

Bamford Primary School

Fidlers Well, Bamford, Hope Valley, S33 0AR

Inspection dates 24–25 October 2012

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Early Years Foundation Stage. They settle quickly and soon begin to make good progress.
- Overall attainment is above average at the end of Year 2 and Year 6.
- Standards in mathematics are particularly high: around three quarters of Year 6 pupils exceed the expected level for their age.
- Regular good teaching ensures that most pupils make at least the expected amount of progress from their starting points in school, but many do considerably better.
- In the best lessons, high expectations, tasks pitched at the right level for pupils of all abilities and challenging feedback on how to do even better promote rapid and sustained progress.
- Pupils really enjoy school and feel safe. They behave well and treat each other and adults with respect. Their enthusiasm for learning adds to the progress that they make.
- Rates of attendance are high.
- The headteacher leads the school well. As a result, the quality of teaching and pupils' achievement are considerably better than they were at the time of the previous inspection.

It is not yet an outstanding school because

- Though still above average, pupils' attainment in English is lower than that in mathematics.
- A small number of pupils in both key stages, often the more-able boys, do not make the progress that they should in developing writing skills.
- In a few lessons, inconsistencies in pace and the levels at which work is set limit the progress of more-able pupils.
- The guidance that pupils get on how to improve their writing is not consistently good in all subjects.
- Members of the governing body do not make enough independent checks on key aspects of the school's work to inform the support and challenge that they provide.
- Parents and carers do not get enough information about arrangements that affect their children. Though often needless, this is a cause of concern to a minority of parents.

Information about this inspection

- The inspector observed teaching in all classes from Reception to Year 6 and, in doing so, visited eight lessons and group-teaching sessions.
- Parents and carers, pupils, teachers, the headteacher, representatives of the governing body and a local authority officer had discussions with the inspector.
- The inspector examined information on pupils' attainment and progress and the work in books of current pupils.
- He also examined a range of documents, including the school's self-evaluation and improvement planning.
- The views of 32 parents and carers who responded to the on-line Parent View survey were analysed and taken into account. The views of other parents and carers were received during the inspection.

Inspection team

Glynn Storer, Lead inspector

Additional Inspector

Full report

Information about this school

- Bamford Primary is much smaller than the average-sized primary school.
- Most pupils are from White British backgrounds and all speak English as their first language.
- The proportion of pupils known to be eligible for extra support through pupil premium funding is low.
- The proportion of disabled pupils and those who have special educational needs supported by school action is broadly average.
- The proportion supported at school action plus or through a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The school has appointed three new teachers since its last inspection in 2010.

What does the school need to do to improve further?

- Raise standards of attainment in English to a similar level to those in mathematics by:
 - raising the profile of writing amongst boys, especially those who are more able, and giving them every possible opportunity to write about things that interest them
 - making sure that pupils' writing in all subjects is marked to a consistently high standard and gives pupils clear guidance on how to improve.
- Eliminate inconsistencies in teaching and, thereby, improve further the progress of all pupils by:
 - ensuring that all lessons proceed at a brisk pace and give pupils the time they need to apply and consolidate the skills they are learning
 - ensuring that teachers' expectations are consistently high and result in work that is set at levels of difficulty that promote progress in pupils of all abilities, especially the more able.
- Improve leadership and management by:
 - increasing the range and quality of information provided for parents and carers so that they are fully informed about all arrangements that affect their children
 - responding promptly when parents and carers raise concerns
 - extending the scope of checks carried out by members of the governing body so they are more able to question leaders and call them to account for how well the school is doing and to evaluate the impact of the decisions they take.

Inspection judgements

The achievement of pupils is good

- Children in the Early Years Foundation Stage are settled and happily integrated with older pupils in the class. A good range of activities, taught sensitively by adults, and plenty of outdoor learning and play help children to make good progress from the start.
- Attainment on entry varies considerably in this small school, but most children make good gains during their Reception year and enter Year 1 with skills that are moving ahead of those normally expected of five-year-olds nationally.
- Standards of attainment in reading, writing and mathematics are above average by the end of Year 2, as are overall standards in English by the end of Year 6. By the time that pupils leave the school, standards in mathematics are particularly impressive, a high proportion of pupils being a year or more ahead of standards normally expected of 11-year-olds.
- The results of the Year 6 national tests in the last two years and the information that the school keeps about each pupil's progress show that standards are rising year on year. The Year 6 results in 2012 improved on those of 2011, and information on current pupils shows that an overall trend of improvement is continuing.
- The proportion of pupils making progress at or above the expected rate compares favourably with the national picture. However, a small number of pupils in both key stages are still not making enough progress from their various starting points, especially in writing. That is why pupils' test scores in English, though still above average, lag behind those in mathematics.
- In recent years, it has often been some of the more-able boys who have made less progress in writing. They sometimes do not make the best possible progress because writing topics fail to motivate them or because they spend too much time completing relatively easy tasks and are not moved on to more demanding work quickly enough.
- Despite issues in the area of writing, reading is another strong area of pupils' performance. By the time that they leave school, virtually all pupils read competently and many read well. Last year, over half attained above-average standards. Improved approaches to the teaching of letters and the sounds they make are improving the progress of younger pupils and helping those who are less confident to read unfamiliar words.
- Disabled pupils and those who have special educational needs match the performance of similar pupils nationally. Some do not yet do quite as well as their classmates, but the gap between these and other pupils is narrowing, especially in mathematics.
- The school makes good use of the additional funding it receives through the pupil premium, for example to provide extra one-to-one and small group support and to train staff in 'positive play' techniques and other aspects of nurture. Pupils who are eligible for this extra help do well because the support is closely matched to their needs.

The quality of teaching is good

- There has been a high turnover of staff since the last inspection but recently appointed teachers have brought new strengths that have added to the overall quality of teaching. These are reflected in rising standards and an improving picture of pupils' progress.
- Teaching in the Early Years Foundation Stage is good. The new leader sets a good example to

other staff and has already established a good consistency of approach that benefits the children at this early point in their school life.

- Comments in pupils' English books strike a good balance between praise and constructive feedback on how to improve. There is clear evidence that pupils are regularly required to act on such feedback and, in doing so, reinforce learning. This quality of marking and feedback does not yet extend to writing in other subjects.
- In the very best lessons, tasks are pitched at exactly the right level for all pupils. Success is within pupils' reach, but they have to work hard and think hard to succeed. Pupils are required to be independent learners, but the teacher is never far away, guiding, redirecting and keeping the impetus of learning high.
- Teachers plan work in lessons conscientiously and modify their daily plans in the light of pupils' performance at each stage. This is good practice but, at times, tasks are pitched at the wrong levels, often too easy for more-able pupils, or there is little real difference in what is expected of pupils across the ability range. When this happens, pupils' progress is restricted.
- At other times, lesson introductions occasionally last too long. When this happens, pupils have too little time to apply and reinforce their learning independently. This results in learning that is fragile or in skills that are not properly understood and practised.
- Support for pupils at risk of underperforming, including disabled pupils and those who have special educational needs, is good. The role of additional adults in the classroom is carefully planned, as is the purpose of any extra teaching or guidance that these pupils receive. As a result, the progress of these pupils is similar to that of most others.
- A small minority of parents and carers felt that they could not agree that their children were well taught. For some, this was because their children were regularly taught by more than one teacher. While this may initially be disconcerting for some pupils, over time, the benefits of these arrangements far outweigh any short-term disadvantages.
- The school has a deliberate policy of 'spreading' the expertise of its teachers. For example, the headteacher, who is an excellent teacher of mathematics, gets pupils in Year 3 off to a flying start in Key Stage 2. Subject leaders for literacy, science and information and communication technology also teach classes other than their own and the school brings in additional specialists, for example for music.

The behaviour and safety of pupils are good

- Pupils behave consistently well in lessons and around the school. They have positive attitudes to school that add to the quality of their learning. Pupils say, 'Teachers are encouraging and patient with us when we have problems.'
- In class, pupils are attentive and respond well to teachers' expectations. They take part enthusiastically in all activities and make a real effort to succeed. At play, they are lively and energetic but there is no evidence of behaviour that could cause harm or upset.
- Teachers have suitably high expectations of pupils' behaviour and response. The school has effective procedures for promoting good behaviour and teachers invariably use them well. As a result, most lessons proceed at a good pace and are rarely interrupted by inappropriate behaviour.
- Most parents and carers agree that behaviour is good and praise the school's approach to ensuring their children's safety. Pupils understand the nature of bullying of many kinds but say

that in this school it is rare. They have confidence in teachers and other adults to deal with any such incidents that occur.

- Pupils say that they feel safe and well cared for in school. They know how to keep themselves safe. For example, while play is often boisterous, pupils cope sensibly with the sloping playground, its steps and walls. Older pupils act responsibly and show consideration for younger friends.
- The school has a strong 'family' atmosphere. Pupils say: 'It is easy to make friends because everybody is kind' and 'The adults are really considerate.' This, along with pupils' enthusiasm for all aspects of school life, is reflected in consistently high rates of attendance in recent years.

The leadership and management are good

- The headteacher has provided purposeful leadership. He has rebuilt the teaching team and ensured that all staff have leadership roles. This makes everybody play a part in school self-evaluation and generates high levels of commitment to identified areas for improvement.
- Self-evaluation is accurate and uncompromising in identifying what needs to be improved. The headteacher communicates high expectations that are shared by all staff. Consequently, there is a very strong sense of teamwork.
- Effective procedures to manage teachers' performance, linked to decisions about salary, and good quality, on-going training have improved teaching. Inadequate teaching has been eliminated and there is an increasing incidence of teaching that is good and, at times, outstanding.
- Leaders have done much to improve behaviour and remove barriers to learning. Procedures for managing behaviour are better than they were, as are systems for identifying and helping pupils at risk of underachieving. These systems have created a safe and caring environment in which pupils are nurtured, for example through the 'positive play' initiative, but which now has a strong focus on achievement.
- Leaders' success in bringing about improvement, and the quality of on-going actions to further that improvement, indicate that the school's capacity to sustain the drive to create an even better school is secure.
- The introduction of an improved curriculum is another area of success. The curriculum is firmly based on the teaching of skills and is enriched well by a wide variety of special events, visits out of school and residential experiences. These bring added relevance and purpose to pupils' learning and effectively promote both engagement and enjoyment.
- Pupils' spiritual and cultural development is nurtured effectively. The school holds the national accreditation Artsmark (Gold), in recognition of its high quality provision for work in music and in the visual and performing arts. This, along with visits to diverse places of worship and frequent opportunities for self-reflection and discovery, effectively promote these dimensions of pupils' development.
- Social and moral development is fostered well through regular opportunities to learn about local history and global issues, and through clearly defined boundaries of what is right or wrong. Pupils are self-disciplined and readily take on responsibilities, for example as playground buddies, and they respond with compassion and generosity to charitable events.
- The local authority's support for the school over recent years has been effective and proportionate to need. At present, the school receives 'light touch' support. This is appropriate

because the school has shown that it has a good capacity for sustained improvement, largely through its own resources.

- A small minority of parents and carers expressed dissatisfaction over the quality of information they receive and about the way the school deals with any concerns that they raise. These views are to some extent justified. The school knows that there are shortcomings in the information it provides and is working on improvements to its website so that parents and carers are better informed.

■ **The governance of the school:**

- The governing body benefits from a good range of professional and community expertise that contributes effectively to some aspects of its oversight of the school. Regular checks by the governing body ensure that the premises are safe, that health and safety requirements are met and that other safeguarding procedures also meet all current requirements. Under the leadership of the recently appointed Chair, the governing body is striving to bring greater rigour to the ways in which it evaluates the work of the school and engages with parents and carers, especially when they have concerns. At present, the governing body does not carry out enough independent checks, for example into how well pupil premium funding is spent, to evaluate how well its decisions affect the quality of teaching and pupils' learning and progress.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 112504 |
| Local authority | Derbyshire |
| Inspection number | 401275 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 99 |
| Appropriate authority | The governing body |
| Chair | Shane Turner |
| Headteacher | Neil Hobson |
| Date of previous school inspection | 16 March 2010 |
| Telephone number | 01433 651267 |
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