

# Inspection of Bedonwell Infant and Nursery School

Bedonwell Road, Belvedere, Kent DA17 5PF

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Inspection dates: 22 and 23 November 2023

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

Ofsted has not previously inspected Bedonwell Infant and Nursery School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

The headteacher of this school is Debbie Fisher. This school is part of Ignis Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sue Brooks, and overseen by a board of trustees, chaired by Robert Weaver.

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

This is a welcoming school where pupils learn and live by shared values, which include teamwork, manners and kindness. Pupils are happy in school. If anything is troubling them, they know they can speak to a trusted adult. Pupils are taught about positive relationships with others, with one pupil summing this up by explaining, 'I learned about being a good friend. That's sharing, being kind.'

Pupils are generally quiet and orderly as they move around the school. On occasion, learning is briefly interrupted. This happens when pupils take a while to move from one activity to another, or when they have finished their work and are waiting for their next task. Adults quickly get everyone back on track. Pupils said that bullying is rare and is sorted out straight away if it happens.

The school is partly successful in meeting its aim for all pupils to achieve highly. Children get off to a strong start with learning in early years. In Years 1 and 2, however, there are occasions when pupils are given work that is too difficult. For example, they are asked to write words which they have not yet learned to spell. Some pupils who are struggling to learn to read are not getting the help they need to catch up quickly.

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

The school has a broad and ambitious curriculum. In some subjects, pupils build on their learning in a carefully sequenced order. For example, in mathematics, pupils begin by learning to add and subtract numbers in a concrete way, using real objects. Once they securely understand what addition and subtraction are, they have plenty of time to practise and learn their number bonds. This prepares them well for their future learning. Their speed and accuracy with calculations will help them with more complex mathematical work.

In some subjects, the sequence of learning does not help pupils to build on secure understanding and skills. This is particularly true in Years 1 and 2. Teaching does not routinely check whether pupils have the knowledge they need to tackle tasks and new learning successfully. For example, pupils are asked to complete writing tasks when they do not yet know how to write the words they need to use. While the early years curriculum prepares children well overall for what will be taught in Year 1, a few aspects are less successful. For example, some activities to help children to develop their small-muscle skills do not give them enough opportunities for practice.

Reading is a school priority. Pupils enjoy story time at the end of the day, when they pay keen attention to well-chosen books. The school adopted a new phonics scheme two years ago and staff have been trained to deliver it. However, there is some variability in how well this is implemented in Years 1 and 2. Some pupils are well behind where the school intends for them to be in their reading. They are not keeping up with the programme from the start. In lessons, they do not have enough time to practise their reading and become more accurate and fluent. This does not

prepare them well for the next phase of their education. Without secure reading skills, it will be difficult for them to access the full curriculum.

The school has effective arrangements in place to identify and meet the needs of pupils with special educational needs and/or disabilities (SEND). The number of pupils with SEND has increased markedly in the last two years. The school has made significant changes to its approach. Most pupils now learn in class alongside their peers. Careful adaptations are made, when needed, so that pupils with additional needs can take part in the same learning. For example, some pupils have bigger needles so they can achieve threading and sewing. Staff have been trained to offer additional support to pupils in lessons to help them keep up.

Pupils typically behave well around the school, although occasionally some time for learning is lost when they do not follow routines quickly and smoothly. Leaders have put rigorous attendance systems in place to ensure that pupils attend school regularly and on time.

The school has thought carefully about pupils' wider personal development. For example, pupils are taught about staying safe online, healthy relationships and how to manage money. From the early years onwards, the school teaches 'stickability', with pupils learning about how to keep going when something is difficult.

Staff have received ongoing support and professional development, which aims to help them improve their teaching. Teachers, including those at the early stages of their career, appreciate leaders' consideration of their well-being and workload.

Trustees and the local governing body understand their roles in overseeing and monitoring school improvement and the school's financial health. However, their oversight of the impact of the curriculum has been more limited.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In Years 1 and 2, some pupils are not keeping up with the pace of the school's phonics programme. They are not routinely receiving the teaching that they need to build their reading accuracy, or the time they need to learn and practise phonics. As a result, they are not catching up. The school should ensure that all staff have the expertise needed to address gaps in pupils' phonics quickly so that pupils can become fluent and confident readers who are prepared for the next stage of their education.
- Teaching does not routinely implement the intended curriculum securely, especially in Years 1 and 2. Sometimes, pupils are asked to do tasks before they

have the knowledge and skills that they need. On these occasions, pupils do not experience success, and do not progress steadily through the school's curriculum. The school needs to ensure that all teachers give pupils the teaching and the time for practice that they need so that pupils master basic knowledge and skills.

## **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 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>	143866
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10255319
<b>Type of school</b>	Infant
<b>School category</b>	Academy
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Weaver
<b>Headteacher</b>	Debbie Fisher
<b>Website</b>	<a href="http://www.bedonwell-inf.bexley.sch.uk">www.bedonwell-inf.bexley.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bedonwell Infant and Nursery School converted to become an academy school in November 2017. When its predecessor school, Bedonwell Infant and Nursery School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Ignis Academy Trust. The school joined the trust in January 2017.
- The school runs its own breakfast club and after-school club.
- The school does not make use of any alternative provision.

## 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.
- During the inspection, inspectors met with the headteacher, the chief executive officer of the trust and other school leaders. Inspectors also met with the vice-chair of the board of trustees and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- 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 spoke to parents at the school gate and considered the views of parents who responded to the online survey for parents, Ofsted Parent View.

### **Inspection team**

Julian Grenier, lead inspector	His Majesty's Inspector
Lorraine Slee	Ofsted Inspector
Jason Ofori	Ofsted Inspector

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