

# Inspection of Beckmead College

Tennison Road, London SE25 5RR

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Inspection dates: 17 and 18 April 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Outstanding

Ofsted has not previously inspected Beckmead College as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

The headteacher of this school is Michael Nelson-Langaigne. This school is part of The Beckmead Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonty Clark, and overseen by a board of trustees, chaired by Laurence Nesbitt.

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

Staff are dedicated to making a difference to the lives of pupils here. They provide a nurturing environment where pupils are safe and have the chance to succeed. Many pupils arrive at the school with a negative experience of education. Staff give pupils the individual time, care and attention that they need for pupils' confidence and resilience to develop. As a result, pupils feel at ease and start to enjoy their learning here.

For some pupils when they join the school, it can take time to settle in and adjust to the routines and high expectations of the school. Staff are skilled in managing pupils' behaviour. They are patient and caring. Staff work hard to forge positive working relationships with pupils and their parents and carers. Pupils appreciate what staff do to support them. For example, at a recent assembly to celebrate 'International Women's Day', pupils read out poems and stories about staff to thank them.

The curriculum is much more than the subjects that pupils study. Pupils have access to a range of therapies and mentoring opportunities which help them to manage their emotional well-being, behaviour and develop social skills. Pupils enjoy spending time in school on activities such as boxing, athletics and robotics.

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

Since opening, leaders, trustees and governors have worked effectively together to develop aspects of the school's work. They are ambitious for their pupils. Pupils study a range of academic subjects such as mathematics, English and science. In addition, they choose from a wide vocational offer which includes carpentry, plumbing, mechanics and hospitality and catering. Pupils benefit from the well-equipped workshops for these courses. Staff help pupils to achieve relevant and useful qualifications during their time here. Pupils follow a pathway that gives them the skills and knowledge they need to access further education, training or employment. This means that pupils are well prepared for their next steps and adulthood.

Staff are proud to work here. Leaders are mindful of staff well-being and workload. Representatives of the trust and school leaders ensure that staff are well trained to support pupils' complex needs. When pupils join the school, staff gather a wide range of information about pupils' abilities, needs and interests. They use this to guide pupils onto suitable courses and pathways. In lessons, staff identify gaps in pupils' learning, gaps which are sometimes significant due to previous educational experiences, and address any misconceptions. In some subjects, staff do not take fully into account what pupils already know and can do. Pupils' learning is sometimes hindered when pupils complete work that they can already do easily.

The school encourages pupils to read. Pupils in Years 10 and 11 have reading-focused lessons which help to develop their vocabulary and comprehension skills. Some pupils enjoy attending the lunchtime 'reading club'. Staff identify pupils who struggle to read fluently. These pupils receive support in lessons but this is not routinely tailored to their specific needs. The school, with the support of the trust, has clear plans in place to implement a new phonic-based reading support programme.

Pupils behave well. In lessons, pupils sometimes show a disinterest in their learning but this rarely slips into low-level disruption. Staff encourage pupils to be independent and to take on roles of responsibility. For example, pupils help to organise the school's annual sports day and tidy up after themselves when they make snacks. Pupils receive appropriate careers advice and are taught employability skills. The school helps pupils to find their niche in life. For example, most sixth-form students take part in weekly work experience which is linked to their future career aspirations.

Pupils' attendance is treated as an ongoing priority for leaders. Staff know each pupils' individual circumstances and work with them and their families to improve attendance at school. Over time, pupils' attendance rates typically improve. Pupils on temporary part-time timetables access tuition when they are not in school and gradually increase the time that they spend in school. Pupils are motivated to improve their attendance, including so that they can be part of the '90% club' where they receive rewards for high attendance rates.

Pupils are encouraged to treat others and the differences between people with respect. Leaders ensure that all pupils study personal, social, health and economic (PSHE) education. However, some aspects of the relationships and sex education (RSE) programme lack precision, particularly around the order in which certain aspects of the statutory content are taught. The weekly 'Young Women's Group' gives the small number of female pupils the chance to discuss pertinent issues or any concerns.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, learning is not as well matched to pupils' needs and abilities as it could be. Where this is the case, staff do not routinely consider what pupils already know and can do. This means that, at times, pupils complete work that they can do easily and they are not moved on in their learning. Leaders should

continue their work to support and develop staff so that learning is consistently tailored to the individual needs of pupils.

- Pupils who struggle with reading do not receive the precise support they need to be able to read fluently and with confidence. Leaders should continue with their plans to implement a new programme of tailored support for these pupils and to ensure that this support is delivered effectively.
- At times, the PSHE and RSE programme lacks precision regarding when and how specific aspects of statutory content should be taught. Leaders, including those responsible for governance, should ensure that programmes for PSHE and RSE are planned and delivered consistently.

## 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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	148772
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10323451
<b>Type of school</b>	Special
<b>School category</b>	Academy special converter
<b>Age range of pupils</b>	14 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Of which, number on roll in the sixth form</b>	36
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Laurence Nesbitt
<b>Headteacher</b>	Michael Nelson-Langaigne
<b>Website</b>	<a href="http://www.beckmeadtrust.org/college">www.beckmeadtrust.org/college</a>
<b>Date(s) of previous inspection</b>	10 and 11 January 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Beckmead Trust.
- The predecessor school was part of Beckmead School, a family of schools on different sites which provided education for pupils aged five to 16. When the predecessor school, Beckmead School, was last inspected by Ofsted, it was judged to be outstanding overall. Beckmead School converted to become Beckmead Park Academy in 2019.
- Beckmead College opened as a separate school operating from two premises in September 2021 for pupils aged 14 to 19.
- The main school site is on Tennison Road SE25 5RR. The school has a second site at Alverston Gardens SE25 6LR. Pupils attend lessons on both sites.
- The school caters for pupils with social, emotional and mental health needs. Most pupils at the school have an education, health and care plan.
- The school does not use any alternative provision currently.

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

## 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 the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the school leadership team and staff.
- Inspectors held discussions with the chief executive and deputy chief executive of the trust, directors from the trust's central team, the chair of trustees and the chair of the local governing body.
- A discussion was held with a representative from the local authority of Croydon, which is the school's main commissioner of places at the school.
- Inspectors carried out deep dives in these subjects: English, art, mathematics and personal, social, health and economic education. For each deep dive, the inspector 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 considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- Inspectors considered responses to the survey, Parent View, and spoke to some parents. Inspectors evaluated the responses to the online staff and pupil surveys.

## Inspection team

Jude Wilson, lead inspector

His Majesty's Inspector

Martyn Patterson

Ofsted Inspector

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