

Inspection of Cleeve Park School

Bexley Lane, Sidcup, Kent DA14 4JN

Inspection dates: 10 and 11 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Sixth-form provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are positive about their school. They like the changes that the new headteacher has introduced, such as the 'upbeat time'. Pupils appreciate being welcomed by staff and going straight to lessons at the start of the day.

Pupils have a broad curriculum and a wide choice of GCSE subjects. In some subjects, expectations of pupils are high. Teachers plan activities which help pupils to learn and achieve well. However, this is not yet consistent in all subjects. The new 'behaviour charter' is starting to have a positive impact. Pupils' behaviour has improved, but some lessons are still disrupted.

There is very little bullying and adults always sort out any issues when pupils report them. Pupils show respect to others. They value the inclusive nature of their school. Pupils participated in a powerful and moving assembly for Remembrance Day. This included the theme of diversity.

Pupils feel safe. They know the safeguarding team and how to get help if they need it. Pupils learn how to keep themselves safe, including online, through tutor time, assemblies and lessons.

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

Leaders have ensured that subject plans are now in place from Year 7 to Year 13. Subject plans are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Plans are well sequenced and have at least the scope and depth of the national curriculum. Teachers have strong subject knowledge and are highly motivated for their pupils.

However, the implementation of these plans is inconsistent. Staff sometimes lower the ambition of the plans and expect less of pupils. The activities they choose do not help pupils consider subject knowledge in depth. Work often focuses on recall of facts and key words rather than understanding concepts.

Some lessons are disrupted because the work is not always planned well. For example, pupils talk over the teacher. Some other pupils are not disruptive, but do not participate in lessons. This is often because the work does not challenge or interest them. At times, teachers ignore these pupils and do not engage them in the work.

Pupils behave well around the school at break and lunchtime. They are supervised by staff, and respond positively to the adults around them. This creates a friendly and respectful atmosphere around the school.

Pupils study a broad range of subjects in Years 7 to 9, and have a wide choice of GCSE subjects. The proportion of pupils studying a modern foreign language has

increased. More pupils now study for the English Baccalaureate group of subjects, which prepares them for further study.

The subjects offered in the sixth form vary from year to year. The pathways for different subjects from Year 11 into study programmes for Year 12 and 13 are not always available or sustained. Leaders do not have a clear enough vision for the sixth form.

The new reading strategy is starting to have a positive impact, but is not fully established. Tutors have chosen class books which capture pupils' interests, and pupils enjoy reading them. Leaders have identified weaker readers, and support is in place for them. A few pupils are reluctant to accept this. Some pupils do not write as well as they should. Their handwriting is poor and they do not spell or punctuate sentences correctly.

Leaders have begun to improve the provision for pupils with SEND. They have established new ways of working, and these have started to have a positive impact on what pupils achieve. Teachers check that pupils understand the work, and adapt what they are doing if necessary. Pupils with physical disabilities are fully integrated into mainstream classes and the life of the school.

The provision for some aspects of pupils' personal development is strong. Careers guidance and support are well planned. Leaders make sure that pupils get information from the full range of post-16 providers. This includes academic and non-academic routes. Inconsistencies in the curriculum mean that other aspects are less well developed, for example opportunities for discussion, debate and developing pupils' character. Sixth-form students do not have many extra-curricular opportunities.

Leaders know their pupils well and identify those who might benefit from alternative provision. They communicate with parents and carers, and work with the alternative providers to make sure that these pupils' needs are met. Pupils attend well and achieve success.

Governors have correctly identified the priorities for the school. They are realistic about how long these will take to have full impact. The trust works effectively with school leaders in delivering training and supporting staff. School leaders take staff workload into account, and staff said that they feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a detailed understanding of the local risks to pupils, and staff are well trained. Since the last inspection, leaders have introduced an online system for reporting concerns. Record-keeping is robust, and concerns are followed up in a timely way. This includes with the local authority, if appropriate.

Leaders actively support parents through newsletters and parent sessions to help manage any online safeguarding concerns at home. Leaders work well with external agencies to help pupils. They are knowledgeable about the process of safer recruitment. The school and the trust work well together to create a strong culture of safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The high expectations set out in the school's curriculum plans are not always reflected in how subjects are delivered in the classroom. Teachers do not focus on helping pupils to understand subject content in depth. Leaders should ensure that teachers choose activities which help pupils to develop their knowledge of important concepts and design retrieval tasks which focus on understanding as well as the recall of vocabulary and facts.
- There are inconsistencies in the delivery of subject plans. This affects pupils' behaviour. Some pupils opt out of learning or disrupt the learning of others. Leaders should ensure that teachers do not tolerate low-level disruption, and that they involve quiet but disengaged pupils in the work.
- The reading strategy is relatively new and there are no common expectations for pupils' writing. Pupils' knowledge and skills in reading and writing vary as a result. Leaders should continue to develop and embed the reading strategy. They should ensure that pupils have planned opportunities for writing and use spelling and punctuation correctly.
- The provision for pupils' personal development varies because of inconsistencies in the curriculum. For example, pupils do not have regular opportunities to discuss and debate. Leaders should ensure that pupils' personal development is promoted consistently across the curriculum.
- Leaders are keen to include more subjects in the sixth form, but do not communicate a clear rationale. Subjects are missing from some cohorts, or are added without a clear pathway for uptake. Leaders should develop and communicate a clear vision for the sixth-form programmes of study, including extra-curricular activities.

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 information from Ofsted Parent View 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

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| Unique reference number | 138686 |
| Local authority | Bexley |
| Inspection number | 10209743 |
| Type of school | Secondary comprehensive |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 993 |
| Of which, number on roll in the sixth form | 139 |
| Appropriate authority | Board of trustees |
| Chair of trust | Gaenor Bagley |
| Headteacher | Alex O'Donnell |
| Website | www.cleevepark-tkat.org |
| Date of previous inspection | 13 and 14 November 2019, under section 5 of the Education Act 2005 |

Information about this school

- The executive headteacher took up her post in January 2021. Prior to this, the school was led by an interim headteacher for the autumn term in 2020. The previous substantive headteacher left at the end of the summer term in 2020.
- The chair of governors, who was previously a governor, took up his role as chair in September 2021.
- Cleeve Park School is a member of The Kemnal Academies Trust (TKAT).
- Bexley local authority has a specially resourced provision for pupils with SEND based at the school. This is for pupils with physical disabilities. There are 14 pupils on roll.
- The school uses registered alternative provision. These are: The Tutorial Foundation, 76 Freelands Road, Bromley BR1 3H; Wize Up, 579 Westhorne

Avenue, Eltham SE9 6DN; and Horizons Academy Bexley, Lensbury Way, Abbey Wood SE2 9TA.

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher and other senior leaders.
- The lead inspector held meetings with trust representatives and a remote meeting with the chair of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, geography and art. Inspectors visited classes and looked at subject plans and pupils' work. They met with pupils and held discussions with teachers and subject leaders.
- Inspectors also visited classes in a wide range of subjects, including science, business studies, French and computing, and looked at a range of sixth-form subject plans.
- Inspectors met with the designated safeguarding lead, and reviewed the single central record and records of safeguarding and behaviour. Inspectors talked with staff about the impact of their safeguarding training, and talked to pupils about how safe they feel in school. The lead inspector discussed safeguarding with the trust representatives and the chair of governors. A telephone call was held with the Bexley designated officer for safeguarding.
- Inspectors visited tutor time and observed pupils around the school at break and lunchtime. An inspector held telephone conversations with staff who work with pupils at the alternative provision.

Inspection team

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|-------------------------------|-------------------------|
| Janet Hallett, lead inspector | Her Majesty's Inspector |
| Lucy Bruce | Her Majesty's Inspector |
| Nigel Clemens | Ofsted Inspector |
| Andrew Hook | Ofsted Inspector |

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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