

Farfield Primary School

Inspection report

Unique Reference Number	107238
Local Authority	Bradford
Inspection number	360965
Inspection dates	6–7 October 2010
Reporting inspector	Jean Kendall HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Mr Mike Smith
Headteacher	Mrs Clare Daddy
Date of previous school inspection	23 September 2008
School address	Reevy Crescent Buttershaw, Bradford West Yorkshire BD6 2BS
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited thirteen lessons and held meetings with governors, staff, groups of pupils, a group of parents and carers and local authority representatives. They observed the school's work and looked at the school's self-evaluation, improvement planning, pupils' progress tracking and safeguarding procedures. They carried out a full scrutiny of pupils' work books.

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

- How much progress the school had made in addressing the areas for improvement identified in the section 5 inspection, September 2008.
- How much capacity the school has to sustain further improvements.
- The amount of progress that all pupils make in lessons and have made over time.
- How high is the overall quality of teaching and learning and how consistent is this across the whole school.

Information about the school

Farfield is a larger than average sized primary school and is situated to the south of the city of Bradford. It was previously known as Buttershaw Primary School. Most pupils are from the local community. They are mainly White British with very few speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion with special educational needs and/or disabilities is slightly above average. The school has the Healthy School status.

When the school was inspected in September 2008 it was judged to require special measures. The headteacher took up post shortly after that inspection. A deputy headteacher has been appointed and several new members of staff have joined the school.

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

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. It is providing a satisfactory standard of education and improving rapidly. Some aspects of the school's work are good, such as the Early Years Foundation Stage provision, and the care, guidance and support for all pupils.

The inspection of September 2008 required the school to raise standards and pupils' achievement, strengthen leadership and management, track pupils' progress, improve teaching and increase attendance. Good progress has been made in these areas for improvement.

The ethos of the school has been transformed, with governors, staff and pupils all playing their part. The headteacher is providing dynamic and determined leadership to raise standards and improve provision. She is ably supported by the deputy headteacher and recently restructured senior leadership team. The new staff team is energetic and ambitious for the school with high aspirations for pupils. Staff are supportive and caring, so pupils feel very safe, secure and valued. Pupils are proud of their school and have a strong sense of belonging. Their increased enjoyment is evident in their improved attendance, which is now in line with the national average. Pupils enjoy taking responsibility and helping each other on a daily basis. Their good behaviour and positive contribution helps to maintain this happy and safe community.

Children enter the nursery with knowledge and skills that are well below expected levels for their age. They are now making good progress across the Early Years Foundation Stage to achieve levels close to the national average in most areas of learning. However, their language and literacy skills are weaker meaning that some children do not sustain the levels achieved in literacy as they move into Year 1. Pupils go on to make satisfactory progress overall across the rest of the school. They make more rapid progress in some classes than others. Progress slows particularly in those classes where there have been staff absences. There are some gaps in pupils' learning and the legacy of previously inadequate teaching means that pupils' attainment in tests in 2009 and 2010 was well below expected levels. Nevertheless, work in pupils' books shows that they are making more rapid progress and levels of attainment are higher in all year groups. Pupils in the current Year 6 classes are achieving standards that are close to average for children their age.

Teachers are working hard to provide pupils with increasingly interesting lessons and secure further improvements. Teaching is satisfactory overall, with some good and outstanding teaching, particularly in the Early Years Foundation Stage and upper Key Stage 2. Pupils are working hard in lessons and are keen to do their best. The curriculum makes a satisfactory contribution to pupils' learning and well-being, but is recognised by

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the school as an aspect that requires further development. There are currently some gaps in pupils' basic skills, particularly in writing and information and communication technology (ICT). Occasionally, activities lack a clear purpose or learning intention which means that they occupy pupils rather than fully extend their learning. Consequently, some pupils, particularly the more-able, are not making the progress of which they are capable.

School leaders and governors have a good understanding of where further developments are needed. Governors share leaders' high aspirations and provide effective support and challenge to ensure continued improvement. Leaders have introduced good systems to track pupils' progress and challenge and support teachers. Although there are still some inconsistencies in teaching due to absence and weaker practice, leaders are taking every possible action to bring about improvements. They have built capacity in teaching, through an excellent programme of continuing professional development, which has helped all staff to develop their knowledge and skills. Overall, the school has satisfactory capacity to bring about further improvements and the senior leadership team has good capacity to drive improvements forward. The school provides satisfactory value for money.

What does the school need to do to improve further?

- Ensure that all pupils make consistently good progress in each class in order to raise attainment at the end Key Stage 2 and narrow the gap between standards achieved at Farfield School and those seen nationally.
- Strengthen transition planning between the Early Years Foundation Stage and Year 1 to ensure that children make continuous progress in their learning and skills development.
- Develop curriculum planning to:
 - - ensure pupils are taught key skills systematically and progressively, especially in writing and information and communication technology
 - - include a range of interesting activities each day which have clearly defined learning outcomes and capture pupils' interest
 - - ensure more-able pupils have sufficient opportunities to achieve at higher levels.
- Up to 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

Pupils are now making satisfactory progress during their time in school. Their rate of progress has been slow in the past because of inadequate teaching in some classes. As a result, pupils' attainment at the end of Year 6 was well below average in 2009 and the number of pupils reaching average levels in 2010 was also low. Teaching has steadily improved over the last two years so that pupils now enjoy learning across a range of subjects and are making more rapid progress. They enthusiastically participate in activities that interest them and challenge their thinking. Consequently, current levels of attainment across the school are higher than they have been for the last four years. Most pupils in Year 6 are working at average levels, which is a significant improvement on past performance. Pupils with special educational needs and/or disabilities are making

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satisfactory progress overall. They make good progress in small group and individual support programmes for literacy and numeracy.

Pupils make a good contribution to their school. They proudly take on positions of responsibility, such as personal assistants, school photographers, environmental champions and lunch-time heroes. Pupils' good behaviour and positive attitudes in lessons help them make the most of their learning experiences. They are similarly sensible, polite and courteous in shared areas. Their consideration for each other helps to make the school a welcoming, secure and safe place. Pupils told inspectors that bullying is rare and they are confident that adults will deal with any concerns they may have. Pupils are active in the playground and enjoy numerous after-school activities which promote healthy lifestyles. Pupils' social, moral and enterprise skills are well developed through their active role in running the school and extra-curricular activities as well as in lessons. Their spiritual and cultural development is satisfactory. Pupils' steadily improving level of key skills, their social attributes and keen approach to challenges mean that they are suitably prepared for their future education.

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	4
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	3
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

The quality of teaching and assessment is satisfactory overall. Some good and outstanding teaching was observed during the inspection. The best lessons use a range of resources with exciting and well-matched activities which fully engage pupils' interest. In such

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lessons, teachers know when and how to intervene effectively but give pupils sufficient time to solve problems and work independently. In less-effective lessons, the purpose of activities is not clearly enough defined. In some lessons, the teacher talks for too long, leaving insufficient time for pupils to practice and reinforce their learning. Consequently, more-able pupils are not always given sufficient opportunities to extend their skills. Those with special educational needs and/or disabilities are well supported, particularly by effective teaching assistants and learning mentors.

The regular pupils' progress meetings between teachers and senior leaders provide an effective forum to discuss each pupil's progress and plan support for those who need it. Assessment and marking are satisfactory across the whole school and good in upper Key Stage 2, where pupils have a good understanding of their progress and know how to improve their work.

The curriculum is satisfactory. It is broad and balanced and meets statutory requirements. Cross-curricular links are being developed appropriately to help pupils reinforce and apply their literacy, numeracy and ICT skills. However, many pupils still have gaps in their learning because basic skills have not been taught progressively year on year. A range of interventions are in place to help individual and small groups fill gaps in their learning. The school has developed a full range of extended school provision and extra-curricular activities that are popular and very well attended.

The quality of care, guidance and support is good. As a result, pupils feel very safe and well cared for in school; they have high self-esteem and are proud of their achievements. Pupils' well-being is a high priority for all staff. The most vulnerable pupils are extremely well supported by a range of staff and through work with outside agencies. Parents and carers are particularly pleased with the support they have received from the school's parental involvement worker.

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	2

How effective are leadership and management?

Members of the restructured leadership team are driving improvement with energy and determination based on accurate self-evaluation, high expectations and an ambitious vision for the school. Their vision is well understood by staff, who are highly motivated and fully committed to bringing about further improvement. Subject leaders are developing their roles effectively and leading on a range of strategies to improve teaching across the school. Governors share high expectations for the school and have developed their skills well. They have a good understanding of where further development is needed, for example, in their work with parents and carers. The team is still relatively new and

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some leaders are still developing their roles. Some of the more recent initiatives and improvements are not fully embedded across the whole school, but there are firm foundations in place on which to secure further improvement.

The quality of teaching has improved significantly. Excellent professional development, improved systems to track pupils' progress, tracking and well-targeted performance management is effectively developing teachers' skills. There is still some instability with temporary cover in a couple of classes but leaders are doing all they can to rectify this.

The school promotes equality of opportunity satisfactorily and tackles discrimination well. The needs of most pupils are being met appropriately but the learning of some more-able pupils is not sufficiently extended. The broad range of partnerships with other schools and community groups is helping pupils to experience a wider variety of activities. The school works particularly effectively with a range of outside agencies to support the most vulnerable pupils. There are clear policies and procedures and well-developed safeguarding systems in place to keep pupils safe. Relationships with parents and carers are developing through the work of the parental involvement worker. Parents and carers who met with inspectors were very pleased with the growing opportunities to participate in family learning activities. The school knows the local community thoroughly and has appropriate plans in place to extend its work and to reach out to other communities. The school itself is a highly cohesive community; pupils are happy and proud to be a part of Farfield Primary School.

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	3
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
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage learn and play happily together. Most children enter the school with knowledge and skills that are well below those expected for their age. They make good progress to achieve outcomes that are broadly average in

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most areas of learning. Children enjoy learning and enthusiastically participate in self-initiated activities and join in adult-led sessions. This is because teaching is good and activities are planned with a clear focus on enjoyment and practical learning. Detailed assessments are used effectively so that learning experiences are well matched to children's individual learning needs and interests. Children feel safe and well cared for because adults are always on hand to help and support them. All welfare requirements are met.

Provision is well organised to ensure that children experience varied activities in a welcoming and stimulating environment. Resources are easily accessible and good use is made of the outdoor environment. Good quality planning and leadership ensures that provision is of a consistently good standard. Children are well prepared to move to the next stage of their education. However, currently pupils are working at lower levels in writing in Year 1 than their end of Foundation Stage profile suggests they should be. Transition to Year 1 is under review to ensure that children's knowledge and skills have a broad foundation in the Early Years Foundation Stage and are built on systematically as they move up the school.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does this. Inspectors met with a small group of parents and carers and looked at the school's own questionnaires and consultations. These indicate that parents and carers are generally pleased with the quality of education provided and feel that their children are happy and safe. They remarked on recent improvements and are confident that leaders are moving in the right direction. Some parents and carers feel that communication could be improved, particularly in relation to support for children with special educational needs and/or disabilities.

Responses from parents and carers to Ofsted's questionnaire

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Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



8 October 2010

Dear Pupils

Inspection of Farfield Primary and Nursery School, BD6 2BS

Thank you for the warm welcome and help you have given me and other inspectors as we have visited your school over the last two years. The most recent visit was my fifth since the school was placed in special measures. This will be my last visit as your school has improved so much it no longer needs special measures.

Your school has seen many changes with a new headteacher and many new staff. It is now providing a satisfactory standard of education and has some good features. You have played an important part in these improvements. You make a good contribution to your school by behaving well and taking responsibilities to help it run smoothly. You are working hard in lessons and your attendance has improved significantly. The school staff look after you well and do their very best to ensure you are happy and safe. They are also working hard to provide enjoyable lessons with more interesting activities. Teaching is now satisfactory and in some classes, it is good. This is helping you to make better progress in your learning and achieve standards that are close to average in your work in your books. You also told us how much you enjoy the range of activities you can now participate in before and after school.

The senior leaders and governors are doing a good job in leading improvements at your school. We have agreed some further improvements with them to help you make even better progress. These are:

- to help you make consistent progress in every class so that you achieve higher levels in end of Key Stage 2 tests
- to make sure that literacy, number and ICT skills are taught progressively and you have a range of interesting and purposeful activities every day
- to make sure children in the Early Years Foundation Stage build on their skills when they move into Year 1.

You can help by continuing to work hard in lessons and sharing your ideas as to what types of work help you learn best.

I wish you every success in the future.

Yours sincerely

Jean Kendall

Her Majesty's Inspector

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