

Inspection of Bedmond Academy

Meadow Way, Bedmond, Abbots Langley, Hertfordshire WD5 0RD

Inspection dates: 22 and 23 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a friendly and welcoming school. Relationships between pupils are warm and positive. Pupils include each other in their games and activities. In class, pupils debate ideas in a considered way. Pupils listen to each other and are confident to express their own views. Pupils develop their understanding of others and celebrate differences.

Pupils are enthusiastic about their learning. They make the most of the opportunities they have to develop their interests. Pupils enjoy taking part in the wide range of trips and other activities that enhance their learning. Children in early years get off to a strong start.

Pupils behave well and are proud of their school. Pupils learn in a calm and well-ordered environment. Pupils report that bullying is rare. Pupils will talk to an adult if they are worried. They are confident that adults will listen and help them. Pupils learn to keep themselves safe online.

Pupils enjoy the extra responsibilities they are given that develop their leadership skills, such as those of pupil librarians. Pupils are encouraged to contribute to their school community.

Parents and carers appreciate the work of the school. An overwhelming majority of parents feel that their children are happy, safe and well cared for.

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

Leaders have designed an ambitious and well-organised curriculum. They have high expectations of every pupil and want them to learn well and succeed. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Learning is well planned so that pupils can learn and deepen their understanding in each subject.

Teachers plan and teach lessons that help pupils gain the essential knowledge they need to help them achieve well. Teachers make learning relevant. They are confident in their subject knowledge and make the most of the continuing professional development that leaders provide. Teachers plan opportunities for pupils to revisit and practise in order to secure new learning.

Leaders prioritise the teaching of reading. Children begin to learn phonics as soon as they start in Nursery and Reception. Staff know exactly what help to give children as they begin to master their sounds and blend them together. They become confident and fluent readers. Leaders ensure that pupils who are less confident with reading get the help that they need to catch up. Pupils read widely and with enthusiasm. Teachers carefully choose texts that broaden pupils' understanding across a range of subjects.

Adults understand how to help pupils with SEND to make the best progress possible. They provide just the right amount of support so that pupils with SEND can develop independence. They work well with other agencies to identify precisely what pupils need to know next and what support may be appropriate.

Pupils like the clubs after school, including those that help to keep them active. They vote to elect pupil researchers, and explain how adults have the chance to vote for members of Parliament. They enjoy learning about what people believe, and they recall what they have learned about different faiths. For example, pupils describe some of the food that is important to people of the Jewish faith and how this is different for Christians and Muslims. Pupils say that discrimination is not tolerated and know that they must treat everyone fairly.

Children settle quickly into early years. Children play and learn happily in a purposeful and calm environment. Adults ask appropriate questions to encourage children's use of language and conversation. Leaders have clear plans to make further improvements to the outdoor area.

Governors and trustees have made sure that leaders have had the right support to make the school a better place to learn. Staff speak highly of the training that they have received and say that it has made a difference. Staff feel that they get the help that they need from leaders to manage their workload effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders act decisively to make sure that pupils are safe. They have developed clear systems to identify anyone who is at risk. Staff are vigilant. They know how to report any concerns, and leaders follow these up straightaway.

Leaders keep detailed records. These are used to help any pupils or families who need further help and support. Where appropriate, leaders involve other agencies to work with families in need.

Governors check that the systems in place to keep pupils safe are working.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils' work does not reflect their depth of knowledge and understanding. This is not the same in other subjects such as English, where pupils produce work that demonstrates well what they know and can do. Leaders should ensure that the expectations of pupils' written work are consistently high across all subjects.

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

Unique reference number	144959
Local authority	Hertfordshire
Inspection number	10212059
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	Board of trustees
Chair of trust	Prasad Pitale
Principal	Jo Harris
Website	www.bedmondacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bedmond Academy is part of the Aspire Academies Trust. It joined the trust in September 2017.
- The school runs a breakfast club.

Information about this inspection

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

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

- Inspectors met with the principal and members of the school's leadership team.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and religious education. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at pupils' work.

- Inspectors met with the special educational needs coordinator and the leader with responsibility for disadvantaged pupils.
- Inspectors met with the chair of the local advisory board and two members of the local advisory body.
- Inspectors met with the chief executive officer of the trust and the trust's executive principal.
- Inspectors looked at the single central record of pre-employment checks. They spoke to leaders, school staff, governors and pupils to review the school's arrangements for safeguarding.
- Inspectors spoke to parents at the start of the school day. They considered the 32 responses made by parents to Parent View, Ofsted's online questionnaire, including 29 free-text responses. Inspectors also considered the 15 responses to Ofsted's online questionnaire for staff and the 38 responses to Ofsted's pupil questionnaire.

Inspection team

Nick Rudman, lead inspector

Ofsted Inspector

Mark Sim

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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

© Crown copyright 2022