

Inspection of Bushey Heath Primary School

The Rutts, Bushey Heath, Bushey, Hertfordshire WD23 1SP

Inspection dates: 30 and 31 January 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged to be outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2009.

What is it like to attend this school?

Pupils love attending this wonderful school where they know they are 'made of stardust and are all individually special'. From the moment children start in the early years they develop a passion for learning and a thirst for knowledge. Pupils are inspired to learn through the thoughtfully planned curriculum and exceptional enrichment opportunities. Joy floods through the school. Pupils learn to play the drums and the bass in the music studio or create podcasts and vlogs for 'Bushey Heath Kids' News' in the digital media suite.

Pupils behave exceptionally well. Children in the early years learn the routines and high expectations of the school quickly. They develop the independence and resilience they need to be successful learners. Pupils look after each other here. Laughter and happiness fill the playground as pupils of all ages play tennis, hockey and basketball together.

Pupils are extremely proud of their school. They live the values of respect, encourage and achieve, in all they do. Whether they are looking after the school chickens or helping the elderly in the community, pupils conduct themselves with maturity and kindness.

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

The school has created a curriculum that is highly ambitious for what pupils will achieve. Leaders regularly review the effectiveness of this curriculum. This enables them to identify where they could further deepen pupils' learning. For example, the school has recently reviewed design and technology. Even though pupils are already learning very well, the school has identified ways to make this learning even richer. Pupils now have greater opportunities to secure a thorough understanding of the entire process which designers go through.

The governing body and staff have a shared understanding of why the curriculum is right and relevant for their pupils. Staff are highly knowledgeable in how to teach the curriculum. They do this incredibly well. Thoughtful and considerate training helps staff to develop their knowledge further. Staff are appreciative of this ongoing support. They love working at Bushey Heath and feel well looked after.

Staff make thoughtful and intelligent checks on learning. They then take swift and appropriate action to revisit or move learning on. This helps pupils secure their understanding and make connections between what they already know and what they are learning now. Pupils develop a profound understanding of the curriculum and produce work that is of an exceptional quality. As pupils learn, they see themselves as designers, musicians, historians, mathematicians and more.

The school has established commonly understood ways to identify the needs of pupils with special educational needs and/or disabilities (SEND). Staff are experts in how to support these pupils. When it is appropriate, staff make subtle and specific

adaptations to their teaching. For example, the careful selection of resources helps pupils with SEND to access learning and achieve well.

Staff in the early years constantly expose children to high-quality language. Children then confidently use this language themselves. The activities the school chooses for children to complete help them to learn well across all areas of the curriculum. Of particular note is the way children build their concentration and perseverance by sticking with activities that challenge them. This prepares children very well for key stage 1.

A love of reading permeates the early years environment. This then flows through to other year groups. Sharing stories is a highlight of the school day. Should any pupil require help with reading, this is given quickly. Staff ably support pupils to blend sounds together to read unfamiliar words. Pupils value the books they choose for themselves. They are inspired to be presented with 'gold coins' for demonstrating the school values. With these, they can choose a new book from the vending machine.

The school is determined to provide pupils with opportunities to discover new talents and interests. Pupils love to learn instruments in the music studio or how to code during robotics club. Trips to places such as Normandy provide memorable moments, while bringing the curriculum to life. The personal, social, health and economic education curriculum provides pupils with a secure understanding of important knowledge. Through this curriculum they learn the importance of building and maintaining healthy relationships. They also learn the value of respect. This helps to establish a community where differences are celebrated and pupils feel valued, happy and safe.

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

Unique reference number	117088
Local authority	Hertfordshire
Inspection number	10255042
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair of governing body	James Hughes
Headteacher	Penny Barefoot
Website	www.busheyheathjm.herts.sch.uk
Date of previous inspection	26 March 2009, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since September 2015.
- The school does not make use of any alternative provision.
- The school runs a breakfast club for pupils on site.

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 held meetings with the headteacher, the deputy headteachers, the special educational needs coordinator, subject leaders, staff, governors, a representative of the local authority and pupils.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- Inspectors also considered evidence from geography, science, music, computing and physical education.
- 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.
- Inspectors reviewed a range of documents, including behaviour logs, bullying records, attendance records, pupil records, minutes of governing body meetings, school development plans, records of visits from the local authority and school policies.
- Inspectors considered 97 responses to the Ofsted online questionnaire, Ofsted Parent View. Inspectors also spoke with parents as they arrived at school.
- There were 24 responses to Ofsted's questionnaire for school staff. Inspectors also met with staff throughout the inspection to gather their views.

Inspection team

Michael Williams, lead inspector

His Majesty's Inspector

Alice Early

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 2024