

# Inspection of Bedenham Primary School

Bridgemary Avenue, Gosport, Hampshire PO13 0XT

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Inspection dates: 21 and 22 January 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Bedenham Primary is a school where staff put the needs of pupils at the heart of all they do. Pupils are happy and well cared for. Leaders have set out a clear strategic vision, which embodies the school's three key values of 'respect, resilience and aspiration'. As a result, pupils achieve well in a nurturing environment where they feel safe and valued.

The school has high ambitions that all pupils reach their potential. Pupils respond to these ambitions by working hard and achieving well. They take pride in their work and are keen to continue improving where they can. Those with special educational needs and/or disabilities (SEND) receive the extra support they need in a considered and sensitive way.

This is a school where pupils' social and emotional health is paramount. Pupils are very well supported to achieve their best. Pupils who have needed pastoral support are particularly complementary of the help they have been given. The school provides many opportunities for pupils to take on positions of responsibility. These include being house captains, 'young governors' and playground buddies. Pupils behave well. They are respectful towards each other and towards adults. Pupils celebrate differences and say that everyone is welcome at their school.

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

The school has a broad curriculum that reflects the ambition of the national curriculum. This curriculum sets out what it wants pupils to learn and by when. The school prioritises reading. Younger pupils benefit from phonics that is delivered consistently well. This is because the school has ensured that staff receive the professional development they need to teach reading well. Staff check pupils' learning and ensure that pupils' pronunciation is accurate. Staff check regularly what pupils know and remember in phonics. Most quickly gain the knowledge and skills they need to become confident, fluent readers. Those who don't are quickly identified and given additional effective support to keep up. Some pupils take on the valuable role of 'reading ambassadors' in key stage 2 to promote and recommend good books for others to read.

Pupils typically build their knowledge, skills and vocabulary well over time. In a few subjects, including in mathematics, the school does not always emphasise or revisit the most important concepts and knowledge that pupils should learn sufficiently. As a result, pupils' learning does not always build on earlier content. This hampers some pupils from developing a strong body of knowledge over time in these subjects.

The early years curriculum builds knowledge, understanding and vocabulary progressively. Children in the early years are excited by their learning. Staff plan activities that develop children's curiosity and independence effectively. There is a clear focus on communication and language which helps develop these skills well. Adults model new words effectively in their interactions with children.

The school successfully identifies pupils' additional needs early. It puts in effective strategies that support pupils with SEND well. This includes working closely with a range of external professionals. Pupils benefit from warm relationships with caring staff, who help them to self-regulate their emotions when needed.

The school has effectively revised and implemented a well-considered behaviour strategy. Both staff and pupils say that behaviour has improved as a result. Staff are well trained in supporting pupils to manage their behaviour and giving them the best chance of achieving their potential. It is noticeable, for example, that classrooms are calm and positive spaces where learning is rarely interrupted and routines are well established. During breaktimes and lunchtimes, pupils play well together. This means social times are an enjoyable experience for all. The school monitors pupils' attendance, to check for patterns, with rigour. It knows the families well and provides support and challenge to families where attendance is a concern. This helps to improve attendance for those pupils.

The school promotes pupils' personal development well. The school is developing its curriculum for preparing pupils for life in modern Britain well. Pupils benefit from coherently planned activities and experiences. There is a strong focus on developing pupils' confidence and character. Pupils deepen their understanding of right and wrong. They understand the importance of respect by recognising that everyone is different and unique.

Governors fulfil their responsibilities well, including safeguarding. They support and challenge the staff well. Staff appreciate the focus on their well-being and enjoy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, the structure of the curriculum means that key knowledge is not revisited frequently enough. Where this is the case, pupils find it difficult to remember some of the key knowledge that is needed and gaps occur in learning. The school should ensure and check that important knowledge is revisited more frequently in all subjects so that teachers can build new learning on what the pupils have already learned and remember.

## 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

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| <b>Unique reference number</b>             | 131117   |
| <b>Local authority</b>                     | Hampshire  |
| <b>Inspection number</b>                   | 10341640   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 201  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Jan Heath and Rebecca Dugan (co-chairs)  |
| <b>Headteacher</b>                         | Sharon Freeley   |
| <b>Website</b>                             | <a href="http://www.bedenhamandholbrookfederation.co.uk">www.bedenhamandholbrookfederation.co.uk</a> |
| <b>Dates of previous inspection</b>        | 14 and 15 May 2019, under section 5 of the Education Act 2005  |

## Information about this school

- The school is part of a federation with another local school called Holbrook Primary. The executive headteacher, who joined the federation in January 2024, is responsible for both schools.
- The school has a specially resourced provision for pupils with SEND. This currently has a capacity for 12 pupils with social, emotional and mental health (SEMH) difficulties.
- The school runs its own breakfast club.
- The school currently uses no alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school has 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 carried out deep dives in these subjects: early reading, mathematics, geography and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with the executive headteacher, the head of school and other leaders within the school. The lead inspector also met with members of the governing board, including one of the co-chairs, and an educational representative from the local authority.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors reviewed a range of the school's documentation including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and an inspector also spoke with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the classroom visits, group discussions, the pupil survey, as well as at playtime and lunchtime.

## Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Paul Shaughnessy

Ofsted Inspector

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