Inspection of Bedgrove Infant School

Ingram Avenue, Aylesbury, Buckinghamshire HP21 9DJ

Inspection dates:	18 and 19 March 2025
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 as outstanding for overall effectiveness 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 June 2013. The school received an ungraded inspection under section 8 of the Act on 17 October 2018. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school's mantra 'Proud to be Purple' colours every aspect of life marvellously. Pupils feel happy and safe in this vibrant school. They say that the best thing about the school is the exciting learning that they experience each day. Pupils and staff embody their values of being professional, positive and powerful. They have perseverance and pride. Pupils with special educational needs and/or disabilities (SEND) thrive. This is because the school structures key experiences carefully to build each pupil's confidence and resilience. The school ensures that every child is able to participate fully, in both the academic curriculum and a wealth of enrichment activities.

The school succeeds in its mission to provide an exceptional education for pupils. Published test outcomes show that pupils attain above national averages. This is reflected in the high-quality work that pupils complete in school in English, mathematics and across the wider curriculum.

Pupils are enthusiastic ambassadors for their school. They demonstrate a genuine love of learning. This is because staff carefully nurture pupils' enthusiasm. Pupils talk about their learning with interest and make links easily between the knowledge that they gain. Across the school, pupils' behaviour is exemplary. They are respectful, kind and polite. Everyone works and plays happily together.

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

The school has a highly ambitious curriculum, which supports pupils to achieve exceptionally well. The school has mapped out precisely the knowledge that pupils need to develop. This starts from the Nursery onwards and is designed so that pupils revisit and build on prior learning systematically and as needed. Throughout the school, staff explain ideas thoughtfully, with a constant focus on developing pupils' spoken language and vocabulary. Staff pay meticulous attention to every detail of pupils' learning, checking what they know and remember carefully. In every activity, staff exert themselves to inspire children's enthusiasm for learning. Consequently, pupils master and apply knowledge independently.

Reading is a strength of the school. The school is furnished with comfortable reading spaces. These are stocked with carefully chosen books from a range of genres, cultures and themes, which promote pupils' love of reading. Expert staff ensure that children in the Reception Year and pupils in key stage 1 learn phonics quickly and securely. Staff make sure that the books that pupils read are carefully matched to the sounds that they already know. Over time, pupils develop into confident and highly competent readers.

The school identifies pupils' needs quickly. Staff work hard to reduce pupils' barriers to learning. They use appropriate expertise or seek advice from external specialists. This enables pupils to shine in each subject. Pupils with SEND are fully included in all aspects of school life and achieve very well.

Pupils' attitudes to learning are superb. Starting in the early years, children become utterly absorbed in their tasks and determined to persevere. Pupils across the school, show an impressive determination to learn. They speak knowledgeably about the work they do to make sure they remember the 'pertinent points' of learning over time. Teachers demonstrate consistency and fairness in how they support pupils with their behaviour. They model the expectations of conduct that they have for pupils well and the warmth and trust between pupils and staff is clear to see. Attendance is a high priority. The school shows tenacity and dedication to helping families overcome barriers to their children attending school successfully. As a result, overall absence is low.

The school plans an impressive range of wider opportunities for pupils, which helps them to flourish personally, socially and emotionally. These include opportunities to participate in music and sports, as well as exploring the local area through visiting the local shops and places of worship. Pupils take great pride in their 'purple' values. They say 'being purple' helps them to be good friends to each other, to show respect and to persevere, even when things are challenging. Pupils aspire to be Purple Planet Protectors, Reading Ambassadors or one of the many other leadership roles within the school. Through its values, the school provides pupils with a strong moral compass. It develops pupils' characters, so that they understand the difference between right and wrong and become kind and responsible citizens. Pupils are knowledgeable about online safety and physical health.

Staff are proud to work at the school. The governing body works effectively in partnership with school leaders. Together, they are tenacious in their ambition to continuously improve the school. Leaders manage staff workload carefully. They adjust practices so that staff can focus on pupils' learning.

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	110282
Local authority	Buckinghamshire
Inspection number	10341276
Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair of governing body	Aaron McKenny
Headteacher	Julie Lawrence
Website	www.bedgroveinfantschool.co.uk
Date of previous inspection	17 October 2018 under section 8 of the Education Act 2005

Information about this school

- This is a larger than average sized infant school.
- The school offers morning and after-school care, led by an external provider.
- The school makes use of one registered 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 and/or sixth form 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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- The inspectors met with the headteacher, senior leaders, subject leaders and the special educational needs coordinator. The lead inspector also met with governors, including the chair of the governing body.
- The lead inspector spoke by telephone with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music, computing and history. Inspectors held discussions about the curriculum, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at curriculum information and pupils' work in other subjects, including writing, geography and religious education.
- Inspectors spoke with staff to discuss the curriculum, safeguarding and their workload. Inspectors met with pupils and spoke with them about their learning and their views on safety and behaviour.
- The lead inspector listened to a range of pupils read.
- 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.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspectors spoke to a range of parents and took account of the responses to Ofsted Parent View questionnaire and the free-text responses.

Inspection team

Clare Morgan, lead inspector	Ofsted Inspector
Rachel Roberts	Ofsted Inspector
Matthew Rixson	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 2025