



# Bamford Primary School

## Inspection Report

**Unique Reference Number** 105851  
**Local Authority** Rochdale  
**Inspection number** 287352  
**Inspection date** 27 November 2006  
**Reporting inspector** Jim Kidd

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

<b>Type of school</b>	Primary	<b>School address</b>	Belgium Street
<b>School category</b>	Foundation		Rochdale
<b>Age range of pupils</b>	4-11		Lancashire OL11 5PS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 631496
<b>Number on roll (school)</b>	316	<b>Fax number</b>	01706 710266
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr A Powell
		<b>Headteacher</b>	Ms Cherie Rivero
<b>Date of previous school inspection</b>	8 July 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 27 November 2006	<b>Inspection number</b> 287352
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This larger than average school is situated on the outskirts of Rochdale and serves a mainly residential area. The proportion of pupils known to be eligible for free school meals is low. Just under a third of pupils are from minority ethnic groups and the percentage who have English as an additional language is well above average. The number of pupils with learning difficulties and/or disabilities is well below average. Bamford Primary holds the Healthy Schools award, ActiveMark and has been recognised by the Department for Education and Skills for its outstanding development of the international dimension across the curriculum.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

As parents say, 'Bamford Primary School is well organised, well run and is a positive and happy environment for children to develop and learn.' They are overwhelmingly supportive of this good school, which has several outstanding features.

Pupils are very proud of their school and have a perceptive understanding of what it is trying to do for them. They recognise that their teachers want to enliven the already outstanding curriculum even further and that they introduce fun into lessons to help them learn. They also see that learning in one subject links with that in others and that music, drama and sport are important if their physical and emotional development is to be fostered.

Standards have been consistently above average for several years and pupils make good progress across the school and achieve well. Although their attainment is still above average, some of the most able pupils do not always reach the levels of which they are capable in the tests at the end of Year 6. One reason for this is because they are not always given opportunities for independent work to challenge them to reach higher standards. From the Reception year onwards, pupils thrive on good teaching and value the many opportunities they have to use new technology in their lessons. The striking displays of pupils' work demonstrate the high levels of enjoyment and the vibrant atmosphere in all areas of the school.

Pupils' personal development is outstanding. Visitors are welcomed warmly and pupils are desperate to tell them just how good their school is. Pupils are confident yet modest and behave impeccably in lessons and throughout school. Older pupils look after younger ones and the school council has the highest reputation among its constituents. 'They do so much for us and make so many good suggestions about how to make our school even better,' they say. Pupils have a keen understanding of the importance of living a healthy lifestyle and their work in citizenship has taught them much about their responsibilities within a democratic society. They are actively involved in a range of community and environmental projects and charity appeals are a strong feature of school life. They get on very well with each other and are delighted when their classmates succeed.

This is an inclusive school and teachers and teaching assistants provide good levels of care for all pupils, irrespective of their ability levels or learning difficulties. Pupils are confident to approach adults if they have problems and they are grateful for the support they get both inside and outside the classroom. Pupils' personal and academic progress is tracked carefully but the school is aware that the assessment of pupils' work needs greater consistency to ensure targets for improvement are more focused and sufficiently challenging.

The school is led and managed well and the headteacher has a clear vision for its future development and for the welfare of both children and adults. All staff are committed to on-going improvements in all aspects of provision and they are supported by the well-informed governing body, which is not afraid to challenge the leadership when

necessary. The school knows itself well, but is sometimes a little modest in highlighting its strengths because it believes it can always do better.

In Bamford Primary School, harmony, engagement and enjoyment are the norm. Mutual respect abounds and all members of the school community benefit from a safe and stimulating learning environment. Good achievement and the strengths in personal development, the curriculum and leadership and management demonstrate that it has good capacity to improve further.

### **What the school should do to improve further**

- Provide more opportunities for pupils to work independently so that the more able are challenged appropriately and reach the standards of which they are capable.
- Ensure that the assessment of pupils' work is consistently accurate in order that more focused targets for improvement may be set.

## **Achievement and standards**

### **Grade: 2**

From broadly average levels of knowledge and skills on entry to the Reception year, pupils make good progress across the school and achieve well to reach above average standards by the end of Year 6. Pupils achieve well in the Reception year because of the strong focus on the development of language for communication and learning. Most children attain the expected levels for their age by the time they enter Year 1. Progress is good in Years 1 and 2 and pupils do particularly well in reading and science. The pace of progress is maintained across Key Stage 2 but, although standards remain above average, scores in the tests at the end of Year 6 in mathematics and science have fallen because the most able do not always reach the levels of which they are capable. This is because targets have not been specific enough. Pupils with learning difficulties and/or disabilities and those with English as an additional language make the same good progress as others because of the effective and sensitive support they receive from their teachers, teaching assistants and classmates.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding and better than the school judges them to be. Pupils attend well, behave impeccably and are keen and eager to learn. They are very proud of their school, feel safe within it and work and play together with a faultless generosity of spirit. The introduction of 'Bamford Buddies', for example, came directly from the work of the school council and these older pupils set an excellent example to younger children and ensure that no-one is isolated and lonely at playtime. Spiritual, moral, social and cultural development is outstanding and is fostered through the excellent themes and activities in assemblies, in which pupils of all ages are desperate to play an active part. For example, the headteacher, attempting to reinforce the code of conduct of behaviour around school, was challenged by a comment, 'You

aren't playing by the rules!' when she demonstrated just how unfair people can be to others. Pupils have a strong sense of social and moral responsibility and, as a result of work towards the Healthy Schools and ActiveMark awards, also give accurate advice to visitors on healthy eating and the importance of physical fitness. Pupils are prepared exceptionally well for the future through their acquisition of skills in literacy, numeracy and information and communication technology (ICT) and the many opportunities to take part in a varied range of community initiatives; for example, the environment project.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good across the school. Pupils are fully engaged in their learning, enjoy what they term 'the fun activities' and say that their teachers try hard to make sure that they understand their work. Teachers use new technology effectively as a teaching and learning tool: children in a Reception class numeracy lesson, for example, were beside themselves with delight when they searched for the 'doubles' around the electronic whiteboard. Teaching assistants provide good support for pupils who find the work difficult and, as a result, all pupils can take full part in what the lessons have to offer. The school recognises that, on occasions, activities are over-directed by the teacher, resulting in missed opportunities for pupils to work independently. Therefore pupils, especially the most able, are not always challenged enough to think things out for themselves.

Marking is good and pupils benefit from regular, accurate and detailed advice on how they can improve their work. Pupils are encouraged to assess their own work, in order that they have a greater understanding of what is needed for higher levels.

### Curriculum and other activities

#### Grade: 1

The school has underestimated the quality of its curriculum and its outstanding contribution to pupils' academic and personal development. The International Schools Award, the drama activities and the Music Week, when musicians from India and the Caribbean played for the pupils, reflect the school's commitment to enrichment for all. There is a wide range of extra-curricular activities, too. Pupils appreciate that their teachers try hard to bring their studies to life. As pupils in Year 6 said,

'We learn so much in Bamford because teachers help us see links between our different subjects. We did sound in science, studied sound in music and then made a link with design technology when we made models of musical instruments.'

Parents agree and add, 'The school provides an ideal balance between the academic, the fun and the pastoral'. Pupils have many opportunities to develop their ICT skills through the impressive range of provision.

The personal, social and health education programme is strong and the school is involved in a national citizenship initiative. Pupils value the work of the school council and have a keen understanding of the nature of democracy as a result. Spanish is taught to all pupils and Reception and Year 1 children were fascinated when they looked at the pictures and heard *The Very Hungry Caterpillar* in a new language! The Reception year curriculum is equally impressive and children have a variety of exciting practical activities which motivate them to learn.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good and pupils with learning difficulties and/or disabilities are supported well by the talented team of teaching assistants. Pupils feel safe, valued and valuable and parents say, 'I would recommend the school to anyone: my son loves it!' They go further and add, 'Children have a positive outlook on education and are happy and confident members of school.' Pupils are happy to approach members of staff, and indeed 'Bamford Buddies', when they have any concerns. There are effective strategies in place to identify vulnerable pupils and all staff are trained in child protection, the procedures for which are fully in place. There are strong links with outside agencies and the school does its utmost to ensure that each individual can benefit from school life.

There are comprehensive procedures for tracking pupils' personal and academic progress but the teachers' assessments are not always sufficiently accurate to guide pupils towards precise targets for improvement.

## **Leadership and management**

### **Grade: 2**

The dedicated headteacher gives clear direction as to how the school is to develop. All staff share the vision for ongoing improvements in standards and achievement and in all other areas of school life. The supportive yet challenging governing body, all members of which have links with teachers and subject areas, shares this strong sense of purpose. Leadership and management are good at all levels and set the tone in developing a very positive ethos of creativity and enjoyment of learning, where pupils thrive personally and academically. As a result, they achieve well.

Monitoring and evaluation of performance is good and carried out routinely. Senior leaders gain an accurate picture of areas needing improvement but occasionally have a modest view of the school's strengths. The headteacher encourages staff to take the initiative to move the school forward. There is an awareness that the most able pupils could be challenged more and that targets to guide future learning are not always precise enough to impact fully on achievement. The school is well resourced and maintained because of prudent financial management, based on good forward planning. It has made good improvements since the previous inspection and provides good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you all for the warm welcome you gave me when I visited your school recently. You were very friendly to me and I enjoyed meeting and talking to you. I would like to share with you some of the good points about your school.

Bamford Primary School is a good school and I know you are very proud of it. Your behaviour is excellent and you get on very well with your teachers, your teaching assistants and your classmates. You make good progress in your lessons and your teachers teach you well. The school council is very good indeed and makes really good suggestions as to how things can be improved. The Bamford Buddies are very important too and they help younger pupils and those who sometimes feel lonely. Your teachers try very hard to make your lessons fun and there are lots of extra-curricular activities for you to attend. The Music Week is very important for you and you know, too, why it is important to have a healthy lifestyle. The adults in school care for you well and make sure that you all enjoy life at Bamford. Your headteacher and all the other staff know how to make Bamford even better!

I have now asked your teachers to give you more opportunities to work on your own so that you can take more responsibility for your learning and get even higher standards in all your subjects. I think your teachers mark your work well and I know they want to make your learning targets even more challenging! As you always do, please continue to work hard and try your best.

Thank you once again for being so kind and friendly. I enjoyed watching you learn