

Bamford Primary School

Inspection report

Unique Reference Number	112504
Local Authority	Derbyshire
Inspection number	337949
Inspection dates	16–17 March 2010
Reporting inspector	Doris Bell

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Mr Keith Wilkinson
Headteacher	Mr Neil Hobson
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent almost two-thirds of their time looking at learning. They observed nine lessons and five teachers. They also held meetings with parents and carers, groups of pupils, governors and staff. They observed the school's work, and looked at a range of documentation including: teachers' planning; the school improvement plan; assessment, monitoring and evaluation information; records of pupils with special educational needs and/or disabilities; safeguarding procedures. The responses from the pupils' and staff questionnaires were analysed, as were the responses from the 21 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress throughout the school, in different subjects, classes and key stages, especially in writing, mathematics and science
- how effectively the recently changed curriculum is planned to promote basic skills and ensure pupils make continuous progress in all subjects
- the impact of leaders' and managers' monitoring and evaluation on recent initiatives to improve teaching and learning.

Information about the school

This small school has a broadly average proportion of pupils with special educational needs and/or disabilities. The percentage of pupils known to be eligible for free school meals is below average. Virtually all pupils come from White British backgrounds, and all are taught in mixed-age classes for most of the time. Reception children in the Early Years Foundation Stage are taught alongside younger Year 1 pupils. The school holds several national awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The headteacher's drive to improve pupils' currently satisfactory achievement and average attainment is shared by the vast majority of staff, who are, in the headteacher's words, 'working flat out' to help pupils do better. The school's self-evaluation is accurate. It knows what it needs to do to improve. The recent introduction of new assessment procedures is successfully raising most teachers' awareness of how to challenge pupils to do better. However, not all staff are following the agreed procedures in the use of assessment, or in lesson planning. Consequently, coupled with a lack of communication between infant and junior staff as pupils move from Year 2 to Year 3, there is no clear path of continuous improvement from Key Stage 1 to Key Stage 2. Individual senior and subject leaders do not take a strong enough lead to ensure that pupils' progress is constant throughout the school. Given this inconsistent track record, the school demonstrates only satisfactory capacity for further improvement, despite its recent actions.

While teaching is satisfactory overall, the headteacher is an excellent role model for the teaching of mathematics and his work is rapidly accelerating pupils' progress in that subject. Much is in place to improve writing skills, including for boys, but pupils do not have enough opportunities to use those skills in extended pieces of writing. When writing is done in literacy lessons, it is usually marked well. Marking is inconsistent in other subjects and opportunities are missed to accelerate progress in writing. A revised curriculum came into place in January this year. It covers requirements, but the planning of it lacked attention to continuous progress in basic skills in different subjects. The greater attention to fostering pupils' investigative skills in science is improving progress in that subject.

Pupils' good behaviour contributes well to their learning and personal development, and reflects the good care, guidance and support they receive. Attendance levels are high, pupils enjoy school and have an excellent understanding of how to keep themselves fit and healthy. Pupils feel safe and secure in their 'really friendly school', where 'pupils and teachers are really nice' and the school 'helps you fit in' and makes you 'feel relaxed' with each other. Pupils persevere when given additional challenges in outstanding lessons. They pay attention and carry on with their tasks when their learning is less demanding. They make a good contribution to the school and wider community, for example, through the school council, participation in local events, and by raising money for charity. Their work as eco councillors is developing in them a good understanding of the need to care for the environment. Their skills and sense of responsibility ensure they leave school adequately prepared for their future.

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What does the school need to do to improve further?

- Accelerate pupils' progress in writing by:
 - giving pupils more opportunities to undertake extended pieces of writing in literacy and other lessons
 - marking the quality of written work in all subjects, to keep pupils focused on their targets for this skill
 - improving the curriculum so that it gives teachers guidance on how to ensure progress in basic skills, as well as in subjects.
 - Ensure that all staff follow agreed procedures for planning, tracking, assessing and improving pupils' progress, and that teachers working with different age groups understand their part in ensuring the best possible outcomes for pupils in Year 6.
 - Achieve consistency in the way all senior and subject leaders carry out their roles in whole-school improvement by:
 - ensuring that the checks made on teaching and learning extend to all age groups, and not only the one in which the leaders themselves teach
 - establishing better liaison between different phases and year groups to ensure pupils' learning is continuous throughout the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

The small number of children means that their skills when they join Reception vary from year to year and whilst they are typically above those expected for their age at times they are below. Attainment is average by Year 6, reflecting satisfactory progress from pupils' entry to Year 1 when their standards were average. Progress is improving rapidly in mathematics in Years 3 to 6, where pupils are increasingly able to think mathematically and select different ways to solve problems. Their skills were evident as they calculated the area of irregular shapes and converted fractions to decimals, and when more-able pupils quickly rose to the challenge of working out how to calculate the area of a triangle. Pupils' ability to calculate rapidly, mentally and orally, is also improving because of the many interesting challenges presented to them at the start of each lesson. Their work is very well matched to their different levels of ability in mathematics.

Writing remains an area of concern for the school, although there are pockets of improvement here too. For example, following the excellent use of film and role play, boys and girls in Years 4 and 5 wrote very effective story openings using a wide range of stimulating vocabulary that created tension and drew the reader into the plot. Overall, pupils have a good range of vocabulary, and their spelling, grammar and punctuation

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skills are well developed. They do not use all these skills well enough in longer pieces of writing, in literacy or other lessons, because they lack opportunities to do so. Pupils with special educational needs and/or disabilities make the same satisfactory progress as others.

Pupils take responsibility well, including for their own health, safety and well-being and are proud of their contributions to the Healthy Schools Award. They know why it is important to eat healthily and take regular exercise, and report that the headteacher is a good model for the 'five-a-day' approach because of the fruit they regularly see on his desk. They very much appreciate the wide range of extra-curricular sports and arts activities, at which they enjoy a good degree of success. Older pupils relish the opportunities they have to help run clubs for the infants. Pupils know that the United Kingdom includes a wide range of different faiths and cultures but they have few first hand experiences of these. The school's developing links with other schools and the range of visitors into school are beginning to address this. Overall, pupils respect others and listen carefully to their teachers and fellow pupils, although they acknowledge there is some falling out that can occasionally make things slightly less pleasant for them. They are confident that adults will deal promptly with any such matters. Pupils take pride in what they do, and readily talk through their ideas to help each other, often continuing their learning at home, saying, for example: 'I write down my tables at home and I practise until I know them.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is improving and, occasionally, it is good or outstanding, especially in Years 3 to 6. Typically, teaching is varied enough to take account of pupils' different learning styles. In the best lessons, it builds well on what pupils already know and it is quickly adjusted in response to how well pupils are doing. For example, the unobtrusive manner in which additional challenge is added as pupils demonstrate gains in their learning ensures their good progress in mathematics. Occasionally, the same practice applies in English but, overall, insufficient attention is paid to promoting writing skills, and the work given to pupils sometimes prevents them from using these skills. The curriculum does not provide teachers with enough guidance on how to promote basic skills, or to ensure pupils' continuous progress in all subjects.

Pupils enjoy using computers to enhance their learning in different subjects. In almost all lessons, they are given the opportunity to talk, listen to each other and share ideas. As a result, they are reflective, and able to comment constructively on their own and each other's work. Where teaching is less successful, it fails to check what pupils already know or to draw all of them into the lesson and this leads to restlessness and a lack of new learning.

The provision for pupils with special educational needs and/or disabilities ensures their satisfactory progress. In most lessons, teachers are mindful of the pupils' needs and support staff contribute well to their progress as do the school's good links with a range of external agencies. Pupils want to come to school because they know they are highly valued, well cared for, and unlikely to encounter harassment of any sort. They are confident that any adult will quickly sort out any concerns they may have, and good links with the high school help to ease transition from Year 6 to Year 7.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

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The headteacher is successfully driving improvement and embedding ambition in the vast majority of staff, who, although at different stages in the process, are now mostly working together well to improve pupils' progress. This sense of purpose is shown in a strong commitment to meeting the needs of all pupils, by measuring performance against challenging targets. Governors support the school well and, through the curriculum committee, are beginning to hold it to account for its outcomes. Systems for monitoring and improving teaching and learning are well established, but areas for development are not always followed up rigorously. The school is using the information gained from the recently improved assessment procedures to set increasingly challenging targets for pupils in Year 6 but not all staff have a clear enough understanding of their part in ensuring pupils reach these targets.

The school ensures that all pupils have equal opportunity to succeed and is working hard to improve the provision for all abilities. It has some way to go to reach this objective fully because there are still some pockets in the school where either the least or the most able pupils are not always catered for well enough. The school understands its own community context. Its emerging links with schools in different areas, visits to places of worship, and the range of visitors to school give pupils first-hand experiences of different cultures. Governors do not have systems for monitoring the impact of this work, but they have a good understanding of its importance in promoting community cohesion.

Effective safeguarding procedures, including for child protection, ensure that pupils work and play in a safe, secure learning environment. Not all governors are equally knowledgeable about these aspects of the school's work or their part in them. Pupils' comments about regular fire drills and 'stranger danger' show their understanding of the importance of keeping themselves safe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money	3
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Early Years Foundation Stage

Children learn and develop well in this age group and make good progress. Effective induction procedures, and good links with parents, carers and pre-school providers ensure they quickly settle into the well-established routines. Children behave well and display good levels of concentration. They readily share equipment and help each other, and they are mindful of each other's safety. This was particularly evident as they built models of the houses they had designed, for example, handling scissors and glue with care. Staff are mindful of the children's health, safety and well-being at all times.

Children speak clearly, readily and confidently. They discuss their learning with adults, and take pride in what they do. They listen carefully to adults and to each other, and develop good early reading, writing and number skills. More-able children are already writing in complete sentences with capital letters and full stops, using their good knowledge of letters and sounds to spell simple words. Children also use information and communication technology competently to extend their learning.

Good leadership and management ensure that staff do their best to compensate for the restrictions placed on them by the accommodation. Thus the curriculum is planned well, ensuring full provision for the Reception children in the mixed-age class, and regular access to learning in and out of doors each day. There is an appropriate balance of adult-directed and child-selected activities, which successfully foster the children's independence. Children leave Reception well prepared for their work in Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire are very happy with the school and what it does for their children, and they very much appreciate the range of additional activities available at lunchtime and after school. Most praise the school for the information they get about their children's progress. A very small minority feel they are not well enough informed, or their children are not well enough supervised at lunchtime. Inspectors found that the school is willing to listen to parents and carers and to discuss their children's progress at any time, as well as more

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formally on scheduled evenings. Inspectors observed lunchtimes and saw an adequate number of adults, including the headteacher, supervising the children at lunch and at play. Parents and carers spoken to during the inspection praised the school and raised no concerns about what it does.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bamford Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	52	10	48	0	0	0	0
The school keeps my child safe	16	76	5	24	0	0	0	0
The school informs me about my child's progress	15	71	6	29	0	0	0	0
My child is making enough progress at this school	11	52	9	43	1	5	0	0
The teaching is good at this school	14	67	6	29	0	0	1	5
The school helps me to support my child's learning	14	67	5	24	1	5	0	0
The school helps my child to have a healthy lifestyle	11	52	10	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	48	10	48	0	0	0	0
The school meets my child's particular needs	11	52	8	38	2	10	0	0
The school deals effectively with unacceptable behaviour	14	67	7	33	0	0	0	0
The school takes account of my suggestions and concerns	15	71	6	29	0	0	0	0
The school is led and managed effectively	12	57	8	38	0	0	0	0
Overall, I am happy with my child's experience at this school	17	81	4	19	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Thursday 18 March 2010

Dear Pupils

Inspection of Bamford Primary School, Bamford S32 0AR

Thank you for the very warm welcome you gave us when we visited your school and for talking to us about what you do there. Thanks also to those of you who returned questionnaires about your school. It is clear that you and your parents and carers value what the school does for you and recognise that it keeps you safe and cares for you well. You certainly know how to keep yourselves safe and it is good to hear how confident you are that staff will help you overcome any concerns you may have. Your understanding of how to follow a healthy lifestyle is excellent and it is good to hear that your headteacher provides a good role-model for you in this respect.

You get off to a good start and make good progress in Reception. In the rest of the school, your good behaviour, excellent attendance and willingness to work hard help with your learning and progress, which we found to be satisfactory. Although some of you are taught really well, not all staff are doing what they have agreed to do, to help you make faster progress. This particularly affects your writing, but we found some other things that the school needs to do to improve as well. We have therefore asked it to:

- give you more opportunities to write at length in different subjects as well as in literacy, and to mark your writing in all your work
- make sure all staff follow agreed procedures for planning, assessing and improving your progress in all subjects
- make sure that those responsible for leading different subjects and aspects of the school's work keep a closer check on what is happening in all classes, and that everybody works together to ensure you make at least good progress throughout the school.

You can help by continuing to work hard, and we hope you continue to enjoy learning for the rest of your lives as much as you do now, Thank you again, and best wishes for the future.

Yours sincerely

Doris Bell

Lead inspector

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