

# Beech Hill Community Primary School

**Address:** Dunstable Road, Luton, Bedfordshire, LU4 8BW

**Unique reference number (URN):** 131089

## Inspection report: 3 February 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 ●

### Attendance and behaviour

Strong standard ●

Attendance is improving quickly for groups and individual pupils. The number of pupils who are persistently absent is falling quickly. This improvement happens because leaders make sure that staff and pupils understand why regular attendance matters. All pupils receive the support they need to overcome any barriers to coming to school. Additionally, parents receive clear advice about the link between high attendance and positive academic progress. Pupils stay motivated because they enjoy the rewards they earn for attending school frequently. Attendance is promoted well across the school. Staff and pupils talk about it often.

Leaders have a rigorous approach to managing behaviour and set clear expectations for all staff and pupils. Leaders act quickly and effectively when concerns arise. Staff follow the behaviour processes consistently. This gives pupils clear boundaries. Relationships between staff and pupils are warm and respectful. Pupils feel safe and report that adults resolve bullying when it occurs. Staff rarely need to remind pupils about behaviour because expectations are well established. Pupils behave very well. They settle to work quickly and stay focused and listen well. Behaviour at social times is also positive. Pupils play cooperatively and speak politely. High standards of behaviour are seen consistently across the school.

### Early years

Strong standard ●

The curriculum is carefully planned to meet the needs of all children. Staff use these plans to design learning tasks that ensure all children develop their vocabulary, build independence and learn social skills. This, alongside strong teaching approaches, ensures that children make excellent progress from their starting points. Leaders check rigorously what children know from the moment they start. They act quickly and close any gaps with care and skill. Every child receives the support they need.

Staff develop children's vocabulary with every interaction. They also read stories, which helps pupils to learn a wider set of words. This is important because learning to communicate means children can express themselves clearly. Reading is a priority. Staff teach sounds expertly. They help children blend them to read and write simple words. Any child who needs it gets targeted teaching, so no one falls behind. The classrooms and outdoor spaces are full of interesting activities. Children learn through play and through short tasks with adults. They follow routines with confidence.

Children learn to manage risks, for example when climbing or balancing. They also show growing independence when completing tasks. Additionally, staff encourage them to make healthy food choices and to brush their teeth. These skills prepare them very well for the move into Year 1 and later life. Staff work closely with families. They offer guidance when needed. This communication helps parents and carers to work closely with the school.

## Inclusion

Strong standard 

Leaders make sure that pupils' additional needs are identified promptly and accurately. They take account of the views of parents and carers. Staff use this information to plan highly effective targeted support for any pupils who need this. This means that pupils receive the right help at the right time.

Leaders remove barriers to learning very well. Where needed, they make thoughtful adjustments to classrooms and teaching, for example making sure teachers use clear prompts and visual aids. These help many pupils take part in lessons with confidence. Leaders check pupils' progress accurately. They take quick and appropriate action when pupils need more help. Leaders also work closely with outside professionals to help pupils who may have multiple disabilities or additional needs, ensuring that the right support is provided.

Leaders train staff very well. As a result, they understand the needs of pupils with special educational needs and/or disabilities and others who may be vulnerable. Additionally, staff feel confident using the clear guidance and practical strategies leaders give them.

Leaders make sure pupil premium funding has a positive impact on pupils' education. Pupils who are known, or were known, to social care receive sensitive support. Where needed, leaders work with the virtual school to ensure that plans are in place and are effective.

When pupils attend alternative provision, leaders keep close oversight. Any pupils with vulnerabilities achieve well and thrive.

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## Expected standard

### Achievement

Expected standard 

Pupils achieve in line with others nationally. This includes pupils with special educational needs and/or disabilities or those who may be considered vulnerable.

Most pupils speak another language at home. Some are new to English. Additionally, pupils join the school at different times, rather than in Reception or Nursery. Despite this, pupils make generally appropriate progress from their starting points.

Staff give pupils any extra support they may need. For example, if they are new to English, they are taught the language quickly and effectively. All lessons focus on developing subject-specific vocabulary. Pupils learn the words they need to explain and deepen their thinking.

Pupils' work shows the progress that pupils make through the curriculum. School leaders are ambitious for pupils. For example, they also have additional teaching for pupils who may be able to achieve higher than their peers nationally.

## Curriculum and teaching

Expected standard 

The school has developed a broad curriculum that sets out the knowledge pupils need to learn. This shows what pupils should learn so new ideas build on secure foundations. Teachers ensure that pupils revisit learning when needed. Over time, pupils secure core skills in reading, writing and mathematics.

Leaders have a clear understanding of the strengths of the quality of the curriculum. They use this to make sensible decisions about improvement. They also consider the needs of their pupils. For example, the school has many pupils who speak English as an additional language. Consequently, teaching places a strong focus on widening pupils' vocabulary. This also supports pupils with speech and language needs.

Staff typically have appropriate subject knowledge. Leaders provide effective training. Generally, teachers feel confident to teach each subject well. This is clear in early reading, where all staff follow the same routines and approach. They give effective support to any pupils who fall behind. This includes older pupils who are not fluent readers.

Teachers' clear demonstrations help pupils to understand new concepts in writing and mathematics. Teachers break learning into small manageable steps. They check understanding often and adjust teaching when pupils need more support.

Across the wider curriculum, teachers choose tasks that help pupils understand key ideas. Staff adapt learning well so that all pupils can take part. Leaders know that a few subjects are still developing, and they continue to strengthen these areas.

## Leadership and governance

Expected standard 

Leaders understand the school's strengths and the areas that need further improvement. They act quickly when any part of the school's work does not meet their expectations. Their decisions are based on a strong understanding of pupils, staff and the community.

Leaders have built an ambitious curriculum, and they make sure staff understand the curriculum. Training is evidence-informed and effective. Teachers and trainees receive high-quality guidance. They have the time they need to develop their knowledge and skills.

Leaders make decisions in the best interests of all pupils, especially those who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those known to social care. Staff know pupils well. This means any targeted teaching is effective and benefits pupils' learning positively.

Systems for safeguarding, attendance and provision for SEND link together well. This enables leaders to act quickly when barriers to learning arise.

Governors meet their statutory duties and understand the school's context. They use this knowledge to support and challenge leaders well.

Leaders ensure that any decisions they make are considerate to staff workload and wellbeing. Staff feel supported. They appreciate leaders' clear communication. Leaders

should continue their work to secure consistently high standards in all subjects and year groups.

## Personal development and wellbeing

Expected standard 

The school has a well-considered personal development programme. This prepares pupils to be ready for each stage of their education. For example, young children learn how to understand their feelings. Older pupils learn how to stay mentally well. They also learn that keeping physically healthy is important. Sometimes, pupils need extra support to manage their wellbeing. Staff identify this promptly and give the help pupils need.

Pupils learn about British values. For example, they link democracy to the election of the school prefects. Pupils talk thoughtfully about diversity, disability and difference. They understand why it is important to challenge stereotypes. They also show a secure understanding of right and wrong.

School councillors make changes in the school that matter to pupils. For example, they help improve the school dinners. They also choose which charities to fundraise for and explain why they make these choices. There are many opportunities for pupils to learn to be responsible members of the school community. Pupils enjoy these.

Leaders organise a range of trips for pupils. These include visits to the seaside and museums. Pupils learn about different places of worship and visit them. They also learn about various cultural events, such as Chinese New Year. These experiences help pupils understand the wider world.

The school ensures that pupils have various musical, artistic and creative opportunities. The school considers these carefully to ensure that they are equal for pupils, including pupils who are disadvantaged.

Pupils benefit from an appropriate relationship and health education programme. Staff teach these lessons in an age-appropriate way. Pupils learn how to build positive relationships and how to be a good friend. Pupils also learn about dangers that are online and how to be safe in the community.

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

Pupils show respect and courtesy for each other and staff. Pupils care a great deal about their education and have positive attitudes to their work. They say that teachers make new ideas easy to understand, so they enjoy their learning. Pupils are exceptionally proud to be part of their school community.

Most pupils speak more than one language. To support them, staff widen pupils' vocabulary every day. Additionally, staff act quickly to ensure that pupils remember and understand new ideas. For example, they give pupils repeated practice when this is needed. These strategies, combined with a well-taught curriculum, mean that pupils achieve well from their starting points.

Staff apply the behaviour rules and rewards in a clear and consistent way. This means pupils understand exactly how to behave. Pupils show responsible attitudes. For example, they move from playtime to lessons quickly and calmly without reminders. This maximises learning time. Even the youngest children follow routines very well. This creates a positive environment where they can play and learn happily.

Pupils talk about why they should attend school regularly. They like the rewards that encourage them to do this. Staff work with families to support them. Any dip in attendance is addressed straight away. As a result, attendance improves rapidly.

Older pupils are strong role models for younger children. Those with extra responsibilities, such as school councillors, make changes that benefit the whole school.

Pupils know what bullying is. They say that it rarely happens. They know that adults will help them deal with it quickly and effectively if it does. This helps pupils to feel safe. Pupils learn to show compassion to others, who may be different from them. They are well prepared for life in modern Britain.

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## Next steps

- Leaders should continue their work to secure consistently high standards in all subjects and year groups. They should build on the strong practice already in place in many subjects, such as reading, and make sure that all subjects are taught with the same consistency.
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## About this inspection

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

The chair of the board of governors in this school is Kerry Watson.

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 senior leaders during the inspection. The lead inspector also spoke with members of the governing body, including the chair of governors.

The inspectors confirmed the following information about the school:

The school currently uses one registered alternative provision.

Headteacher: Chris Davidson

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### Lead inspector:

Jessie Linsley, His Majesty's Inspector

### Team inspectors:

Emma Breckenridge, Ofsted Inspector

Lucille Pollard Pollard, Ofsted Inspector

Sarah Stevens, His Majesty's Inspector

Karen Stanton, 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 3 February 2026

## School and pupil context

### Total pupils

**904**

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

**940**

Well 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)**

**32.09%**

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**

**3.21%**

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**

**19.25%**

Above 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 | 59%         | 61%              | Close to average               |
| 2024/25 (revised)     | 58%         | 62%              | Close to average               |
| 2023/24 (final)       | 62%         | 61%              | Close to average               |
| 2022/23 (final)       | 57%         | 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 | 69%         | 74%              | Close to average               |
| 2024/25 (revised)     | 72%         | 75%              | Close to average               |
| 2023/24 (final)       | 68%         | 74%              | Close to average               |
| 2022/23 (final)       | 68%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 71%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 67%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 74%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 72%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 76%         | 73%              | Close to average               |
| <b>2024/25 (revised)</b>     | 76%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 76%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 74%         | 73%              | Close to average               |

## 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 57%         | 46%              | Above                          |
| <b>2024/25 (revised)</b>     | 56%         | 47%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 59%         | 46%              | Above                          |
| 2022/23 (final) | 53%         | 44%              | 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 | 67%         | 62%              | Close to average               |
| 2024/25 (revised)     | 67%         | 63%              | Close to average               |
| 2023/24 (final)       | 65%         | 62%              | Close to average               |
| 2022/23 (final)       | 69%         | 60%              | 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 | 66%         | 59%              | Close to average               |
| 2024/25 (revised)     | 62%         | 59%              | Close to average               |
| 2023/24 (final)       | 71%         | 58%              | Above                          |
| 2022/23 (final)       | 63%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 73%         | 60%              | Above                          |
| <b>2024/25 (revised)</b>     | 64%         | 61%              | Close to average               |
| <b>2023/24 (final)</b>       | 78%         | 59%              | Above                          |
| <b>2022/23 (final)</b>       | 75%         | 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 57%         | 68%                              | -11 pp                  |
| <b>2024/25 (revised)</b>     | 56%         | 69%                              | -13 pp                  |
| <b>2023/24 (final)</b>       | 59%         | 67%                              | -8 pp                   |
| <b>2022/23 (final)</b>       | 53%         | 66%                              | -13 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 67%         | 80%                              | -13 pp                  |
| <b>2024/25 (revised)</b>     | 67%         | 81%                              | -14 pp                  |
| <b>2023/24 (final)</b>       | 65%         | 80%                              | -14 pp                  |
| <b>2022/23 (final)</b>       | 69%         | 78%                              | -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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 66%         | 78%                              | -12 pp                  |
| <b>2024/25 (revised)</b>     | 62%         | 78%                              | -17 pp                  |
| <b>2023/24 (final)</b>       | 71%         | 78%                              | -6 pp                   |
| <b>2022/23 (final)</b>       | 63%         | 77%                              | -15 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 73%         | 80%                              | -7 pp                   |
| <b>2024/25 (revised)</b>     | 64%         | 81%                              | -16 pp                  |
| <b>2023/24 (final)</b>       | 78%         | 79%                              | -2 pp                   |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 75%         | 79%                              | -4 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 (2 term) | 5.6%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.5%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 7.2%        | 5.9%             | Above                          |

### 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 (2 term) | 16.0%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 16.9%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 24.7%       | 16.2%            | Above                          |

## 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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