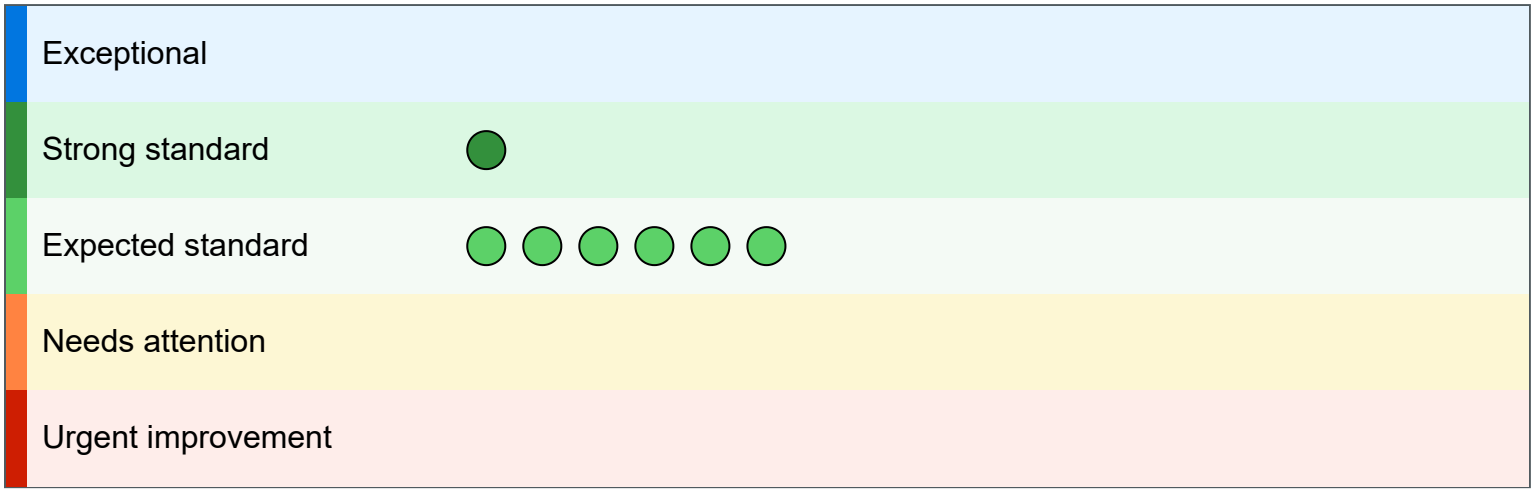
Bedford Hall Methodist Primary School

Address: Breaston Avenue, Leigh, Lancashire, WN7 3DJ

Unique reference number (URN): 140053

Inspection report: 3 November 2026



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

Personal development and wellbeing

Strong standard

The personal development and wellbeing programme is highly inclusive. Leaders anticipate and remove barriers to engagement. They ensure that pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those facing additional challenges, are fully included. Effective pastoral support helps pupils and families, particularly during periods when additional support may be needed.

The school's 'learn to learn skills' are embedded across the personal development programme. Leaders identify pupils who need support with skills such as organisation and working with others. Clubs and activities help these pupils build these skills. These include choir club and craft club, where pupils develop their talents, interests and self-confidence. Pupils make a meaningful contribution to school life through a wide range of leadership opportunities. The eco-council promotes energy efficiency and recycling. The librarians help keep book areas tidy and enticing. The 'Infinite 8' programme broadens pupils' understanding of the world around them. They 'marvel at the masters' through visits to museums and art galleries and 'be at one with nature' through opportunities to camp under the stars. Pupils also talk proudly about raising money for an international charity that supports education in developing countries. These experiences help pupils develop culturally, socially and personally.

The well-taught personal, social, health and economic education curriculum complements the wider offer. It equips pupils with the knowledge they need to stay safe, healthy and prepared for the future. Pupils learn how to keep themselves safe in a range of situations. This includes being safe around water. Pupils understand why this is important because they live near a canal. They learn about growing up and discuss these topics maturely. Pupils demonstrate an understanding of those whose lives are different from their own. They live out fundamental British values such as democracy by voting for leadership roles. They show respect and tolerance for people of different faiths and cultures. Pupils are very well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard

Pupils typically achieve well across the curriculum. Year 6 attainment in reading, writing and mathematics is broadly in line with national averages. Pupils generally have a secure understanding of their learning across other subjects. Across the curriculum, most pupils remember important knowledge from previous learning and use this to build on what they learn next. For example, they can talk with confidence about the characteristics of different living things and how they can be categorised. Most pupils learn the essential knowledge and skills that they need for the next stage of their education.

Pupils typically secure the essential knowledge and skills that they need in reading and mathematics. Pupils learn how to form letters and numbers accurately. However, some

pupils struggle to write fluently. From the early years, children make an effective start to the phonics programme and quickly learn the sounds that letters make. Pupils with special educational needs and/or disabilities and disadvantaged pupils progress well from their starting points.

Attendance and behaviour

Expected standard

Attendance

Leaders place an emphasis on continually improving pupils' attendance. They carefully analyse attendance information to identify patterns. Leaders act quickly when concerns about pupils' attendance arise. They work closely with families to remove barriers to regular attendance. They provide tailored support and approaches to help pupils attend more often. Leaders check the impact of their actions closely and change their approach when attendance concerns persist. This approach has been effective in improving attendance over time. Pupils are excited about attendance incentives such as 'Bedfordopoly', where classes earn rewards for regular attendance while also learning about economics.

Behaviour and attitudes

Staff hold high expectations of pupils' behaviour. Pupils understand and typically follow the rules and routines. Pupils benefit from reflective conversations about behaviour when incidents occur. Pupils are typically respectful towards one another and towards staff. However, in some classes, low-level disruption affects pupils' learning. These behaviours are not addressed consistently well across the school. Pupils develop a clear understanding of what is right and wrong. Some pupils benefit from suitable adaptations to their school day to help them manage their emotions and access school life. Pupils are enthusiastic learners. They work well with other pupils and take pride in their work. Bullying and incidents of unkind behaviour are dealt with quickly and appropriately when they occur.

Curriculum and teaching

Expected standard

Leaders have designed a broad and well-sequenced curriculum. It enables pupils to build their knowledge over time. Across subjects, leaders have identified the important knowledge that pupils should learn and remember.

Leaders have prioritised the development of basic skills in reading, writing and mathematics throughout the curriculum. They provide opportunities for pupils to encounter and discuss new vocabulary within engaging texts. Pupils at the early stages of reading are supported through the structured phonics programme. They learn letters and the sounds that they make. Handwriting is taught regularly within the curriculum, helping pupils to present their work neatly. However, staff do not consistently address inefficient pencil grips, which means some pupils develop less effective writing habits.

The curriculum is typically implemented well. Teachers explain concepts clearly to pupils and model examples that help pupils understand what successful learning looks like. Teachers regularly check pupils' understanding and address misconceptions when they arise. However, the curriculum is not delivered consistently well across all classes. On a small

number of occasions, some activities are not designed sufficiently well to maintain pupils' engagement. This can lead to low-level disruption in lessons.

Early years

Expected standard

Children experience a positive start to their education in the early years. Children are happy and settled. They quickly develop confidence, explore their environment with curiosity and engage positively in learning. Leaders have carefully designed a curriculum that supports children's development across all areas of learning. It is designed appropriately for children's age and stage of development. The curriculum helps staff to understand what children should learn next and recognise those who may need additional support. Staff carefully check the areas of learning that different groups of children need to develop further. They design engaging activities and opportunities for children to develop these areas through play.

Leaders have ensured that staff have developed the expertise needed to meet the needs of the youngest children. Children are well cared for and benefit from warm and caring relationships with staff. Children with special educational needs and/or disabilities are supported well to make positive progress from their individual starting points.

Staff support children effectively to develop their communication and language, early reading, writing and number knowledge. This means that children are well prepared for their transition to key stage 1.

Inclusion

Expected standard

Leaders have established effective systems to ensure that staff have the knowledge and expertise to identify pupils' emerging needs. Pupils' individual needs are well known by staff. Pupils with special educational needs and/or disabilities, those known or previously known to social care and those with other barriers to their learning or wellbeing typically benefit from effective adaptations to their learning, resources or support. This enables them to access the curriculum alongside their peers. Teachers apply their recent training to implement and monitor these adaptations carefully to check they are effective. They make changes when necessary. When needed, leaders seek specialist advice to help identify the right provision and adaptations for pupils.

Leaders have recently introduced a nurture room at the school to provide targeted assistance for a small number of pupils who require more specialised support. Leaders have carefully designed a curriculum to ensure that pupils accessing this space develop secure essential skills in reading, writing and mathematics and work on their personalised targets.

Leaders use extra funding effectively to reduce barriers for disadvantaged pupils. For example, they have enabled pupils to access the breakfast club to help them settle in at the start of the school day.

Leadership and governance **Expected standard**

Leaders accurately assess the school's strengths and areas to develop. Leaders are supported effectively by the trust to carefully check each aspect of the school's work to inform their future actions. For example, they have prioritised further support to meet the needs of pupils with special educational needs and/or disabilities.

Leaders provide effective professional development to staff, including those who are new to the teaching profession. This has improved staff expertise and is helping to bring greater consistency to teaching across the school. Leaders benefit from opportunities to learn from and collaborate with other schools within the trust. Staff are proud to work at the school and value the support leaders provide to help manage their workload.

Leaders have built positive relationships with parents and carers. They use these relationships to support pupils, for example by working with families to improve attendance.

Those responsible for governance know the school well and understand the challenges that leaders face. They share leaders' passion and ambition for the school and its community. They make sure that leaders manage resources effectively and fulfil their statutory duties. Leaders within the trust have developed systems to assure themselves of the quality of provision within the school. They provide an effective balance of support and challenge to help leaders continue to improve the school.

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

Pupils are warmly welcomed into this caring school each day. The uniqueness of each pupil is celebrated, which helps them to flourish. Pupils are keen to have their achievements shared in the weekly 'Celebrating Life Without Limits' assemblies. The school's vision to learn, love and live without limits is embedded within daily school life. Pupils attend regularly and initiatives such as 'Find the Duck' mean that they eagerly await the start of each school day. Pupils are proud to be part of the school community. They value the positive relationships they share with staff and one another, which help them feel included, respected and ready to learn.

Pupils typically behave well. They are polite and caring towards each other. For example, older pupils help new children in the Reception Year settle into school routines by teaching them the school's songs and prayers. When bullying incidents occur, leaders address them swiftly and effectively. Pupils feel safe in school and well-supported by trusted staff. They know that staff will listen to and support them when needed.

Pupils appreciate the many opportunities within the school's 'Infinite 8' offer that give them experiences beyond the school walls. They learn to 'walk in someone else's shoes' to develop empathy. Thoughtful trips to museums and places of cultural importance make the pupils 'cultural collectors'. They relish contributing to school life. School councillors help make important decisions in school and collect funds for local charities. Play leaders design and lead activities to promote positive interactions and play at social times.

By the time pupils leave the school, they are well prepared for the next stage of their education. They usually achieve in line with national averages and enjoy learning across the curriculum. Pupils make connections between their learning in different subjects in the curriculum. Pupils with special educational needs and/or disabilities, or other vulnerabilities, receive the support and adaptations they need to learn and progress alongside their peers.

Next steps

- Leaders should support staff to further embed the teaching of handwriting so that pupils consistently use an efficient pencil grip to enable them to write fluently.
- Leaders should ensure that the curriculum is consistently taught well to maximise pupils' learning and engagement, meaning pupils learn and remember as much as possible.
- Leaders should make sure that teachers consistently address instances of low-level disruption so that all pupils can focus on their learning.

About this inspection

This school is part of Epworth Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Julie-Ann Hewitt, and overseen by a board of trustees, chaired by Stuart Ellis.

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

This inspection took place on 3 and 4 November 2026.

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 and other school leaders, members of the trust board, members of the local advisory board and trust leaders during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Methodist religious character. It is in the Methodist District of Bolton and Rochdale. Its last section 48 inspection was in May 2019.

The school currently uses 2 alternative provisions, both of which are unregistered.

The school has undergone a significant change since the last inspection. There is a new headteacher and deputy headteacher.

Headteacher: Lisa Draper

Lead inspector:
Jonny Foster-Carr, His Majesty's Inspector

Team inspectors:
Pamela Potter, Ofsted Inspector
Dawn Davies, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 3 November 2026

School and pupil context

Total pupils

255
Close to 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: 268

School capacity

210
Below 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)

32.69%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

3.92%
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: 4.1%

Pupils with special educational needs (SEN) support

16.86%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	61%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	84%	74%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	68%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	74%	Below
2023/24 (final)	81%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	33%	47%	Below
2023/24 (final)	40%	46%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	44%	63%	Below
2023/24 (final)	70%	62%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	56%	59%	Close to average
2023/24 (final)	50%	58%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	44%	61%	Below
2023/24 (final)	50%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	40%	67%	-27 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	44%	81%	-36 pp
2023/24 (final)	70%	80%	-10 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	78%	-23 pp
2023/24 (final)	50%	78%	-28 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	44%	81%	-36 pp
2023/24 (final)	50%	79%	-29 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	4.7%	5.1%	Close to average
2024/25 (3 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	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
2025/26 (1 term)	14.4%	14.4%	Close to average
2024/25 (3 term)	13.6%	13.0%	Close to average
2023/24 (3 term)	16.3%	14.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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