

Farnham Primary School

Inspection report

Unique Reference Number	107294
Local Authority	Bradford
Inspection number	356131
Inspection dates	2–3 February 2011
Reporting inspector	Kevin Johnson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	502
Appropriate authority	The governing body
Chair	Rev Paul Bilton
Headteacher	Mr Richard Edwards
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by four additional inspectors. During the inspection, 29 lessons were observed, taught by 21 teachers. Inspectors held meetings with pupils, governors and staff, as well as a group of parents and carers. They observed the school's work and looked at a range of documentation including that related to safeguarding, assessment, school policies and minutes, and samples of pupils' current work. They also took into account responses to 232 questionnaires returned by parents and carers and those completed by pupils and staff.

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

- Whether the pupils who speak English as an additional language and those with special educational needs and/or disabilities make the progress they should.
- The impact on teaching and learning of changes in staffing since the last inspection.

Information about the school

The vast majority of pupils in this larger than average-sized primary school are from minority ethnic groups. Most have Asian heritage but the percentage from other ethnic groups is increasing. Most pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is high when compared with other primary schools. The proportion of pupils with special educational needs and/or disabilities is above average.

The school has achieved several awards in recognition of its work with pupils and within the community. Among the most recent are the Extended Schools Quality Mark and National Healthy School Status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Leaders and managers at all levels have brought about good improvement, since the last inspection, in key areas of the school's work. Effective professional development has enhanced their own skills and expertise and enabled them to work purposefully to change Farnham from a satisfactory to a good school. Improved systems for checking pupils' progress are firmly embedded. This has made the quality of teaching and learning more effective. As a result, there is an upward turn in pupils' attainment and good progress can be seen throughout the school. Leaders' self-evaluation is accurate and they amply demonstrate good capacity for sustained improvement.

Children's learning and development is given a good start in the Early Years Foundation Stage. Their levels of skill and understanding are very low in relation to the expectations for their age when they enter Nursery, but they make good progress. Pupils who speak English as an additional language are well supported on entering the school and on their journey through it. Well planned support, often from bilingual teachers, gives their confidence an early boost. The whole school focus on developing good speaking skills ensures their continued progress. Reading at the end of Year 6 is one of the school's measurable successes and outstrips attainment in writing, which the school recognises is an area for improvement. Pupils with special educational needs and/or disabilities also make good, and sometimes excellent, progress from their varying starting points. Staff have good knowledge of pupils' particular needs. They use a wide range of programmes in order to match the curriculum to them, and make learning both personal and relevant.

Teaching and learning are good overall and there is some outstanding practice. Nevertheless, there remains some teaching which is satisfactory, rather than good, resulting in some pupils not making the progress they could in some lessons. Pupils enjoy learning because of the exciting curriculum planned for them, with good opportunities outside of the classroom as well in school. The good quality of care provided ensures that pupils feel safe and behave respectfully towards one another. The school is a harmonious community where all cultural differences are accepted. Pupils' spiritual, moral, social and cultural development is good.

Relationships with parents and carers are good. They hold positive views about the school and increasingly attend Family Learning and other gatherings to help them support their children in their work.

What does the school need to do to improve further?

- Raise attainment in English, and particularly writing, at Key stage 2 by:
 - embedding recent strategies to improve writing in classroom practice and evaluating the outcomes

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- ensuring that pupils' listening skills match the quality of their speaking.
- Take steps to make teaching and learning consistently good or better by:
 - ensuring that monitoring focuses more specifically on what, and how well, pupils' learn
 - sharing best practice throughout the school
 - clarifying the precise roles of teaching assistants for all parts of lessons so that they work to best advantage.

Outcomes for individuals and groups of pupils

2

Pupils' behaviour in lessons and their keenness to succeed are major factors in their good learning and progress. They tackle new challenges enthusiastically and work at a good pace. All pupils, including those at early stages of speaking English as an additional language enjoy opportunities to improve their knowledge and skills in different ways. In an English lesson, for example, they aimed to become 'red-hot writers' by 'punching' full stops or using curved gestures for commas when practising use of punctuation. Pupils work productively with partners to solve problems and help each other to assess their work so that they know how well they are learning. However, they do not always listen well and this causes some to rush their work.

Attainment shows clear signs of improvement. There is an upward trend in reading, writing and mathematics at the end of Year 2. Good improvement in mathematics and reading can be seen in Year 6. Although attainment in writing was not as high as that in other subjects in 2010, pupils' current work indicates that standards, overall, are broadly average. No groups of pupils are seen to underachieve. Differences between girls' and boys' attainment in reading in Years 1 and 2 are being tackled vigorously. Effective intervention to improve boys' reading, through carefully chosen books, focused speaking and listening and good teaching of letters and sounds is beginning to have a positive impact on standards. This is laying a good foundation for continued progress. In Years 3 to 6, the focus on writing is supplemented by a 'rapid reader' scheme. In addition, 'boy friendly topics', a focus on speaking skills, and schemes such as 'red hot writing' show promising impact. In a Year 5 lesson, for example, boys said they enjoyed writing because topics were interesting. They felt confident about writing and, because of good preparation, had a sound grasp of the language they needed for their stories.

Pupils are polite, well-mannered and mindful of each other's feelings. Pupils clearly understand the benefits of maintaining a sensible diet and healthy exercise. Their thriving gardening club supports their endeavours in that area. Pupils willingly take on responsibilities which help the school to run smoothly. For example, some ensure that younger pupils feel safe in the playground while others present the classes' ideas at school council meetings. They show their considerable concern for the wider community through generous charitable fund-raising. Pupils' attendance is average and combined with their achievements in literacy and numeracy they are on track to secure economic well-being by the time they leave the school.

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These are the grades for pupils' outcomes

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

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?

Most lessons are planned well and give clear direction to learning. Teachers' subject knowledge is good and they share learning objectives, so that pupils know what is expected of them. This leads to good pace and challenge in the lessons. In some lessons, teachers' use of assessment, their high expectations and imaginative use of resources lead to outstanding learning. In a mathematics lesson, for example, the teacher's use of the electronic whiteboard helped to generate an 'electrifying' pace to the mental arithmetic session, as pupils thoroughly enjoyed testing their skills against computer-generated problems. However, this quality is not evident in all classes. In a few lessons there are inconsistencies which result in less effective learning. Planning, at times, does not address some pupils' individual needs precisely enough. Although teaching assistants make a considerable contribution to learning during activity times, their role during the first parts of lessons is not always sharply focused. Teachers' use of assessment is good. In lessons they continually check pupils' understanding and ask pupils whether they think they are meeting the lesson targets. Their marking of pupils' work provides very clear guidance on how to improve.

The curriculum enables pupils to achieve well. There is a good emphasis on developing literacy and numeracy skills in the drive to raise standards, and pupils make good use of information and communication technology (ICT). Curriculum planning is tailored well to meet the need of pupils who speak English as an additional language and those with

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special educational needs and/or disabilities. A developing creative approach provides increasing opportunities for pupils to practise skills in different ways by linking their learning across subjects and through 'special events weeks' based around environmental or arts themes. French is a well-established feature of the curriculum. There is an extensive programme of after-school clubs and visits to help pupils foster their different skills and interests. Opportunities for enriching work in technology and science are gained through good links with high schools. Gifted and talented pupils benefit from work organised for them by a local college.

Parents agree overwhelmingly that this is a caring school and pupils endorse that view. Arrangements to help pupils to settle when they join the school are good, and parents, carers and pupils are well supported with transfer to pupils' next schools. The school works effectively with other agents to ensure that all pupils, especially the most vulnerable, have the best of opportunities. The vast majority of parents and carers are happy with the information they receive from school about their children's progress. The good guidance for pupils is reflected in their personal development and their positive attitudes towards bullying, racism and attendance at school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is strong commitment among all staff to maintain the momentum of improvement. All know how they are accountable for standards in both quality of provision and pupils' attainment. Leaders monitor and evaluate the school's work well and contribute to accurate self-evaluation and effective future planning. Teaching and learning are managed effectively and have strengthened as a result of robust monitoring and well-targeted support. Leaders acknowledge that future monitoring which focuses more directly on pupils' learning is a productive way forward. The governing body challenges the school strongly and holds it to account. Equally strong is the support provided because of governors' good knowledge of the school's work and the range of expertise that they have and bring to the school. Leaders are ambitious for every pupil in the school. To that end, they challenge all forms of discrimination and ensure that every pupil gets the opportunities needed to achieve their best. Arrangements for the safeguarding of pupils meet government requirements. The school promotes community cohesion well. Work with parent groups and other sections of the community have lifted the school's profile locally. There are productive links with local schools which enhance pupils' perceptions of other communities, as well as awareness of their own cultures.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's starting points are much lower than normally expected on entering the Early Years Foundation Stage. Although their stages of learning and development are below expectations overall at the end of Reception, children make good progress. Good leadership and management ensure that provision is effective. It is well planned and provides many exciting opportunities for children to explore. A good example was when children investigated large pieces of ice. They poured salt on them and learned that the ice melts. Afterwards, equipped with magnifying glasses, they observed how coloured vegetable dye spreads through the ice crystals to make patterns.

There is a good balance between activities led by adults and those which children choose for themselves. Some of the outdoor activities provide excellent stimulus for independent learning because of teachers' imaginative and challenging arrangement of resources. The teaching of letters and their sounds, and the encouragement of speaking skills in all activities, are a main focus. Consequently, children who speak English as an additional language are well provided for and quickly gain in confidence. Nevertheless, occasionally adults' modelling of speech is unclear, especially to those at early stages of acquiring language. Provision for children's welfare is good. Children and their parents and carers are welcomed into bright, well equipped classrooms. Adults are very watchful over the groups of children in their care. Observations and assessments are used well to plan children's next steps in learning.

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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

A minority of parents and carers returned questionnaires. The view expressed was almost entirely positive. Some parents and carers commented about how happy they are about their children's progress. A very small number of parents and carers raised concerns about the information they receive about progress. Inspectors examined the systems in place to keep parents and carers informed and found them to be good. Those concerns and the small number of others were discussed with school leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Farnham 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 232 completed questionnaires by the end of the on-site inspection. In total, there are 502 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	142	61	85	37	4	2	0	0
The school keeps my child safe	133	57	93	40	4	2	0	0
My school informs me about my child's progress	120	52	105	45	4	2	0	0
My child is making enough progress at this school	103	44	110	47	16	7	0	0
The teaching is good at this school	117	50	107	46	7	3	0	0
The school helps me to support my child's learning	101	44	115	50	9	4	0	0
The school helps my child to have a healthy lifestyle	97	42	124	53	6	3	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)	82	35	130	56	10	4	2	1
The school meets my child's particular needs	83	36	128	55	10	4	0	0
The school deals effectively with unacceptable behaviour	92	40	119	51	14	6	2	1
The school takes account of my suggestions and concerns	79	34	127	55	13	6	5	2
The school is led and managed effectively	97	42	121	52	5	2	1	0
Overall, I am happy with my child's experience at this school	108	47	115	50	4	2	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 February 2011

Dear Pupils

Inspection of Farnham Primary School, Bradford, BD7 3HU

Thank you for the very friendly welcome you gave to my colleagues and me when we came to inspect your school recently. We enjoyed talking with you about your school and your work and were pleased to find out how much you enjoy being there.

We were also impressed by your politeness and good behaviour, especially in your lessons. That is important because it helps you to learn well, so do keep it up.

Farnham is a good school. Many things are better since it was last inspected. The standards you reach in your work are improving and are getting closer to where they should be. You make good progress in your lessons and we agree with you that lessons are fun. Your teachers work hard to make them so. They plan an exciting curriculum for you with lots of after-school activities, so it was nice to see that you achieve so well in sports. The grown-ups in school take good care of you, and you take good care of one another.

Teachers, parents and carers, and the governing body are just as proud of your school as you are and, of course, want it to be even better. To make that happen we have asked your teachers to help you to be better listeners. We have asked them to check carefully to make sure their plans to make you better writers really work well. We have also asked them to help each other to make all lessons as good as the very best and to make sure everyone in the classroom knows exactly what to do to help you learn as well as you can.

Yours sincerely

Kevin Johnson

Lead Inspector

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