

# Bedfont Primary School

## Inspection report

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<b>Unique Reference Number</b>	135831
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	360763
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Juliet Jaggs

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	482
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Brown
<b>Headteacher</b>	Ann Broughton
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Hatton Road Bedfont London TW14 9QZ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 14 part lessons, seeing 12 teachers, and had meetings with members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from pupils, staff and 151 parents and carers. The school's safeguarding procedures were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's actions to raise attainment in English, particularly writing at Key Stage 1 and the levels achieved by more-able pupils at Key Stage 2.
- The extent to which interim management procedures have established consistent practice throughout the school.
- The effectiveness of the school's systems to monitor progress and so identify potential underachievement early.

## Information about the school

Bedfont Primary School is much larger than most primary schools. The largest groups of pupils are of White British, Asian Indian and Pakistani heritages and there are more boys than girls in most year groups. The proportion of pupils who are from minority ethnic backgrounds is well above average. Just under a half of all pupils, an above average proportion, speak English as an additional language. The proportion of pupils known to be eligible for free school meals is just above the national average. One in five pupils, an average proportion, has special educational needs and/or disabilities.

Bedfont Primary School opened in January 2010 with a new headteacher, following the amalgamation of the adjoining junior, infant and nursery schools. This is its first inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Bedford Primary is a satisfactory school. It is at an exciting stage in its development as it unites and moves forward. Key to this has been the senior leadership team's efforts to promote a strong sense of identity for this new community. Pupils appreciate all that has been done for them. Parents and carers are optimistic and they share a strong commitment to the school. For example, they are willing to help in the classroom and join the governing body. Pupils are happy and safe and make sound academic progress. Their attainment is average by the end of Year 6. They have a well-developed sense of what it means to live a healthy lifestyle and they speak positively about their participation in sporting activities. Attainment in writing is an area of focus throughout the school. The school has identified groups that need more support and these pupils are making better than previous progress. However, more-able pupils are yet to achieve consistently well.

Teaching and learning are satisfactory. There are examples of good practice, but the quality across the school is variable. This is because activities are not always closely matched to pupils' varied needs. Teachers have similar expectations for different individuals. By the end of lessons, pupils do not always understand about how successful they have been as their areas of weakness are not made clear. Written feedback is often too brief for them to know what they need to do to improve. Pastoral care and support are satisfactory. The school has been successful in motivating some pupils with previously challenging behaviour to re-commit to learning and make expected progress. A sound curriculum is being reviewed and an increasing number of pupils are involved in extra-curricular activities. The school has done much to improve attendance, which is now average.

The school has begun to make some important links with other local schools and businesses. These partnerships give pupils worthwhile opportunities that are helping them develop a better understanding of their community. However, it is too early for them to have had a significant impact on pupils' achievement. The school is yet to extend its community involvement so that pupils have a better understanding of the broader national and international context. A new system for tracking pupils' progress has been introduced recently. However, analysis of this information is not sufficiently robust and opportunities are missed for staff to access useful details and plan improvements. As a result, teachers are not able to tailor support that would enable pupils to progress at a faster rate. Some leaders are new to their posts but they have yet to develop the necessary skills and systems to manage their responsibilities effectively. Self-evaluation is honest and accurate. Senior leaders have a growing understanding of the impact of the school's work on pupils' well-being and they are aware of the developments that are still required. These have been well catalogued in school improvement documents. The supportive governing body meets its statutory responsibilities and is developing the expertise to make a stronger contribution to school improvement. There has been a reduction in the level of

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absenteeism recently and standards of behaviour have improved. These actions demonstrate that the school has satisfactory capacity to make further improvements.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching so that it is consistently good by:
  - ensuring that children achieve what was intended for them in lessons
  - matching activities more closely to the needs of different pupils, particularly the more-able
  - extending the opportunities for pupils to improve their writing skills across all subjects
  - providing more targeted feedback so pupils understand what they have to do to improve their work.
- Sharpen the effectiveness of leaders and managers at all levels by:
  - extending their capacity to manage their areas of responsibility
  - evaluating the impact of teaching on learning
  - using and analysing information on pupils more systematically to highlight areas for improvement.

## Outcomes for individuals and groups of pupils

**3**

Pupils are enthusiastic and attentive in lessons and they say that they learn a great deal. Pupils are motivated to learn because of the good relationships with staff and each other. They behave appropriately in lessons and have an increasing desire to improve their learning. Most of those who previously demonstrated challenging behaviour have been motivated by the school's drive to help pupils achieve. In Year 2, pupils enjoyed recognising number patterns from the clues their friends gave them and, as a result, made sound progress in their understanding of multiples of 10. Further up the school, pupils are keen to express their ideas and in Year 4, for example, they wanted to talk about the imaginative settings they were creating for a piece of descriptive prose. However, they do not always receive guidance to help them transfer their thoughts accurately to paper. This means they make slower progress developing writing techniques.

Overall, from average starting points, pupils make sound progress and their achievement is satisfactory. Pupils who have special educational needs and/or disabilities make similarly satisfactory progress, as do those who speak English as an additional language. This is as a result of effective guidance and one-to-one support. Nevertheless, more-able pupils are not always challenged sufficiently in order to achieve their best.

Pupils are very positive about the school and they feel secure. They talk confidently to visitors about their achievements and are quick to explain the precautions necessary to keep them and the school safe while the building contractors are on site. Initiatives such as the 'meaningful work' programme are enabling pupils to take a more active role in their community. They value these opportunities and apply for them in large numbers. There

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are high levels of involvement in sports activities and some pupils go on to share their good understanding of healthy lifestyles by talking to younger pupils about suitable choices for their lunch boxes. Enterprise schemes such as their 'Tooty Fruity' shop mean they are aware of employment responsibilities, and their average levels of literacy and numeracy provide adequate preparation for the next stage of their school careers. There has been a recent emphasis on improving attendance, which is now average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers use consistent systems for planning activities that develop logically during lessons. Pupils know at the outset what they all have to achieve but checks at the end of tasks are not always precise enough for them to learn how successful they have been. Teachers have high expectations, so pupils can work well independently. Pupils appreciate the valuable support they receive from teaching assistants and classroom relationships are strong. Class discussions are lively but occasionally, teachers miss opportunities to respond to pupils' comments and extend tasks so that different learners make better progress. Assessment is variable. A few teachers grade work clearly so that pupils know how well they are doing. However, feedback is not always useful because it does not give targeted guidance to help pupils understand what they need to do to improve.

The curriculum has recently been reviewed. A new model is about to be trialled that has been designed to meet the needs of different learners and provide the basis for more

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logical progression throughout the school. Current provision is broad, balanced and includes some creative themes that link subjects. Educational visits further enhance learning, for example when pupils went to St Paul's Cathedral in connection with their history project on the Second World War. The curriculum is also enriched with a variety of extra-curricular activities from samba band to cheerleading. Nevertheless, the take-up and range on offer, although improving, is limited for the size of the school.

The school provides genuine care for pupils throughout their time at school. Links with 'The Bridge' organisation mean that there are clear procedures so that those with challenging behaviour can return quickly to class. Expertise in reading techniques is being shared amongst teaching assistants so that they can help the small minority of pupils who are at the very earliest stages of learning English as an additional language. Practical transition arrangements help pupils move on with confidence, although guidance to help pupils make their own choices is more limited. Pupils at risk from becoming vulnerable have suitable plans and targets but these are not yet monitored systematically enough to support better progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher and the senior team are determined to unite the school effectively. Parents and carers are enthusiastic about all that has been achieved so far and they commend the teachers' efforts. Systems to evaluate the school's work are increasingly effective and school improvement documents are accurately focused on what still needs to be done. The school is committed to ensuring that every pupil has an equal chance to learn so it has begun to take steps to eradicate differences in the achievement of groups of pupils. For example, boys known to be eligible for free school meals are starting to make better progress. New tracking systems mean leaders now have more information available about each pupil. This is being used to complement the regular pupils' progress meetings but is yet to be analysed fully enough to help teachers devise more targeted support for individual pupils. The more-able are still to make the progress of which they are capable. Some leaders are new in post and have yet to receive appropriate training and support to develop the skills necessary to manage their responsibilities fully. This means that they have yet to establish routine monitoring procedures to highlight where improvements are needed.

The recently formed governing body is supportive of the school and fulfils all its statutory duties. The level of challenge it provides has had an impact on some areas of the school's work, for example in overseeing the new building project. It is becoming increasingly

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confident at holding the school to account with regard to pupils' performance in national tests. The school has sound procedures for safeguarding and risk assessment. These meet all government guidelines and include a carefully planned approach to child protection.

There are favourable links with nearby schools. Curriculum leaders arrange enjoyable activities for the pupils to share with the neighbouring special school, for example. The dance and drama session that took place during the inspection enhanced pupils' self-esteem and team-building skills. However, it is still too early for partnerships to have had an impact on pupils' achievement. Senior leaders have developed community links with British Airports Authority teams at Heathrow so that pupils broaden their understanding of different businesses in their neighbourhood. Nevertheless, the school is at an early stage of raising pupils' understanding of the broader national and international context.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle well into the Nursery and Reception classes. They play together nicely and their behaviour is good. Teachers, parents and carers collaborate readily so that induction procedures are effective. Overall, children start school mostly with a range of skills that are below those expected for their age. By the end of Reception, they attain levels that are expected for their age and make good progress. Children enjoy learning. They quickly develop their skills in choosing activities for themselves and they share toys calmly. Children become absorbed in role play and in their classroom 'restaurant', for example, they spoke knowledgeably with one another about healthy eating. The indoor spaces are well organised and reflect all areas of learning. Better use is made of the outdoor area, as a natural extension of the classroom in the nursery. In general, though, the outdoor provision has not been developed to the same level as that available indoors.



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Staff monitor the children's progress accurately and carefully identify the next steps in their learning. These are recorded in the learning journeys. Children have clear memories of these experiences and they are keen to talk about them, for example, the story about the gingerbread man. Leadership of the Early Years Foundation Stage is good. Staff have a good understanding of the strengths and have clearly identified how to continue improving provision. Nevertheless, children's skills in undertaking calculations are less secure than other areas of their learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A good proportion of parents and carers returned questionnaires. The vast majority are very supportive. They believe that their child is safe, enjoys being at school and has a good understanding of how to adopt a healthy lifestyle. Those who added comments wanted to commend the teachers for their efforts in uniting the school. A few parents and carers are concerned that the school does not provide sufficient challenge for more-able pupils. Inspectors observed teaching and learning, and held discussions with pupils and staff, and examined policies and records. In discussing this issue with senior staff, they identified that this area will need to be strengthened.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bedfont Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 151 completed questionnaires by the end of the on-site inspection. In total, there are 482 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	58	59	39	2	1	1	1
The school keeps my child safe	88	58	58	38	3	2	0	0
My school informs me about my child's progress	69	46	72	48	6	4	2	1
My child is making enough progress at this school	62	41	75	50	7	5	2	1
The teaching is good at this school	72	48	71	47	3	2	2	1
The school helps me to support my child's learning	61	40	75	50	13	9	0	0
The school helps my child to have a healthy lifestyle	56	37	87	58	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	31	78	52	6	4	1	1
The school meets my child's particular needs	52	34	83	55	9	6	3	2
The school deals effectively with unacceptable behaviour	47	31	88	58	7	5	2	1
The school takes account of my suggestions and concerns	49	32	74	49	8	5	1	1
The school is led and managed effectively	61	40	78	52	6	4	2	1
Overall, I am happy with my child's experience at this school	70	46	69	46	7	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 February 2011

Dear Pupils

**Inspection of Bedfont Primary School, Middlesex TW14 9QZ**

Thank you for your help during the recent inspection of your school. We were all very struck by how polite you were and how you were willing to give your time to talk to us, especially when we looked a little lost in the corridors! Your views have been taken into account and we have found that Bedfont Primary School is a satisfactory school. Here are some of the main findings from the report.

- You get a good start to your schooling in the Reception and Nursery classes.
- You want to do well and enjoy your work. Your parents and carers are pleased that you are happy at school.
- You make satisfactory progress and achieve standards that are similar to most pupils your age.
- You know how to live an active and healthy life.
- You told us that you feel safe in school and this is something that your parents and carers agreed with.
- You told us in the survey that you did not think behaviour was very good but we know that you have worked hard to improve it and we think it is getting better.
- Your school has made a number of important changes recently, for example the curriculum, and a lot of these new things are beginning to make a difference.

We have asked the teachers to help the school improve by:

- using their information about your progress to set more challenging activities in your lessons
- giving you more detailed feedback so that you know how to improve
- thinking of a greater variety of ways to help you write about different subjects
- making sure more teachers become involved in improving the school.

Thank you once again for making our visit so memorable. I am sure you will continue to do the best for your school and we all hope you enjoy the new building.

Yours sincerely

Juliet Jaggs

Lead inspector

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