

Inspection of Beddington Park Academy

Mallinson Road, Croydon, Surrey CR0 4UL

Inspection dates: 10 and 11 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is John Halliwell. The headteacher is Maz Mukhtar. This school is part of STEP Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Glover, and overseen by a board of trustees, chaired by Ross Gardner.

What is it like to attend this school?

Pupils are extremely proud of their school. Leaders promote equality and respect for everyone. Pupils have a good understanding of each other's differences and celebrate them.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Everyone understands the high expectations, including for behaviour. Pupils are highly motivated learners and there is no disruption to learning. They have all chosen trusted adults they can talk to about any worries or concerns. They are happy and safe here.

Leaders actively seek pupils' opinions. For example, the 'Inclusion Minister' and 'Environment Minister' of the Pupil Parliament provide suggestions to improve the school.

The school expertly plans school visits linked to key themes across the academic year. For example, every year group gets to visit a different place of worship. This helps pupils to build on their understanding of different faiths. Extra-curricular clubs vary from sports, to crafts, yoga and languages. There is a big uptake of these clubs.

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

Trust and school leaders provide an aspirational curriculum. They make sure that high-quality training is a priority for all staff. As a consequence, staff are confident in teaching all subjects. Expectations of all pupils are consistently high and realised in lessons. In early years, curricular thinking is carefully planned. Staff expose children to rich vocabulary and learning opportunities. These fully prepare them for their transition to Year 1.

Staff routinely check pupils' prior knowledge. They build on this learning, enabling pupils to access more complex content with confidence. In lessons, teachers pick up on pupils' misconceptions and close any gaps. As a result, pupils deepen their subject-specific understanding over time. In design and technology (DT), for example, pupils used their knowledge and skills of sewing in Year 3 to prepare them for making high-visibility jackets in Year 5.

There are clear procedures and processes in place to ensure that staff identify pupils with SEND swiftly. The school works closely with outside agencies to ensure that the appropriate training and adaptations are in place. This helps pupils with SEND to learn successfully.

Reading is well developed throughout the school. Staff teach reading consistently well. They are well trained and know individual pupils' reading abilities. Children start to learn phonics as soon as they join Reception. Staff match books that children read to their phonics knowledge. Adults reading with pupils use appropriate

strategies to help them with their reading. Pupils read confidently and enjoy supporting one another. Staff identify pupils who are falling behind with their reading. They provide pupils with precise support to help them catch up and keep up. Staff promote the love of reading every day. They have carefully chosen a range of thought provoking, diverse texts to share with pupils to ignite their interest.

Staff help pupils to understand about healthy relationships in an age-appropriate way. They encourage pupils to keep physically and mentally healthy. Any form of discrimination is not acceptable here. Staff teach pupils about the importance of consent and personal boundaries. Leaders make sure that pupils with SEND fully take part in the many enrichment opportunities at school.

Pupils behave exceptionally well in class. They are highly motivated in lessons and show positive attitudes to their education. When moving around the school, and in the playground, pupils show great self-discipline. School leaders go beyond the expected to prepare pupils for life in modern Britain. Their work on developing pupils' character is exemplary. Leaders have rigorous systems in place to make sure pupils attend regularly.

Leaders have developed impressive, strong links with parents that they have built in a short period of time. Professional, meaningful interactions take place with staff at all levels. Every member of staff feels extremely supported by trust and school leaders. They find workload manageable and love working at the school. Governors and trustees hold leaders to account while always remaining supportive.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after

children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 148350 |
| Local authority | Sutton |
| Inspection number | 10290385 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 318 |
| Appropriate authority | Board of trustees |
| Chair of trustees | Ross Gardner |
| Executive Headteacher | John Halliwell |
| Headteacher | Maz Mukhtar |
| Website | beddingtonparkacademy.org |
| Date of previous inspection | Not previously inspected |

Information about this school

- Beddington Park Academy converted to become an academy in October 2020. When its predecessor school, Beddington Park Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school does not currently use any alternative provision for any of its pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the chief executive officer and director of quality assurance, data and governance of the trust. They met with the chair of governors and a member of the board of trustees. They met with the executive headteacher, headteacher and other members of the leadership team.
- Inspectors carried out deep dives in these subjects: early reading, physical education, DT and mathematics.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also took into account the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

| | |
|---------------------------------------|-------------------------|
| Aliki Constantopoulou, lead inspector | His Majesty's Inspector |
| Julie Wright | His Majesty's Inspector |
| Brian Simber | Ofsted Inspector |

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