

Beechfield School

Address: Gammons Lane, Watford, Hertfordshire, WD24 5TY

Unique reference number (URN): 145350

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well over time. They develop secure knowledge and skills in a range of subjects and achieve strong outcomes. In reading, mathematics and phonics, attainment is consistently close to or above the national averages. Pupils achieve well in the Year 4 multiplication tables check.

Different groups of pupils achieve well. This includes pupils who are disadvantaged, pupils with special educational needs and/or disabilities, pupils who speak English as an additional language, young carers and pupils known, or previously known, to social care. They often progress very well from their individual starting points. Pupils who join the school at different times are supported effectively and quickly become successful learners.

Pupils develop a good basic knowledge in reading, writing and mathematics. This supports their learning across the wider curriculum. By the time they leave, pupils are well prepared for the next stage of their education. They are ready to succeed in their future learning.

Inclusion

Strong standard ●

Leaders have created a strong culture of inclusion. Staff know pupils and their families extremely well and work closely with them to identify needs promptly and reduce barriers to learning and wellbeing. Consistent and effective pastoral support helps pupils feel safe, valued and ready to learn. As a result, pupils from different backgrounds and circumstances become fully involved in school life.

Staff identify the needs of pupils with special educational needs and/or disabilities (SEND) accurately. They provide well-planned support that helps the pupils access the full curriculum alongside their peers. Pupils with SEND participate fully in lessons, clubs, educational visits and wider school activities. They achieve well from their starting points. The school supports pupils who join at different times of the year effectively. They settle quickly and become part of the school community.

Leaders use pupil premium funding thoughtfully to provide effective academic, pastoral and practical support for disadvantaged pupils. This contributes to their improving attendance, positive engagement and strong achievement. Staff work appropriately with external agencies to support pupils, who are known, or previously known, to social care and others who may need additional help. As a result, pupils receive timely support when challenges arise. The school's effective partnership with families reinforces its inclusive ethos. It helps pupils feel secure, engage positively with learning and succeed.

Expected standard

Attendance and behaviour

Expected standard 

Regular attendance is promoted through clear and consistent systems. Staff work with pupils, families and external agencies to understand and address barriers that may affect attendance. Attendance is improving, including for pupils who may face additional challenges in attending regularly. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils who join the school at different times during the year. Attendance information is monitored carefully and appropriate support is provided, when concerns arise. As a result, leaders have an accurate understanding of attendance patterns and take suitable action to help pupils attend school regularly.

Across the school, pupils understand the expectations for behaviour and typically meet these well. Rooted in the values of 'be kind, work hard, love learning', pupils demonstrate resilience, pride, responsibility and independence. They settle quickly, follow routines and engage positively in learning. Relationships with staff are respectful and supportive. Older pupils contribute positively through roles, such as prefects, peer mediators and junior librarians, supporting younger pupils and modelling positive behaviour. Pupils report that bullying is rare and that staff address any concerns effectively. Where needed, pupils receive appropriate support for their emotional wellbeing.

Curriculum and teaching

Expected standard 

Leaders have established a broad and well-sequenced curriculum that sets out clearly what pupils should learn and when. They have ensured that pupils build secure knowledge and skills across a wide range of subjects. Staff share leaders' ambition for pupils and teach the curriculum consistently well. In English, mathematics and phonics, teachers identify gaps in pupils' knowledge and build securely on what pupils already know. This helps pupils progress through the curriculum and prepares them well for the next stage of their education.

Leaders have put in place systems to check how well pupils are learning. They use this information to support teaching and curriculum development. Their understanding of pupils' learning is particularly well developed in English, mathematics and phonics. In some other subjects, leaders have less detailed information about what pupils know and remember over time. As a result, they do not have the same clear understanding of how successfully the curriculum is being learned across all subjects.

The curriculum is inclusive. Teachers adapt learning appropriately so that pupils with special educational needs and/or disabilities learn alongside their peers. Staff provide effective support for pupils, who may need additional help. This enables pupils to take part fully in lessons and develop the knowledge and skills set out in the curriculum.

Early years

Expected standard 

Leaders have established a clear and ambitious vision for early years. They have developed a well-sequenced curriculum that prioritises communication and language, early reading,

writing and mathematics. The curriculum reflects children's starting points, which can be below those typically seen for their age, and supports them to make progress from these. Children settle quickly into established routines and benefit from positive relationships with adults. Staff create a nurturing environment, where children feel safe, develop confidence and are ready to learn.

Staff use well-established routines. There are effective interactions to improve children's language, communication and engagement in learning. Staff use checks to identify children, who require additional support. Children with special educational needs and/or disabilities and those at the early stages of learning English are identified quickly. They receive appropriate support, enabling them to participate fully alongside their peers. Effective partnerships with families and external agencies support children's wellbeing and development.

Children progress from their starting points and are well prepared for Year 1. While checks identify children's next steps, activities are not always selected and adapted precisely enough to address these. This is particularly evident in writing, where opportunities do not consistently build on what children already know and can do.

Leadership and governance

Expected standard 

Leaders have a secure understanding of the school's strengths and areas for development. They use a range of information to identify priorities and have taken appropriate action to improve key aspects of the school's work. This includes provision for pupils with special educational needs and/or disabilities (SEND) and pastoral support. Leaders respond thoughtfully to the needs of a diverse and changing community. They are committed to ensuring that all pupils are included.

Those responsible for governance know the school well and provide both support and challenge. Governors fulfil their statutory responsibilities. They maintain effective oversight of safeguarding, attendance, behaviour, pupils with SEND and the quality of education. They receive regular information about the school's work. They use this to hold leaders to account for the decisions they make.

Leaders place a high priority on professional development and staff wellbeing. Staff benefit from a wide range of training, including adaptive teaching, neurodiversity, communication needs and behaviour support. Professional learning is aligned with the school's priorities and helps staff meet pupils' needs effectively. Staff speak positively about the support they receive and the consideration leaders give to workload and wellbeing.

Engagement with parents, external agencies and the wider community contributes positively to pupils' experiences. Leaders have developed secure relationships with families and work effectively with partner organisations to support pupils' education and wellbeing. Parents speak positively about the care and support provided by the school, particularly for vulnerable pupils and families facing challenges. Leaders collect a wide range of information about the school's work. However, in order to secure consistently high standards in all areas they should analyse this data more closely.

Leaders have established a well-planned approach to personal development that reflects the school's values of 'be kind, work hard, love learning' and contributes positively to pupils' wellbeing. Pupils learn about healthy relationships, equality, diversity, online safety and the fundamental British values of, for example, respect and tolerance. Assemblies, mindfulness activities and a range of enrichment opportunities help to support this work. Pupils generally demonstrate a secure understanding of concepts, such as democracy and individual liberty. However, some require reminders to apply this vocabulary consistently in day-to-day situations.

The school provides a range of opportunities that help pupils develop confidence, citizenship and responsibility. Pupils contribute to charitable fundraising, environmental projects, such as tree planting, and community activities. They benefit from experiences, including careers days, residential visits and outdoor learning, which broaden their understanding of the wider world and support their personal growth. Pupils speak positively about these opportunities and the experiences they provide.

The school's inclusive approach ensures that pupils, including pupils with special educational needs and/or disabilities and other pupils who may be vulnerable, are supported to participate fully in school life. Through tailored provision, nurture support and careful adaptation, pupils access the same opportunities as their peers. For example, pupils supported through the Seedlings provision remain integrated within the wider school community. They participate in enrichment, social experiences and daily routines alongside their classmates. Positive relationships between staff, pupils and families help pupils feel safe, valued and included.

Leaders have developed a wealth of information about pupils' participation and experiences. However, systems for assessing and evaluating the impact of the personal development programme are not always sufficiently precise or timely.

What it's like to be a pupil at this school

Pupils enjoy being part of this welcoming and inclusive school community. They are proud of their school and say that everyone is valued. Pupils, including those who are disadvantaged, have special educational needs and/or disabilities, speak English as an additional language or join the school at different times, receive effective support to help them overcome difficulties and achieve well. Pupils develop secure knowledge and skills across the curriculum. They achieve well in reading, mathematics and phonics. They are well prepared for the next stage of their education.

Pupils build positive relationships with staff and with one another. They know that adults care about them and will help them if they have a concern. Staff make sure that pupils with additional needs take a full part in school life alongside their peers. Pupils enjoy lessons, educational visits and opportunities to take responsibility. Older pupils are proud to serve as peer mediators, prefects and librarians. Pupils also benefit from a wide range of

experiences, including sporting events, performances and residential visits. These opportunities help pupils to develop confidence, learn new skills and discover new interests.

With guidance from staff, pupils behave well in lessons and at breaktimes and lunchtimes. They settle quickly to learning, follow routines confidently and approach their work positively. Classrooms are calm and purposeful. Pupils concentrate well and persevere when learning becomes challenging. They understand the importance of kindness, respect and treating others fairly. Bullying is rare. Pupils are confident that adults deal with concerns quickly and effectively.

Staff work closely with pupils and families to overcome difficulties that affect attendance. As a result, attendance is improving. Pupils attend regularly, enjoy learning and play a full part in this caring school community. Pupils feel safe in school. They know who to speak to if they need help and trust adults to support them.

Next steps

- Leaders should ensure that activities in early years are more precisely selected and matched to children's needs, especially in early writing. They should use assessment to adapt provision and maximise learning.
- Leaders and governors should use the information they collect more closely to evaluate impact and secure consistently high standards across curriculum and attendance.

About this inspection

This school is part of Inclusive Multi Academy Trust. The chief executive officer for the Trust is Mr James Roach. The chair of the board of trustees is Mr Sanjay Mazumder and the chair of the board of governors is Mrs Lesly Adams.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, trust and school leaders, members of the board of trustees and governing body and the local authority.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Gillian Jackson

Lead inspector:

Sarah Stevens, His Majesty's Inspector

Team inspectors:

Julie Lawrence, Ofsted Inspector

Wayne Jarvis, Ofsted Inspector

Nicola Ready, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 30 June 2026

School and pupil context

Total pupils

458

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

24.57%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.71%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.63%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (final)	72%	62%	Above
2023/24 (final)	71%	61%	Above
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (final)	82%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (final)	87%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	46%	Above
2024/25 (final)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	78%	46%	Above
2022/23 (final)	75%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	62%	Above
2024/25 (final)	86%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	59%	Above
2024/25 (final)	71%	59%	Above
2023/24 (final)	78%	58%	Above
2022/23 (final)	83%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	60%	Above
2024/25 (final)	76%	61%	Above
2023/24 (final)	89%	59%	Above
2022/23 (final)	92%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	68%	4 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	78%	67%	10 pp
2022/23 (final)	75%	66%	9 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	80%	9 pp
2024/25 (final)	86%	81%	5 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	78%	-2 pp
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	78%	78%	0 pp
2022/23 (final)	83%	77%	6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (final)	76%	81%	-4 pp
2023/24 (final)	89%	79%	9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	92%	79%	12 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.2%	5.2%	Above
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.7%	13.0%	Close to average
2023/24 (3 term)	15.0%	14.6%	Close to average
2022/23 (3 term)	17.7%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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