

Inspection of Bedford Hall Methodist Primary School

Breaston Avenue, Leigh, Lancashire WN7 3DJ

Inspection dates: 6 and 7 December 2022

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

Ofsted has not previously inspected Bedford Hall Methodist Primary School as an academy school 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 inspection of the predecessor school.

What is it like to attend this school?

Pupils arrive at school happy and looking forward to the day ahead. Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils strive to meet these expectations. Most pupils, including children in the early years, achieve well across a range of subjects.

Pupils said that they feel safe at school. They behave well. Staff encourage pupils to look after their physical and mental well-being. Pupils enjoy looking after their friends on the buddy bench. They know that they can turn to adults to help sort out any problems that they may have. Leaders make sure that when bullying happens, adults deal with the issue quickly and effectively.

Pupils are keen to welcome visitors into their joyful, friendly school. They understand about how families and people can be different. Pupils are keen to celebrate differences and ensure that everyone feels valued for who they are.

Pupils develop their sense of responsibility well. For example, they raise money to support pupils' education in a school in Uganda. Pupils have also delivered food to the local food bank. They are proud of their whole-school roles, such as being a recycling ranger on the eco council or being part of the sports crew.

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

Leaders have designed a well-thought-out curriculum for all pupils, including those pupils with SEND. Learning is designed to build logically from the two-year-old provision through to Year 6. Leaders enhance pupils' learning across the curriculum through a range of trips and visiting speakers. Pupils are prepared well for the demands of secondary school.

Teachers use their strong subject knowledge to deliver the curriculum well. Leaders use assessment systems effectively to check what children and pupils know. Leaders use this information to refine the curriculum, so that it meets the needs of pupils. This has been particularly effective in mathematics. In most subjects, teachers check as a matter of routine that pupils' earlier learning is secure. However, in a small number of subjects, teachers do not check precisely what pupils have remembered. This hinders how well some pupils learn in these subjects.

Leaders have prioritised the teaching of reading. Children in the early years are surrounded by high-quality texts and their learning is closely linked to books that teachers share with them. Children begin to follow the phonics programme from the Nursery class. They learn the rhymes and sounds linked to letters. Staff have been well trained to deliver the phonics programme effectively. Leaders check on the progress that children and pupils make with their phonics knowledge. Staff provide extra support when needed, so that these pupils can catch up. Books are closely

matched to the sounds that children and pupils have learned. Almost all pupils read fluently by the time that they enter key stage 2.

Children and older pupils enjoy using the school library and they are particularly keen to read to Baxter, the school dog. They enjoy reading and appreciate the value of learning to read. Pupils spoke with pleasure about listening to the books that their teachers read to them. Leaders have ensured that the books that pupils are exposed to are ambitious and cover a breadth of authors.

Learning is seldom disrupted by poor behaviour. Pupils behave well during lessons and social times. They are active at playtimes and enjoy using the range of equipment supplied by staff. Playtime monitors like to give out positive playtime tickets. Pupils spoke about how they can use the reflection area when they need it.

Staff identify pupils with SEND early. Staff are well trained to meet pupils' additional needs, so that pupils with SEND achieve well. Teachers use a broad range of strategies to adapt the delivery of the curriculum appropriately. Pupils with SEND learn as well as their peers.

Pupils enjoy taking on a variety of roles across school to develop responsibility. These include acting as school councillors and welcoming visitors into school. Pupils talked with compassion about how the work that they do in school helps others in their wider community.

Governors and trustees have a wealth of experience that enables them to support and challenge leaders appropriately. Leaders ensure that staff well-being is prioritised. Staff feel appreciated and enjoy working at the school. Leaders support staff to manage their workload well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff and governors complete appropriate training to ensure that they understand their role in keeping pupils safe.

Staff are vigilant to the signs that may indicate that a pupil is at risk of harm. They know how to report and record any concerns. Leaders work with external agencies successfully to support the pupils and their families.

Staff teach pupils how to keep themselves safe, both online and in the community. They ensure that these important messages are repeated regularly. Pupils learn about the values needed to be a good friend and how to foster healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders do not ensure that staff check sufficiently well on what pupils have learned and remembered. This means that some pupils do not build on their learning well enough in these subjects. Leaders should ensure that teachers check what pupils know and remember more effectively.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140053
Local authority	Wigan
Inspection number	10211802
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	Board of trustees
Chair of trust	David Harrison
Executive Headteacher	Amy Burkes
Website	www.bedfordhall.wigan.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bedford Hall Methodist Primary School converted to become an academy school in September 2013. When its predecessor school, Bedford Hall Methodist Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- This school is part of the Epworth Education Trust.
- The school has provision for two-year-olds.
- School leaders do not make use of alternative provision.
- The school's most recent section 48 inspection took place in May 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.

- Inspectors met with the executive headteacher, the head of school and a number of other school leaders.
- Inspectors met with members of the trust board and governors' local advisory board.
- Inspectors spoke with a representative of the local authority and the school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils from key stages 1 and 2 read to a trusted adult.
- Inspectors reviewed a range of documentation relating to safeguarding. They spoke with staff about their safeguarding knowledge and checked on how well they understood their safeguarding responsibilities.
- Inspectors observed pupils' behaviour in lessons and at playtimes.
- Inspectors considered responses to the Ofsted staff and pupil surveys.
- Inspectors considered the views of parents and carers submitted through Ofsted Parent View, including free-text responses. Inspectors also spoke with some parents during the inspection.

Inspection team

Sarah Barraclough, lead inspector

His Majesty's Inspector

Louise Smith

Ofsted Inspector

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