Inspection of Padfield Community Primary School

Rhodes Street, Padfield, Glossop, Derbyshire SK13 1EQ

Inspection dates:	25 and 26 February 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud of their school. They describe it as a welcoming place. Pupils explain how they go out of their way to make sure that everyone has a friend. Older pupils carry out leadership roles, helping younger pupils by reading with them and organising games at lunchtime. Pupils are enthusiastic about the new playground equipment. This helps to make their social times fun and active.

Pupils behave well. They support each other in their work and play. They are keen to earn a gold sticker or badge as a reward for their good behaviour. Pupils belong to 'school houses'. They enjoy the healthy inter-house competition to who see who will win most points. Pupils have a well-developed understanding of the importance of being a good winner, and a good loser. One pupil said, 'We are happy if another house wins.'

The school has high expectations for pupils' academic and personal achievements. Staff work closely together to support pupils to reach these high aspirations, for example through the recent improvements they have been made to the school's curriculum. Across the school pupils work hard to meet these high expectations and are well prepared for secondary school.

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

The school has made many recent changes to the curriculum. From the early years to Year 6 the new curriculum is ambitious. It clearly sets out what pupils should learn. In reading and mathematics careful consideration has been given to ensure that pupils' knowledge builds up over time in a logical sequence. While other curriculum subjects identify the knowledge that pupils should learn, the school is still working out the best ways for new learning to be delivered in mixed-age classes.

Teachers have good subject knowledge. They present new information clearly and model learning effectively. In reading and mathematics teachers routinely check that pupils have gained the knowledge they need before they move on to new learning. As a result, in mathematics, children in the early years consolidate their understanding of early number, while older pupils quickly acquire a solid understanding of improper fractions and how to calculate percentages. Pupils who need more help to secure this knowledge receive prompt support. However, these checks are not made as effectively in other subjects.

Children in the early years have access to a wide range of purposeful learning activities. They build dens working collaboratively with others and look after the class guinea pigs. Staff support children well as they learn and play together. However, staff do not consistently check that children are applying and reinforcing their learning through the activities and tasks provided.

Reading is prioritised. In the words of one pupil, 'This school is big on reading.' Children begin to learn to read as soon as they start at the school. Staff receive training to deliver the phonics programme effectively. They make sure that pupils are keeping up as they learn new sounds. Pupils are given books that match the sounds they know and become

confident and fluent readers. They are enthusiastic about reading and name a wide range of books and authors they would recommend to others.

This is an inclusive school. Provision for pupils with special educational needs and/or disabilities (SEND) is well-organised. Pupils with SEND are identified swiftly. Learning plans identify the best ways for these pupils to learn. Staff adapt the curriculum accordingly. Pupils with SEND learn well and are included in all aspects of school life.

The school's personal development programme makes a significant contribution to pupils' readiness for their next steps. This work is underpinned by the school's values. Pupils talk confidently about the importance of respect and compassion for others. They learn the value of 'community spirit'. They participate in local events such as singing at a local care home and planting trees. The school year is peppered with traditions that are enjoyed by pupils and families alike. The annual conker competition is one of many highlights.

Governors and the local authority have supported the school through the recent period of uncertainty. Along with leaders they have ensured that the school has acted in the best interests of pupils. Governors are committed to their role to evaluate school improvement. They fulfil their statutory duties.

Staff are united in a shared vision to provide pupils with the best possible education. They appreciate the changes leaders have made to reduce their workload and the professional development they receive. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects the knowledge the school has identified for pupils to learn is not designed in a clearly logical sequence. This can mean that pupils are asked to complete learning tasks that do not build on prior learning. The school should ensure that in all subjects, the knowledge pupils learn builds carefully on their previous learning.
- Staff do not consistently use the checks they have made in the foundation subjects to address gaps in pupils' learning or possible misconceptions. This leaves pupils at risk of moving on to new learning before securing the prior knowledge they need. The school should ensure that teachers use the assessment information they gather effectively to assure themselves that pupils are well prepared for the next step in the curriculum.
- The school is not able to consistently identify which children in the early years have accessed the opportunities they have to practise and apply their learning. The school therefore does not always have a full picture of what children know and what they

need to do next. The school should ensure that checks are made to establish what children know and can do to inform their next steps accurately.

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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112552
Local authority	Derbyshire
Inspection number	10324057
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	107
Appropriate authority	The governing body
Chair of governing body	Andrew Parton
Headteacher	Craig Woodward (acting headteacher)
Website	www.padfieldschool.co.uk
Date of previous inspection	18 September 2018, under section 8 of the Education Act 2005

Information about this school

- At the time of the inspection the headteacher was absent from the school. An interim acting headteacher and head of school have been appointed.
- The school currently has a memorandum of understanding with Whitfield St James Church of England Primary School.
- The school operates and manages a breakfast and after-school club.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the interim acting headteacher and head of school, as well as key stage one and key stage two leaders. The lead inspector also met with members of the governing body, including the chair of governors and spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed the curriculum in some other subjects. The lead inspector listened to pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Inspectors observed pupils' behaviour in lessons and at social times.
- The lead inspector reviewed a range of documentation provided by the school, including its own evaluation of its performance and its development plan.
- Inspectors took account of responses to the online staff and pupil survey. They spoke with members of staff and pupils to gain their views about the school.
- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View, including the free-text comments. An inspector met with parents at the end of the school day.

Inspection team

Caroline Poole, lead inspector	His Majesty's Inspector
David Carter	His Majesty's Inspector

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