

# Inspection of Bengero Primary School

The Avenue, Bengero, Hertford, Hertfordshire SG14 3DX

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Inspection dates: 13 and 14 September 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

Pupils flourish from the start at this school. There is a culture of high expectations and kind relationships. Pupils take great pride in their learning, with a gallery of their own artwork and a wide selection of books showcasing their own writing.

Pupils are very well cared for. They know staff will keep them safe. From the early years, children learn about risks and to consider others' safety.

Rules are simple, clear and followed by all. The youngest children learn to be kind, to listen and to be highly considerate of each other. Older pupils are tolerant and inclusive. They are proud to be part of a school culture where difference is welcomed and respected.

Pupils remember, in depth, what they have learned. They are eager to share this knowledge with others. Memorable experiences enrich their learning. In Nursery, the children carefully study and discuss the vegetables they grow and harvest. Older pupils excitedly recall visits, such as to an Anglo-Saxon settlement.

Pupils participate in an extensive range of clubs and extra-curricular activities that are highly tailored to their interests and talents. They are proud of the array of trophies won by individuals and teams at sports events.

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

Governors and school leaders have a united vision for excellence. With the staff team, they are reflective and constantly striving for improvement.

The school's curriculum is of exceptional quality. It is carefully designed to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

The school's curriculum clearly sets out the most important knowledge that pupils should learn at every stage. Carefully thought-out links enable pupils to recall and build on what they already know. Pupils regularly revisit and consolidate what they learn. This means pupils can recall complex knowledge very effectively.

Ongoing training and support ensure that teachers' subject knowledge is very well developed. They use highly consistent approaches to teaching and assessment to plan and support pupils' learning. The planned curriculum is taught very well.

In the early years, adults take account of children's interests when planning how to develop their knowledge in all areas of learning. Parents are involved as partners in learning so that children get off to the best possible start. There are stimulating, precisely planned activities, so that children can understand and practise new skills and vocabulary.

In all classes, adults introduce new ideas clearly and precisely. Pupils understand the tasks they have to do and start their work swiftly. They enjoy their learning and focus fully on tasks. The high levels of engagement in lessons are reflected in pupils' subsequent recall of learning.

Teachers are ambitious for all pupils to achieve well. They check how well pupils are faring in lessons and over time. They provide extra challenge for pupils who are ready for it. Teachers pay particular attention to vulnerable pupils, including those with SEND, in every subject. They seek out and put in place relevant advice when required. They adapt resources and provide extra support and practice to those who need it. As a result, all pupils produce work of a high standard across the curriculum.

The curriculum for phonics is clearly set out and staff are well trained to teach this effectively. Children in Nursery encounter and practise new words frequently. They start to recognise simple sounds. Children in the Reception class rapidly start putting these sounds together to read words and books. Almost all pupils quickly learn to read confidently. Regular checks ensure teachers spot any pupils who need extra help in learning to read. This help is put into place promptly. Teachers introduce high-quality books and ambitious vocabulary, linked to the subjects pupils are studying. Pupils read widely and enthusiastically.

The atmosphere around the school, including during breaktimes, is relaxed and friendly. There are always staff on hand who will listen to pupils' concerns, take them seriously and help to resolve them. Additional provision at lunchtime provides a haven of games and conversation for pupils who need it.

Pupils have many opportunities to take on leadership roles that considerably enrich their education. Through committees, they seek and take account of the views of others. Pupils debate key decisions within the school and find constructive solutions to problems together. They are active citizens, for example fundraising for charities they have chosen, or making resources for younger children. All pupils learn to play a range of instruments and many take part in cultural and sporting events.

## **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 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>	117361
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10226854
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	447
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Baynham
<b>Headteacher</b>	Justine Page
<b>Website</b>	<a href="http://www.bengeo.herts.sch.uk">www.bengeo.herts.sch.uk</a>
<b>Dates of previous inspection</b>	13 and 14 July 2021, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.
- The headteacher is new to the school since the last inspection.

## 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.
- 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 senior staff, including the headteacher, chair of the governing body and the designated lead for safeguarding. Inspectors also spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and geography. 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 some samples of pupils' work.

- Inspectors also reviewed aspects of the curriculum in music and modern foreign languages.
- 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**

Lynne Williams, lead inspector

His Majesty's Inspector

Jasmine Kodi

Ofsted Inspector

Owen McColgan

Ofsted Inspector

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