

Inspection of a good school: Bamford Primary School

Fidlers Well, Bamford, Hope Valley, Derbyshire S33 0AR

Inspection date: 27 April 2022

Outcome

Bamford Primary School continues to be a good school.

What is it like to attend this school?

Bamford Primary School is a warm and friendly school. Pupils enjoy coming to school and feel safe. A typical view was: 'We are lucky to be here.' Pupils said that their teachers are supportive, kind and encouraging. The school's motto, 'a safe place to grow', is evident in all aspects of school life. Pupils behave well in lessons and around the school. They are proud of their school. They said that they would 'definitely' recommend the school to another child. Parents said the same. The pupils spoken to said that bullying rarely happens. If it ever did, they said that staff would make sure it was stopped.

Leaders are ambitious for all pupils. The school is very inclusive. Staff are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to flourish and achieve well.

Pupils benefit from a wide range of extra-curricular activities, including sports clubs, 'mini-Olympics', chess club and doodle club. Pupils value opportunities to be leaders themselves. For example, many pupils proudly wear their leadership badges awarded for supporting the school council or eco committee.

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

Leaders have ensured that the curriculum is ambitious for all pupils, including those with SEND. Pupils study a broad range of subjects. In most subjects leaders have identified the important knowledge pupils need and when they need it. Most subjects are carefully planned to help pupils build their knowledge so that they know and remember more over time.

Teachers explain new ideas and content clearly. They provide examples to help pupils understand the curriculum. However, sometimes teachers do not always check that all pupils understand before moving on to the next, more demanding, task. Some pupils develop gaps in their knowledge and do not achieve as highly as they could.

Staff know pupils with SEND very well. They identify pupils' needs and use appropriate strategies to support pupils' learning. Teaching assistants support pupils well in all aspects of school life. Leaders work well with parents and external agencies to make sure that pupils get extra help when they need it.

Pupils enjoy reading. Leaders ensure that reading is a high priority. Pupils are provided with exciting books. Phonics teaching starts as soon as children begin the Reception Year. The teaching of phonics is well organised and effective. Teachers swiftly identify pupils who fall behind. These pupils are well supported to catch up. Pupils often read to adults in school to practise and develop their reading skills.

Pupils are friendly and polite to visitors. They behave well in lessons and work hard. Staff use the school's behaviour system consistently well.

Leaders encourage pupils to develop creativity and independence. Pupils enjoy the opportunity to use the 'playpod' at lunchtimes. This enables pupils to play in a way that sparks their imagination and encourages their social skills and teamwork. Leaders are keen to provide 'a window on the world', to make sure that pupils understand life beyond the school gates. Pupils understand diversity. They respect differences between people. As one pupil said: 'Everyone is treated equally here; it doesn't matter who you are.' The school promotes healthy lifestyles. Pupils choose a piece of fruit or vegetable from the boxes provided in each classroom for their morning snack. Pupils learn how food is grown. They appreciate how the school garden is used for growing vegetables and that these are sometimes used in school meals.

Leaders and governors know the school well. They are taking effective action to bring about further improvements. Staff are proud to work at the school. They feel well supported by leaders and each other.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders are knowledgeable about safeguarding matters. Staff have developed positive relationships with pupils, parents and the wider community. This allows them to work together to act swiftly on any concerns. Staff receive appropriate training and updates about safeguarding issues. They understand their responsibilities to pass on concerns about pupils. Records are detailed and well maintained.

The curriculum helps pupils to understand how to keep themselves safe, including safety around the school site and when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not always check that pupils have understood the important knowledge they need before moving on to the next parts of the curriculum.

Some pupils develop gaps in their knowledge and are not prepared for subsequent learning. Teachers should ensure that pupils' knowledge is secure before moving learning on, so that pupils can build on and apply more of the knowledge they have learned and achieve as well as they can.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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

School details

Unique reference number	112504
Local authority	Derbyshire
Inspection number	10227880
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair of governing body	Yasmin Knight
Headteacher	Kate Gemmell
Website	www.bamford.derbyshire.sch.uk
Date of previous inspection	29 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative education provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other school leaders and members of the governing body. The inspector held a telephone conversation with a representative of the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics and computing. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils in Reception and in Years 1, 2 and 3 reading to a member of staff.

- The inspectors reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding leader. The lead inspector scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- Inspectors spoke with groups of pupils and staff. The lead inspector considered the responses to the staff survey. Inspectors spoke to parents at the start of the school day and considered the responses to Parent View, Ofsted's online survey.'

Inspection team

Dawn Ashbolt, lead inspector

Her Majesty's Inspector

Chris Stevens

Her Majesty's Inspector

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