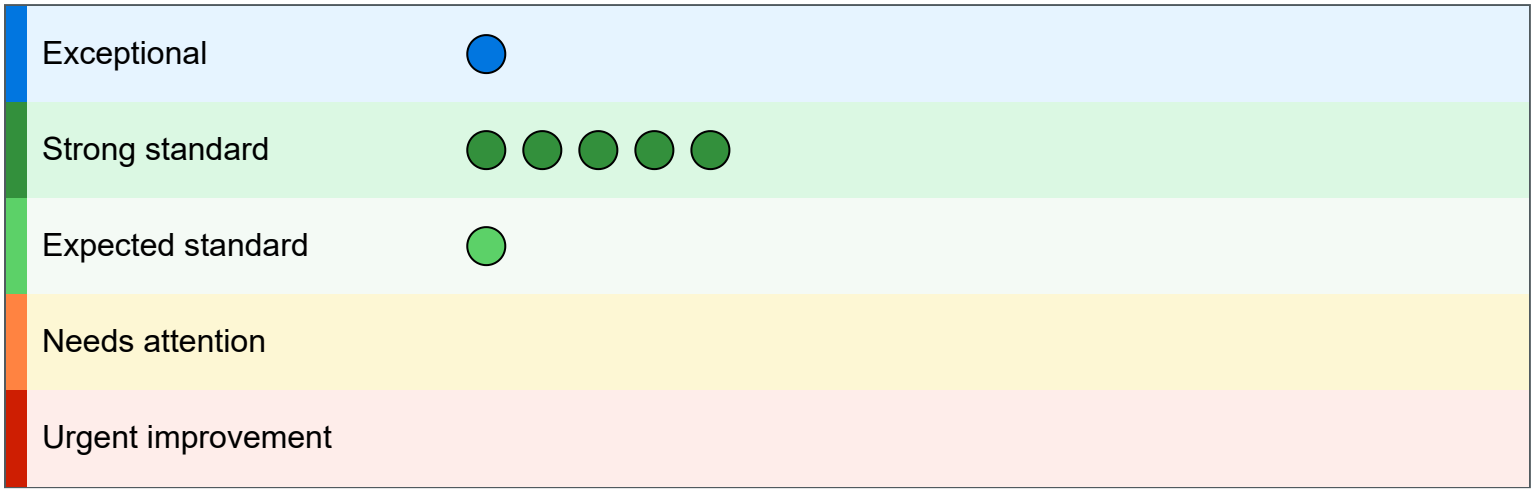
Beths Grammar School

Address: Hartford Road, Bexley, Kent, DA5 1NE

Unique reference number (URN): 136334

Inspection report: 22 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Attendance and behaviour

Exceptional

Rates of attendance are extremely high across all year groups, including in the sixth form. Persistent absence is significantly below national averages. This is because pupils are highly motivated. They want to be in school and are reluctant to miss out on their learning or the breadth of wider opportunities available to them. Attendance is carefully tracked and trends analysed. Leaders work closely with families to understand individual circumstances that might negatively impact attendance. The school liaises effectively with external agencies to provide additional assistance when needed. These approaches enable leaders to design bespoke packages of support, which are highly effective in reducing any cases of low or weakening attendance. Pupils appreciate the range of awards in place to celebrate positive attendance.

Leaders and staff have very high expectations of behaviour. Pupils' behaviour is exemplary across the school. They are self-disciplined and respectful. They care about the school and about one another. Pupils are responsible and demonstrate astute levels of social awareness. Pupils report that there is no bullying and, on the occasions when unkindness occurs, it is dealt with swiftly and effectively by staff. As a result, the school is remarkably calm, orderly and harmonious. Should pupils struggle to manage their emotions, individualised support is rapidly put in place. Leaders have created a culture of learning and acceptance where all pupils flourish.

Strong standard

Achievement

Strong standard

Pupils achieve highly across the school and in different subjects. They make strong progress from their starting points in all subjects. Examination results at the end of Year 11 are consistently above national averages.

The achievement of pupils with special educational needs and/or disabilities and those who are disadvantaged is particularly impressive. Their attainment and progress are significantly above similar pupils nationally. This is because the school works hard to put strategies in place to support these pupils so they can achieve their full potential.

Pupils learn the curriculum extremely well. High-quality teaching and effective support mean pupils secure the knowledge and skills they need to learn the intended curriculum and be very well placed to access increasingly complex ideas. Pupils produce high-quality work in all subjects and build on their learning with confidence. Pupils are extremely well prepared for the next stages of their education, employment or training.

Curriculum and teaching

Strong standard

Leaders have embedded a broad and highly ambitious curriculum. It is carefully designed and sequenced to build on pupils' existing knowledge, while meeting the needs of all pupils. Leaders have clear expectations and a detailed understanding of how effectively the curriculum is delivered. This helps to ensure high-quality teaching is consistent across the school, including in the sixth form.

Teachers are adept at ensuring pupils progress through the curriculum. Teaching systematically checks and extends pupils' understanding. These approaches are particularly effective at engaging pupils with special educational needs and/or disabilities and those who are disadvantaged. As a result, pupils routinely contribute to lessons and are very confident in sharing their knowledge.

All pupils access the same ambitious curriculum. Teaching strategies and resources are helpfully adapted when needed. Any gaps or misconceptions in pupils' knowledge are identified and addressed quickly. Leaders' early intervention ensures that pupils who need to can catch up quickly. Insightful and well-timed guidance consistently helps pupils to improve their work. Pupils feel confident in asking for help when needed and develop high levels of independent learning.

Inclusion

Strong standard

This school is highly inclusive. Leaders place inclusion at the heart of their work and have high aspirations for all pupils. This means that pupils flourish, particularly those who face additional barriers to their learning and/or participation.

Staff benefit from extensive training to enhance their understanding of inclusive practice, including in supporting mental wellbeing. They assess pupils' individual needs accurately and swiftly and review what help is of most benefit. Leaders and staff consistently put individual support strategies in place to enable pupils with barriers to their learning and/or wellbeing to thrive. Leaders work closely with external agencies. There is a wide range of expertise within the school to assist pupils. Staff are skilled at identifying issues as they arise because they know pupils extremely well. Pupils feel well supported in and out of the classroom, and they value the help they receive.

Funding for pupils who are disadvantaged is used very effectively to ensure that they achieve well and have access to a full variety of enrichment opportunities. Staff rigorously tailor specific support so that different groups of pupils can learn effectively and be successful.

Leadership and governance

Strong standard

Leaders at all levels consistently make decisions in the best interests of pupils. They are determined to provide them with the best care and support, while facilitating high levels of academic achievement. Leaders are tireless in their efforts to ensure that pupils are well prepared for their next stages of life.

Leaders and trustees know the school extremely well. They systematically identify the school's strengths and priorities for further improvement, using school-based evidence to take decisive action that improves outcomes. Trustees are supportive of the school's work and check that it is being carried out to high standards. They perform their statutory duties effectively and provide appropriate levels of support and challenge to leaders.

Staff enjoy working at the school. They appreciate the school's open culture and feel involved in decision-making. Senior leaders are approachable and visible and work hard to ensure workload is manageable. Initiatives to promote staff wellbeing and a calm, purposeful culture ensure staff feel supported. Those in the early stages of their career benefit from the high-quality guidance and training provided.

The provision for staff's professional learning is comprehensive. It is designed to develop staff expertise and is informed by relevant research and the needs of pupils. For example, a number of staff have trained as 'wellbeing champions'. Leaders have established collaborative relationships with other schools and organisations. This allows them to share their own expert practice and to learn from the work of others.

Personal development and wellbeing

Strong standard 

Personal development and wellbeing have a high priority at this school. Leaders provide a well-considered and responsive personal development and wellbeing programme. Pupils benefit from rich opportunities that help them grow into confident, resilient and independent young people.

Pupils gain extensive and age-appropriate knowledge of a range of important concepts, such as sex and relationships education, physical and mental health, online and offline safety and democracy. They are impressively knowledgeable about cultural diversity and value the input of external speakers. Pupils debate topics of cultural relevance, such as racial inequality, and have a clear understanding of diversity and tolerance.

Pastoral care is consistently responsive and compassionate. Staff act quickly and skilfully when extra support is needed. Specialist provision, such as mentoring or counselling, is available for pupils facing challenges. Pupils are confident to ask for help if needed and say they feel very well supported.

The school offers a very wide range of enrichment activities, clubs and visits. These opportunities help pupils develop their confidence, teamwork and leadership skills. For example, Year 8 pupils attend an annual camp and master an assortment of new skills. Participation in the broad range of extra-curricular activities is high. Leaders take pupils' requests and aspirations into account when planning these activities. Pupil attendance is tracked closely, and adaptations are put in place to ensure that disadvantaged pupils and those who face additional barriers to their participation can fully access the school's extra-curricular offer.

A carefully designed careers education programme begins early in the school and is a prominent feature of the personal development offer. Pupils and students in the sixth form receive tailored guidance and access a range of employers and external agencies as they move through the school. As a result, pupils and students in the sixth form are very well

informed and prepared for their next steps in education, employment or training. Leaders are rightly proud of the range of destinations to which pupils progress.

Expected standard

Post-16 provision

Expected standard

The school offers a broad and ambitious range of A-level courses. Students achieve in line with national averages, including those with special educational needs and/or disabilities. Leaders are rightly focusing on further improving achievement in the sixth form by ensuring students, including those who join in Year 12, develop the study skills they need to achieve highly. Sixth-form teachers know the curriculum and their subjects in depth. This means teaching demonstrates high levels of subject expertise. Through effective questioning and precise explanations, teaching typically advances students' learning and extends their knowledge. Students attend school regularly and are committed to their studies. They talk with confidence about their work and show a developing passion for academic rigour.

Leaders are committed to supporting students within a highly inclusive provision. Students are given additional help when they need it and are supported to look after their emotional wellbeing. Working relationships between teachers and students are consistently warm and respectful.

Students experience a wide range of personal development opportunities, which develop their self-esteem and leadership skills. Leaders have high aspirations for students and tailor visiting speakers and educational visits to students' ambitions for their own futures. Work-related learning and a comprehensive careers programme prepare students well for making informed choices about their next steps. Leaders ensure that students receive bespoke support as they apply for university or degree apprenticeships.

What it's like to be a pupil at this school

Pupils and students in the sixth form are proud of being part of the Beths community and enjoy coming to school. They feel a strong sense of belonging, which is evident in the positive relationships they have with staff and with one another. Pupils know staff want them to achieve well and appreciate the care they are shown. Pupils have very positive attitudes to learning and behave incredibly well. They are keen to be in school every day.

Pupils are kept safe and know who to talk to if they have any concerns. They support each other and act maturely. On the rare occasions that pupils need help to meet expectations, staff act quickly and fairly. Pupils say that bullying does not happen at Beths and any occasional unkindness is dealt with promptly. Pupils across the school value their education and the care their teachers have for them.

Pupils achieve highly across a wide range of subjects. They enjoy the process of learning and clearly understand how to do well. By the time students reach the sixth form, they have

developed academic rigour, which supports them well for their advanced studies. Staff are subject experts who systematically provide opportunities for pupils to secure and deepen their knowledge. Pupils who need additional support, including those with special educational needs and/or disabilities, benefit from thoughtful adaptations to lessons and the curriculum. As a result, all pupils achieve well and thrive at school.

Pupils' wellbeing and personal development are a priority. Pupils can access a wide range of extra-curricular activities, including clubs, trips and cultural visits. The school ensures that all pupils can participate in the full range of opportunities on offer. High-quality careers guidance ensures that all pupils are extremely well prepared for their next steps.

Next steps

- Leaders should continue their work to improve levels of achievement in the sixth form. This includes ensuring students, including those who join the sixth form in Year 12, are supported to develop the academic study skills they need to fully benefit from the ambitious curriculum and approaches to teaching.

About this inspection

This school is a single academy trust, Beths Grammar School, which means other people in the trust also have responsibility for running the school. The trust is led by a board of trustees, chaired by Jonathan Brock.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 22 and 23 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, staff and pupils. Discussions were also held with trustees, including the chair of the board of trustees, during the inspection.

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.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision

Headteacher: Alex O'Donnell

Lead inspector:
Emily Leonard, His Majesty's Inspector

Team inspectors:
Paul Metcalf, Ofsted Inspector
David Lloyd, Ofsted Inspector
Lisa Smith, His Majesty's Inspector
Duncan Kamya, His Majesty's Inspector
Stephanie Salter, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

1,701
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,740
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

12.79%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

0.65%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

7.05%
Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	97.9%	45.4%	Above
2023/24 (final)	96.3%	45.9%	Above
2022/23 (final)	99.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	71.6	46.1	Above
2023/24 (final)	72.0	45.9	Above
2022/23 (final)	73.0	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.53	-0.03	Above
2022/23 (final)	0.63	-0.03	Above
2021/22 (final)	0.57	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	100.0%	25.8%	Above
2023/24 (final)	96.2%	25.8%	Above
2022/23 (final)	96.3%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	67.8	34.9	Above
2023/24 (final)	73.8	34.6	Above
2022/23 (final)	67.6	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.78	-0.57	Above
2022/23 (final)	0.31	-0.57	Above
2021/22 (final)	0.70	-0.55	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	100.0%	53.1%	46.9 pp
2023/24 (final)	96.2%	53.1%	43.0 pp
2022/23 (final)	96.3%	52.4%	43.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	67.8	50.4	17.4

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	73.8	50.0	23.7
2022/23 (final)	67.6	50.3	17.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.78	0.16	0.61
2022/23 (final)	0.31	0.17	0.15
2021/22 (final)	0.70	0.15	0.55

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	99%	92%	Above
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	99%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	36.47	35.00	Close to average
2023/24 (final)	35.37	34.38	Close to average
2022/23 (final)	36.43	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.2	0.0	Close to average
2023/24 (revised)	-0.2	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	2.6%	8.4%	Below
2023/24 (3 term)	2.9%	8.9%	Below
2022/23 (3 term)	3.9%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	2.4%	23.4%	Below
2023/24 (3 term)	3.3%	25.6%	Below
2022/23 (3 term)	5.2%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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