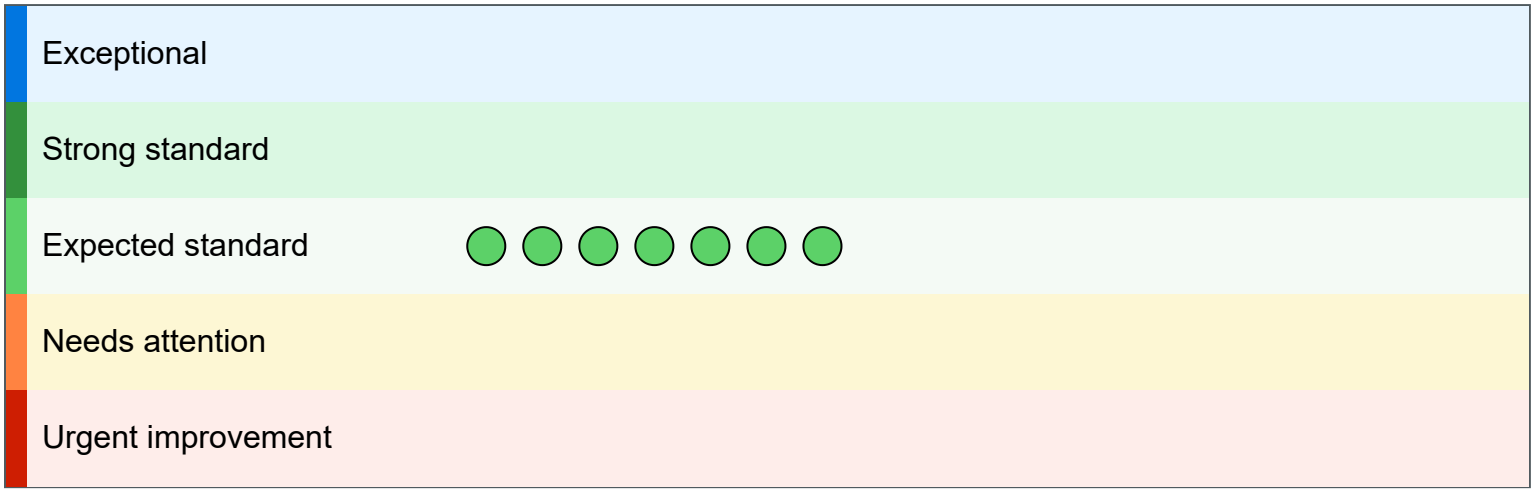
Bamford Primary School

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

Unique reference number (URN): 112504

Inspection report: 15 July 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.

Expected standard

Achievement

Expected standard

Because pupils, including children in the early years, are taught well, they typically achieve well across the curriculum. Pupils' books and responses in lessons demonstrate that pupils largely learn what leaders intend. They are well prepared with the knowledge and skills they need to take their next steps in education.

Pupils master the foundational knowledge of reading, writing and mathematics. This means that pupils are well equipped to access the curriculum effectively. Typically, all pupils finish key stage 1 able to read fluently. Furthermore, outcomes in national tests for reading, writing and mathematics are consistently close to or above national averages. This includes the outcomes for disadvantaged pupils. However, though markedly improving, pupils' writing, including spelling, is less well developed.

Teachers successfully remove barriers to learning faced by pupils with special educational needs and/or disabilities. As a result, these pupils typically make positive progress from their starting points.

Attendance and behaviour

Expected standard

Leaders have successfully promoted the importance of school attendance. Pupils' attendance is consistently above national averages. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities.

Leaders routinely check attendance. When concerns arise, leaders precisely identify any barriers to school attendance that pupils face. They work well with parents and carers to provide whatever support pupils need. As a result, these pupils typically overcome their difficulties and improve their attendance.

Leaders have established high expectations of pupils' conduct. Children in the early years quickly learn and live up to the school's values. When on the playground and when moving around the school, pupils demonstrate kindness towards each other. In lessons, pupils typically work hard and concentrate on their learning. Unacceptable behaviour, including bullying, is rare. When pupils make mistakes, teachers correct them, following the school's behaviour policy. Pupils appreciate the rewards they receive in recognition of living up to the school's values. However, pupils typically do the right thing because they know that it is the right thing to do.

Leaders provide effective support for pupils with social, emotional and mental health challenges who find it difficult to manage their own behaviour. Over time, these pupils learn how to manage negative emotions and maintain acceptable behaviour.

Curriculum and teaching

Expected standard

Leaders have put in place an ambitious curriculum that covers the full breadth of the national curriculum. Curriculum plans are well organised so that pupils can build what they

know over time in logical steps. Leaders ensure that staff have the subject knowledge they need to teach the curriculum effectively.

Teachers typically teach the curriculum well, including in the early years. Using what they know about each pupil, teachers adapt learning activities to meet pupils' needs. This typically enables pupils to overcome barriers and learn the curriculum well. Teachers also routinely check what pupils know and understand. Teachers typically provide timely and effective support when pupils forget or do not understand something.

Overall, teachers teach foundational knowledge of reading, writing and mathematics well. Starting in the early years, teachers equip pupils with the knowledge they need to read fluently. Teachers provide effective support to those who find reading tricky. Leaders and staff have made necessary improvements to the way they teach writing, including spelling. There is more work to do.

Leaders check how well the curriculum is taught. However, checks of certain areas of the curriculum are not as rigorous as others. As a result, leaders do not always know when some areas of the curriculum need refinements.

Early years

Expected standard

Leaders build positive relationships with parents and carers during the well-considered transition process into the early years. When planning learning activities, staff take into consideration what they learn from parents about their children. Leaders ensure that staff are well-equipped to support the individual needs of each child, including those with special educational needs and/or disabilities. Children join the school happily and make a positive start to their education.

Leaders have a well-designed curriculum in the early years. Staff are well trained in early years practices. They typically teach the curriculum effectively. Children enjoy exploring the well-chosen learning activities that staff arrange. They also participate well in class discussions. They listen to others attentively and contribute their own ideas articulately. As a result of staff's interactions with them, children develop increasingly sophisticated vocabulary. Similarly, staff ensure that children develop the skills and knowledge to start reading effectively. Children like listening to stories and enjoy the wide range of texts that staff provide. They show pride when reading aloud. Children learn the curriculum well and leave the early years ready for Year 1.

Staff teach children how to care for themselves. For example, children know to wash their hands before eating and to tidy up after themselves.

Inclusion

Expected standard

Starting in the early years, leaders swiftly identify the needs of pupils with special educational needs and/or disabilities (SEND). Leaders work with parents, carers and external experts to build effective support plans. Leaders' guidance provides staff with precise information for them to understand pupils' needs and how best to support them. Staff are well trained to adapt their teaching to meet the range of needs pupils have. Leaders routinely check the effectiveness of the support for pupils with SEND. An important

part of leaders' checks is listening to the views of parents and pupils about what is working well. Leaders make necessary changes when they find something is not working as well as it could.

Leaders and staff understand the specific needs of each disadvantaged pupil at the school. Leaders build effective partnerships with parents to ensure these pupils receive the support they need at home and school. When necessary, leaders enhance the school's provision with the help of external agencies. Leaders also keep up to date with the latest research about how best to use additional funds for disadvantaged pupils. These pupils succeed at school. They access the full curriculum and learn and achieve as well as their peers.

Leadership and governance

Expected standard

In January 2024, leaders and governors established The Peak Federation. The benefits of this partnership are already noticeable in the way staff share ideas about curriculum planning and teaching. Leaders, governors and staff are optimistic about the future opportunities the federation offers the school.

Leaders have generally effective checks to understand the quality of the school's provision. Overall, leaders know what is working well and what needs improvement at the school. This means that leaders typically resolve aspects of the school that are not working well enough. As a result, pupils typically experience well-taught lessons. However, there are certain areas of the curriculum, beyond reading, writing and mathematics, for which leaders' checks are less rigorous. In these areas, less effective practices are not always identified and addressed.

Governors have the expertise they need to govern effectively and meet their statutory duties. They largely receive the information they need to understand how well the school is working. Governors hold leaders accountable for the quality of the school. Leaders and governors share the commitment to make decisions solely in pupils' best interests.

Parents, carers and staff are positive about the school. Parents value that their children are happy at school. Parents are also grateful that their children get the support they need to do well. Staff are unanimous in their view that the school is well led. They appreciate the way leaders support staff to maintain reasonable workload. Staff also benefit from the professional development at the school.

Personal development and wellbeing

Expected standard

The programme for personal development is well designed to prepare pupils well for life beyond primary school. Pupils understand the importance of fundamental British values such as democracy. They appreciate the opportunities at school to practise democratic activities such as voting for school council members. Pupils also learn to value other people's differences. Through their studies in the curriculum, pupils gain a general understanding of different beliefs and lifestyles in modern society. Staff also arrange educational visits to places of worship. These enable pupils to engage, first hand, with people from diverse backgrounds.

Pupils learn how to maintain healthy lifestyles. They understand the qualities of a positive relationship. They also know what to do if relationships become potentially harmful. Similarly, the school equips pupils to make healthy choices about physical relationships. When discussing mental health, pupils demonstrate maturity and self awareness. Staff provide effective support for pupils with special educational needs and/or disabilities (SEND) who need help to understand social interaction. These pupils learn about themselves and how to interact positively and appropriately with others.

Pupils, along with parents and carers, appreciate the school's pastoral support. Leaders and staff have a thorough understanding of pupils' experiences at school and home. Staff are alert to any challenging circumstances in pupils' lives and provide appropriate and effective help when necessary.

The school has a well-established enrichment and extra-curricular provision. Leaders' commitment for pupils to learn about the wider world beyond the local area is demonstrable in the trips they arrange to places of national and international interest. Leaders also ensure that pupils develop their talents and interests. The wide range of clubs are popular and well attended. Pupils are particularly proud of their achievements in art, music and competitive sport. Leaders ensure that disadvantaged pupils and pupils with SEND have full access to the school's enrichment and extra-curricular provision.

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

The inclusive environment at the school ensures that all pupils develop a sense of belonging. Pupils learn to be proud of their own unique personal characteristics and to value others' differences. They build warm relationships with their peers and staff. On the rare occasions when friends fall out, staff help pupils to restore positive relationships. Instances of bullying are rare. Staff deal with them swiftly and effectively so that bullying stops and does not re-occur.

Starting in the early years, pupils routinely demonstrate the school's values. On the playground and when moving around the school, pupils show courtesy for those around them. They offer greetings and hold doors for others. Children in the early years learn to care for others by sharing and taking turns. In lessons, pupils show determination when facing something tricky. While pupils experience a lot of success at school, they show resilience when they fail at something. Pupils know the importance of learning from their mistakes. Pupils also develop independence. For example, residential trips in Years 4, 5 and 6 support pupils to learn how to look after themselves when staying away from home for extended periods of time.

Pupils enjoy and feel safe at school. They attend regularly. Pupils feel confident that staff are willing and able to help them when concerns arise. Those experiencing difficult family circumstances appreciate the way leaders and staff help them through challenging times.

Pupils are inquisitive and know that learning is important. They experience a well-taught curriculum. Leaders and staff provide the support they need to overcome barriers to learning. As a result, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, learn successfully. This is noticeable in the

consistently positive outcomes in national tests. Pupils are well prepared for their next steps after primary school.

Next steps

- Leaders should continue to improve the teaching of writing and spelling.
- Leaders and governors should ensure that there are sufficiently rigorous checks of the quality of learning across the entire curriculum.

About this inspection

The chair of the board of governors in this school is Neil Roden.

The school is part of a federation called The Peak Federation.

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

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 chair of the governing body, governors, a representative of the local authority, the headteacher, members of the senior leadership team, teachers, support staff, parents and pupils during the inspection.

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. The school joined The Peak Federation in January 2024.

Headteacher: Kate Gemmell

Lead inspector:
Al Mistrano, His Majesty's Inspector

Team inspector:
Christine Watkins, His Majesty's 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 15 July 2026

School and pupil context

Total pupils

59
Well below 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

107
Well 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)

6.78%
Well below average

What does this mean?

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

National average: 26.3%

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

5.08%
Above 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

25.42%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	67%	61%	Close to average
2024/25 (final)	S	62%	S
2023/24 (final)	75%	61%	Above
2022/23 (final)	63%	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	85%	74%	Above
2024/25 (final)	S	75%	S
2023/24 (final)	92%	74%	Above
2022/23 (final)	75%	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
Latest 3 year average	67%	72%	Close to average
2024/25 (final)	S	72%	S
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	63%	71%	Below

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	85%	73%	Above
2024/25 (final)	S	74%	S
2023/24 (final)	92%	73%	Above
2022/23 (final)	75%	73%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	43%	46%	Close to average
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	57%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	43%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	71%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	43%	68%	-25 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	57%	80%	-22 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

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	43%	78%	-35 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	71%	80%	-8 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	3.5%	5.5%	Below
2022/23 (3 term)	3.6%	5.9%	Below

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 (3 term)	6.9%	13.0%	Below
2023/24 (3 term)	7.4%	14.6%	Below
2022/23 (3 term)	4.8%	16.2%	Below

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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