

# Inspection of Beddington Park Primary School

Mallinson Road, Beddington Lane, Beddington, Croydon, Surrey CR0 4UL

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Inspection dates: 29–30 January 2020

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils do not receive an acceptable standard of education. In Years 5 to 6, disruptive behaviour in lessons prevents pupils from benefiting from the planned teaching in all subjects. Some teachers struggle to manage behaviour and leaders do not provide effective support to help them.

Incidents of bullying are frequent. This causes some pupils to feel unsafe at school. Many parents and carers, pupils and staff told us that leaders do not respond swiftly or effectively to tackle bullying. Because of this, there are pupils in the school who have little confidence that things will improve.

Many parents and pupils said that they do not have a voice because their genuine concerns are dismissed or ignored by leaders and governors.

Children in the early years enjoy learning and achieve well. They are happy, safe and well cared for. They make friends and behave well.

Throughout the rest of the school, pupils are welcoming and keen to talk about school and their experiences. They are taught a range of subjects and they want to achieve well. Most pupils achieve well in reading, writing and mathematics. However, pupils with special educational needs and/or disabilities (SEND) do not achieve as well as they should.

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

Disruptive behaviour in lessons has a negative impact on pupils' learning. Poor behaviour and bullying in the playground have a detrimental impact on pupils' confidence, self-esteem and personal development. Too many pupils are frequently absent from school. Older girls feel inhibited by the disruptive behaviour of some of the older boys. For example, they feel they cannot enjoy quiet reading at the end of the school day. In addition, they were also trying to manage the boys' behaviour themselves. This has a negative impact on their achievement.

Pupils with SEND do not achieve as well as they should because teachers do not have high enough expectations of what they can achieve. Staff do not identify these pupils' needs well enough. Teaching does not help these pupils to build on what they know and can do. Teachers' expectations for pupils with SEND are too low and planned activities do not help pupils to achieve as well as they should. These pupils are sometimes excluded unnecessarily from whole-class sessions. For example, pupils with SEND who are capable readers and able to use their phonic skills are sometimes not included in whole-class phonics sessions, even when the content of the lesson is appropriate to their ability.

Curriculum leaders have created clear plans to support teaching staff in planning lessons in a range of subjects. Pupils attain highly at the end of Year 2 and 6 in reading, writing and mathematics.

Staff have strong subject knowledge in mathematics and writing. They plan interesting mathematics lessons and think of meaningful purposes for pupils to write. For example, children in the Reception classes enjoyed jumping on spots to help them count to 20. Throughout the school, pupils write with enthusiasm in response to the books they are reading.

Leaders are now revising plans for other subjects, including history, to make sure that they build well on what pupils already know. They recognise that in some subjects the knowledge and skills taught are often literacy based, and not sharply focused on specific subject skills and knowledge. Pupils enjoy sports sessions and after-school activities such as choir and football.

In 2019 the progress that Year 6 pupils made in reading declined. Leaders have provided staff with appropriate training and resources to improve the teaching of reading. Staff teach phonics well and are consistently using the school's new reading programme to develop pupils' love of reading, expand their vocabulary and develop their comprehension skills. Teachers have created beautiful, inviting reading areas in all classrooms. They select texts for early readers which match pupils' phonics knowledge. Pupils have consistently attained highly in the end of Year 1 phonics check.

Pupils, parents and staff told us that poor behaviour and bullying are common. Staff and pupils expressed concern about the lack of sufficient adult supervision in the playground sometimes. Many pupils told us that they would never recommend the school to friends because of the poor behaviour.

The accident log book shows a high frequency of accidents. For example, on the first day of the inspection there were twelve accidents recorded. The headteacher delegates much of the responsibility for keeping logs on behaviour, racist and bullying incidents to administrative staff. Some pupils receive internal exclusion or cooling-off time after incidents of poor behaviour. However, this is not consistently recorded. Leaders do not monitor or analyse this information effectively to identify any trends and take swift action to prevent further incidents.

Systems for hearing the concerns of parents or pupils are ineffective. Some parents told inspectors that their voices were unheard.

Lunchtimes provide little opportunity for pupils to develop social skills. Pupils, staff and parents expressed dissatisfaction with the current arrangements. Some pupils have little time to enjoy or even eat all of their lunch. Pupils are often upset by the need to rush down their food. Lunchtime supervisors care deeply about the pupils and try their best to make lunchtime a pleasant time; however, staff and parents told us that often it is not.

Staff in the school are committed, but some discussed with inspectors their heavy workloads. Some staff are disheartened because they do not feel supported by leaders and feel they are criticised if they simply ask for, or need, help. There is a high turnover of teachers, which adds to the lack of stability for some classes in the school.

Pupils in the school want to work hard. They want behaviour to improve. The school is failing to help all pupils feel valued, listened to and achieve as well as they could.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Safeguarding is ineffective because too many pupils feel unsafe at school. Some have suffered racism and bullying and this has not been tackled effectively by the headteacher and governors.

Leaders and governors do not respond swiftly to complaints from parents, some of which relate to pupils' safety. Records for pupils who have left the school were disorganised, hard to access and incomplete. Leaders rectified this by the end of the inspection.

The new deputy headteacher has revised systems to record and monitor how the school protects those pupils who are vulnerable or at risk. Records about these pupils are detailed and thorough. Staff are well trained in all aspects of safeguarding and they understand what to do if they have a concern about a child. The safeguarding leaders work well with outside agencies to secure appropriate services for these pupils.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The headteacher and governors have not ensured that safeguarding arrangements are effective. Many pupils feel unsafe at school because of incidents of bullying and racism. Leaders must take urgent action to tackle bullying and racism.
- Pupils' behaviour is poor. Leaders must support teachers in managing pupils' behaviour. They need to ensure that poor behaviour does not have a negative impact on pupils' learning and achievement and on their personal development.
- Lunchtime arrangements and playground supervision need to be reviewed to make sure that lunch is a pleasant, sociable experience for all pupils and that the playground is a safe and harmonious place to be.
- The headteacher and governors must ensure that systems for dealing with complaints are rigorous and effective. They must monitor records relating to

behaviour, bullying, attendance, exclusions and accidents carefully and take action to avoid repeated incidents.

- Too many pupils are persistently absent. Leaders need to work more effectively with families to ensure that all pupils attend regularly and to check that they are safe if they are not attending.
- The headteacher and governors must urgently review their systems and processes for finding out the views of parents and pupils. They must ensure that all families within the community feel listened to and that their voice is valued.
- Curriculum leaders have a good understanding of how they can improve planning in subjects other than in English and mathematics. They need to make sure that plans for all subjects are sequenced clearly and build on the skills and knowledge that pupils already have, particularly in history.
- Teachers do not identify and assess the needs of pupils with SEND well enough. Leaders need to support teachers in reviewing the needs of these pupils more effectively. In addition, more support for teachers is required to set appropriate activities for pupils with SEND so that lessons help these pupils achieve the best that they can.
- Leaders and governors need to review the workload demands of teachers and teaching assistants. Some staff believe they have heavy workloads. However, they do not feel they can share their concerns. Leaders and governors need to analyse why there is a relatively high turnover of staff, and take the necessary action to support and retain committed staff.

## 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 are the school and you are 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

<b>Unique reference number</b>	141891
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10133246
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	441
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Julie Hendry
<b>Headteacher</b>	Toby Cooke
<b>Website</b>	<a href="http://www.beddingtonparkprimary.com">www.beddingtonparkprimary.com</a>
<b>Date of previous inspection</b>	22 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is an academy converter and become part of the Beddington Park Academy Trust in 2015.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

We recommend that the school does not appoint newly qualified teachers.

- We met with the headteacher and other members of the leadership team. We met with the chair of governors.

- We undertook deep dives in these subjects: reading; mathematics; personal, social and health education; and history. To do this, we met with subject leaders and visited lessons with them. We looked at pupils' work and spoke with pupils about their learning. We met with some of the teachers we observed. We reviewed the school's planning for the four subjects. We heard pupils read.
- We reviewed education, health and care plans for pupils with SEND and undertook a learning walk with the special educational needs coordinator.
- We spoke with staff and pupils throughout the inspection during playtimes and lunchtimes, and as they moved around the building.
- We held meetings with all members of staff.
- We spoke with parents at the start and end of the school day and reviewed letters which parents sent to us.
- We reviewed the school's single central record of staff suitability. We met with the designated safeguarding leaders and reviewed documentation related to child protection.
- We reviewed documentation relating to behaviour, attendance and exclusions and to those relating to any complaints made to the governing body.

### **Inspection team**

Ruth Dollner, lead inspector

Her Majesty's Inspector

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Ofsted Inspector

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Her Majesty's Inspector

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