

Beddington Park Primary School

Derry Road, Croydon, CR0 4UA

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are at the centre of this happy and inclusive school so that they feel valued, enjoy school and rapidly grow in confidence.
- Achievement is good. Pupils make good progress from their starting points so that, by the time they leave Year 6, their attainment is above average.
- Teaching is good and sometimes outstanding. Teachers plan interesting lessons which build very well on pupils' learning.
- School leaders are committed to the school and have been successful in securing improvements in teaching, achievement, behaviour, safety and attendance.
- Pupils' behaviour is excellent. They have very positive attitudes to learning and are keen to do well. Pupils make a strong contribution to the life of the school. They are confident that adults will look after them and feel extremely safe.
- Governors play an active and effective role in the school's development and are ambitious for its future.

It is not yet an outstanding school because

- Occasionally, teachers' questioning does not fully challenge pupils, particularly the more able.
- Teachers do not always set pupils to work early enough in lessons to ensure that learning moves on at a fast rate.

Information about this inspection

- The inspectors observed 16 lessons and part lessons, including a joint lesson observation completed with the headteacher.
- Discussions were held with the headteacher, the Chair of the Governing Body, a local authority representative, senior leaders, staff, pupils and parents.
- The inspector took account of 26 responses to the on-line questionnaire (Parent View) in addition to the results of a recent school questionnaire, responses to the staff questionnaire and informal discussions with parents.
- The inspector observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

Inspection team

Julie Sackett, Lead inspector	Additional Inspector
Ken Bryan	Additional Inspector
Andrew Lyons	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium is above the national average. This is additional funding provided by the government to support pupils entitled to free school meals, children who are looked after by the local authority and the children of service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is below average.
- The school has a Nursery class which was included in this inspection.
- There is a privately run after-school club as well as a children's centre on site, neither of which were included in this inspection. Their latest reports can be viewed on the Ofsted website.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make outstanding progress by ensuring that:
 - teachers' expectations of what pupils can do are consistently high, so that pupils are set to work in lessons as soon as they are able and no learning time is lost
 - questioning provides sufficient challenge to enable all pupils to do their best, particularly the more able.

Inspection judgements

The achievement of pupils

is good

- Improvements in teaching have led to a year-on-year improvement in pupils' achievement since the last inspection. All groups of pupils make good progress from their starting points to reach above average levels in English and mathematics by the end of Year 6, including more able pupils.
- Children's starting points when they start school are generally below those expected for their age. Children in the Nursery and Reception classes settle quickly and happily play and learn with their friends. They make good progress, rapidly developing confidence and independence. Routines established here provide a secure foundation for the next stage in children's learning.
- Pupils continue to make good progress across Key Stages 1 and 2. Progress is slightly slower in writing than in reading and mathematics. The school is aware of this and measures are in place to replicate the school's success in reading. School information shows that this is beginning to accelerate pupils' progress in writing, with an increase in the proportion of pupils attaining expected levels forecast at the end of Year 6 in 2013, including the higher levels.
- There was a dip in attainment in reading, writing and mathematics at the end of Year 2 in 2012 due, in part, to staffing issues. These have now been addressed and the quality of teaching has improved. Pupils' work and school information about pupils' progress indicate that more pupils are on track to attain expected levels at the end of Year 2 in 2013.
- The teaching of reading is well organised and progressively builds on pupils' skills, including the teaching of letters and the sounds they make (phonics). In Year 1, pupils' attainment in the phonics screening check was above average in 2012. Attainment in reading at the end of Year 6 in 2012 was above average, including the proportion of pupils attaining the higher levels.
- The school is committed to equal opportunities and expects all pupils to do their best. As a result, all groups of pupils make good progress, including those from minority ethnic groups and those who speak English as an additional language. Disabled pupils and those with special educational needs make similar progress to other pupils in the school because the inclusion leader makes sure that support is carefully tailored to meet their needs.
- Pupils eligible to benefit from pupil premium funding make good progress to reach similar levels of attainment as other pupils in the school in English and mathematics. For example, pupil premium monies is used to pay for specialist teaching for individuals and groups as well as helping to fund extra activities, such as music lessons, to increase pupils' enjoyment of school and improve attendance. Initiatives such as these have successfully improved pupils' attitudes to learning and raised achievement. The average point score for this group and that of pupils nationally is closing rapidly in English and mathematics.

The quality of teaching

is good

- The quality of teaching, an area identified for development at the last inspection, has improved. Teaching is typically good, with some examples of outstanding teaching, so that pupils make good progress and achieve well over time.
- Teachers' confident subject knowledge is used well to plan interesting, stimulating lessons so that pupils are keen to learn and attentive. Teachers use a range of approaches flexibly to meet pupils' needs and routinely share the aims of the lesson with pupils so that they know what is expected of them. For example, in a Year 5 mathematics lesson, pupils were skilfully guided and challenged by the teacher and teaching assistants to use their mathematical knowledge to construct pie charts, which added depth to their understanding.
- Typically, teachers use questioning effectively to check pupils' understanding and the pace of learning in lessons is rapid, so that the best use is made of time. Occasionally, however, expectations are not high enough so that questioning does not fully challenge pupils, particularly the more able. In a few lessons, opportunities are missed for pupils to start working

independently at an earlier stage in the lesson, particularly the more able, so that their progress slows slightly.

- Teachers and teaching assistants work very well together to successfully support pupils, including more able pupils, disabled pupils and those with special educational needs, so that they make similar progress to other pupils.
- Pupils' progress in reading is a particular strength of the school. A whole-school focus on reading has been highly successful in accelerating the development of pupils' reading skills, and in their confidence in reading and in their enjoyment of books.
- There is a strong reading culture in the school and expectations are high, from the youngest children to those in Year 6. In the Nursery class, for example, stories are used to check and build on children's knowledge of books, so that children enjoy books and make good progress in the development of reading and writing skills.
- In the past, pupils have made slower progress in writing due to gaps in pupils' reading and spelling knowledge in Key Stage 2. This has been addressed by ensuring that the teaching of phonics is extended across the school and by providing support for those pupils who need extra help.

The behaviour and safety of pupils are outstanding

- The school's motto, 'Learning, sharing and growing together as friends, with respect, determination and pride', accurately sums up inspection findings about attitudes and behaviour in this friendly school. Pupils are at the heart of this inclusive school so that they feel valued and secure. Pupils' behaviour is exemplary in lessons, in the playground and when moving around the school. They are extremely polite, welcoming and justly proud of their school.
- Pupils are very eager to learn. The youngest children thoroughly enjoy their time in the Nursery and Reception classes and relish opportunities to play and learn with their friends. As pupils move up through the school, adults build on these positive attitudes, so that pupils develop into mature and responsible young people by the time they leave Year 6.
- Adults' strong respect for pupils is reflected in the active and much valued role pupils play in the life of the school. Pupils are given many responsibilities and their views and ideas help to shape school developments. For example, the school council has been responsible for starting a reading club, while the titles of books chosen by many individual pupils have been selected as the subject of hand-painted floor-to-ceiling illustrations which adorn the school walls.
- Expectations of pupils' behaviour are high throughout the school. Individual pupils with specific behavioural difficulties behave extremely well because teachers and teaching assistants know them very well and understand their needs.
- Pupils told inspectors that they feel very safe. Most parents who completed the on-line questionnaire agreed with this view and consider pupils to be well behaved. Pupils have a clear understanding of the different forms of bullying and what they can do to help keep themselves safe. School records show that incidents of bullying are rare. Discrimination in any form is not tolerated.
- The school works closely with the children's centre and breakfast club, so that expectations of pupils' behaviour are consistently high. The breakfast club provides a secure, welcoming and positive start to the school day for those pupils who attend.
- The school has worked tirelessly to improve attendance and, with the help of parents, this has been very successful. As a result, attendance has improved to above average levels and the proportion of pupils who are persistently absent has fallen.

The leadership and management are good

- The headteacher is highly committed and provides an inspirational role model for the school and

its pupils. His successful leadership of the school is characterised by professionalism, good humour and determination to secure the best for all pupils, regardless of background or ability.

- Leaders have managed developments in the school very well during a period of school expansion, so that a steadily improving trend in pupils' achievement has been sustained and strengthened. Leaders have an accurate view of the school's strengths and development needs and plans to improve the school further are sharply focused on raising pupils' achievement.
- The school has developed very effective systems to check pupils' progress. Class teachers work with senior leaders to check information about how well pupils are learning. Any indications that pupils' progress is slowing are very promptly picked up and extra help put in place where needed.
- The local authority knows the school well and has provided helpful support in response to the school's needs and requests.
- The curriculum is broad and well planned to foster creativity and to help pupils to develop and apply skills in different subjects. Cultural diversity is celebrated in the school and the curriculum contributes very positively to pupils' spiritual, moral, social and cultural development.
- Systems to check how successfully teachers are helping pupils to achieve are well established and rigorous, with training opportunities accurately matched to school development targets and teachers' professional development needs. Strategies such as team teaching and the modelling of effective teaching for others to observe have proved very successful in helping teachers to develop their practice.

■ **The governance of the school:**

- The governing body works closely with the headteacher and has a very accurate picture of what the school does well and what it needs to do to improve, including a well-informed understanding of strengths in teaching and aspects of teaching which need further improvement. It is committed and determined to secure the best for pupils, provides good levels of support and challenge, and rigorously holds the school to account. For example, information about pupils' achievement is carefully considered and used to raise questions about the effectiveness of teaching in different subjects and about how the school's performance compares with other schools nationally. Governors have a well-informed understanding of how the pupil premium is being used and the positive impact this is having on raising pupils' achievement. They have a robust overview of how teachers' performance management is linked to their salaries. They also orchestrate the headteacher's performance management well. The school employs a range of rigorous safeguarding procedures and ensures that statutory requirements are met in full.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102974
Local authority	Sutton
Inspection number	404848

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	293
Appropriate authority	The governing body
Chair	Julie Hendry
Headteacher	Toby Cooke
Date of previous school inspection	25 May 2011
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