaviour	18	44	18	44	2	5	2	5
The school takes account of my suggestions and concerns	16	39	20	49	2	5	1	2
The school is led and managed effectively	19	46	17	41	2	5	1	2
Overall, I am happy with my child's experience at this school	25	61	14	34	0	0	2	5

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



27 May 2011

Dear Pupils

Inspection of Beddington Park Primary School, Croydon CR0 4UA

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. Here are some of the things we found.

- Your school gives you a satisfactory quality of education, which means that it does some things well but that some things need to be improved.
- Your school keeps you safe and healthy. You behave well and pay close attention in lessons. You are polite and respectful to visitors.
- Everyone takes good care of you. In turn you enjoy taking on responsibilities at school, such as serving as eco-warriors and keeping the vegetable plots watered.
- You make satisfactory progress and leave school with results which are very much like those of pupils in the country as a whole. We want you to do even better. We have therefore asked the adults to make all teaching as good as the best, by giving all of you tasks that challenge you to do your best and give you more chances to take charge of your own learning.
- Those in charge work really hard for your benefit. We have asked them to visit more of your lessons, to check carefully how well you are learning, and to plan to make sure that all of you do as well as you can.

You told us how much you love your school and that you take to heart your school's values of 'learning, sharing, growing together as friends'. You can help in making your school even better. Keep up the improved attendance, work hard and always ask if there is anything you do not understand.

We wish you the very best for the future.

Yours sincerely

Natalia Power
Lead inspector

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