

# Inspection of Bedfont Primary School

Hatton Road, Bedfont, London TW14 9QZ

---

Inspection dates:

5 and 6 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Early years provision	<b>Good</b>
-----------------------	-------------

Previous inspection grade	Good
---------------------------	------

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

Staff have high expectations of what pupils can achieve at Bedfont. This is a welcoming and inclusive school. All pupils follow the ambitious curriculum, including those with special educational needs and/or disabilities (SEND). Pupils enjoy coming to school. They are kept safe and know who to talk to if they have a concern.

Pupils behave well. They understand the school's values and appreciate the support from staff if they struggle. They value the help the school provides for their mental and physical health. Children in early years settle quickly into the school's routines and learn well together. Pupils understand what bullying is. Staff take swift and effective action if it occurs.

Pupils are very positive about recent changes in the school that have increased the number of wider opportunities on offer. They enjoy taking up responsibilities such as well-being ambassadors and prefects.

Pupils are motivated by rewards given for good work and their contributions to school life. They enjoy trips to places of interest, such as Boston Manor Park and the Natural History Museum. They make the most of opportunities to gain confidence in swimming, as well as participating in a range of other sports.

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

The school has designed a curriculum that is broad and ambitious right from the start. This enables children in early years to grasp ideas securely and to develop the foundation knowledge they need to start Year 1. The subjects that pupils study match the breadth of the national curriculum. Pupils build on their knowledge as they move through the school. For example, they regularly revisit mathematical concepts and vocabulary, enabling them to confidently apply their learning when tackling more difficult tasks in key stage 2.

In most subjects, teachers have good subject knowledge. They explain ideas clearly. They design activities that help pupils to remember and practise what they have learned. In a few subjects, the curriculum is at an earlier stage of development. In these instances, teachers have not completed training to ensure that all intended knowledge is covered consistently. Where this is the case, pupils do not have as many opportunities to develop deeper knowledge and apply their learning in different contexts.

The school has increased the emphasis on the importance of reading in the curriculum. Staff recognised that there was more to do to ensure that all pupils could read with confidence. The curriculum is designed so that pupils develop the phonics knowledge they need to become fluent and accurate readers. Effective training has ensured that phonics is taught in a logical order. Staff ensure that books are matched to the sounds that pupils have been learning. They provide effective support for pupils who struggle, including those who join the school at different

times, so that they catch up with their peers. Pupils with SEND receive extra help with reading so that they can gain the fluency they need to access the curriculum successfully. Staff ensure that pupils continue to develop reading skills as they move through each year. The school promotes a love of reading in all year groups. It plans regular visits to the library, competitions and opportunities for staff and pupils to share their favourite books.

The school ensures that there are clear and effective systems for identifying pupils with SEND. The school works well with external agencies to ensure that specialist advice is sought and acted upon. Staff use information about pupils' needs well to make adaptations to tasks and activities. This means that pupils with SEND access the same curriculum as their peers, wherever this is possible. Staff provide specific support to individuals and small groups, ensuring that the right help is available when pupils need it.

Staff have high expectations of pupils' behaviour. The school has recently made changes to the behaviour policy. It has increased support to help pupils manage their own behaviour if they struggle. Staff have had effective training to manage behaviour calmly and consistently. Pupils have responded well to this and understand and rise to the expectations staff have of them. Relationships at the school are positive and respectful.

Pupils enjoy learning about difference and diversity. They are keen to take up responsibilities and enjoy helping others. Older pupils take an active role in supporting younger ones, for example as reading buddies and prefects. The curriculum helps pupils to learn about keeping themselves safe and the importance of respectful behaviours towards others.

The school emphasises the importance of high attendance. Most pupils attend well. Staff are swift in identifying any concerns and work closely with external agencies to support pupils' well-being if they identify a concern.

The school has a clear and accurate view of current strengths and areas for development. Careful thought has been given to the prioritisation of actions and the evaluation of their impact. The school has ensured that there are good-quality opportunities for professional development. Staff appreciate the focus on developing their practice.

Governors have received effective training to support them in their roles. They share leaders' high ambitions for all pupils at the school. They know the school well and hold leaders to account. They ask questions of the information they receive about the impact of actions taken to drive improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some subjects are at an earlier stage of design and implementation and are not firmly embedded. In a few areas, teachers are developing their subject knowledge and still getting used to delivering the new curriculum content. The school should ensure that appropriate training and support are provided so that the curriculum can be implemented with confidence and consistency.

## 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>	135831
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10293267
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	554
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Terri George
<b>Headteacher</b>	Gemma Donnelly
<b>Website</b>	<a href="http://www.bedfontprimary.co.uk">www.bedfontprimary.co.uk</a>
<b>Date of previous inspection</b>	5 June 2018

## Information about this school

- The school does not currently use any alternative provision for 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 the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with members of the governing body and representatives from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, science, history and physical education. They met with subject leaders to discuss the curriculum,

visited lessons, and spoke with teachers and pupils. Inspectors looked at samples of pupils' work.

- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the 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 gathered the views of pupils, parents and carers, and staff through both discussion and responses to Ofsted's online surveys.

### **Inspection team**

Russell Bennett, lead inspector	His Majesty's Inspector
Helen Ridding	Ofsted Inspector
Susan Maguire	His Majesty's Inspector
Raj Mehta	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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023