

Farfield Primary and Nursery School

Reevy Crescent, Buttershaw, Bradford, BD6 2BS

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment has risen since the previous inspection. Pupils achieve well in reading, writing and mathematics, in all key stages, including the Early Years Foundation Stage.
- Teaching is good. Pupils are interested in lessons. As a result they enjoy learning and try their best.
- Pupils' behaviour is good. They are thoughtful, respectful and have a clear understanding of right and wrong.
- Pupils feel safe in school. Parents also feel that school keeps their children safe and secure.
- Leaders have worked with dedication and determination to ensure that, throughout a period of change, the quality of teaching and pupils' achievement remain a priority.
- Staff, including teaching assistants, work very closely together as a team.
- The governing body provides a good level of challenge and support for the school.

It is not yet an outstanding school because

- There is not enough outstanding teaching. At times, too much time in lessons is taken up by pupils listening to teachers instead of doing the work.
- Too many worksheets are used. This limits the opportunities pupils have to think for themselves.
- Topic work does not provide enough chances for pupils to practise what they have been learning in English and mathematics lessons.
- Many pupils have not yet developed a style of handwriting that can be read easily. This means that work sometimes looks untidy.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, two of which were joint observations with the headteacher or deputy headteacher. Teachers’ planning and a range of books were scrutinised.
- Meetings took place with senior leaders, teachers and groups of pupils, the Chair and Vice-chair of the Governing Body and the school’s primary improvement partner.
- Inspectors looked at a range of documentation, including records relating to pupils’ progress, behaviour, attendance and safeguarding.
- They took into account four responses to the on-line questionnaire (Parent View), results of the school’s own parent questionnaire and spoke informally to a number of parents. Responses to a questionnaire from staff were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector
Pamela Davenport	Additional Inspector

Full report

Information about this school

- This school is much larger than most primary schools.
- Most pupils are of White British heritage.
- The proportion of pupils who are supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals, looked-after children and those with parents in the armed forces is well above average.
- The proportion of pupils supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress.
- The proportion of pupils who start or leave the school at different times of the school year is well above average.
- Since the previous inspection there have been a number of changes in staffing.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring that there is a better balance between the time pupils spend listening to teachers and the time they spend working
 - providing more opportunities for pupils to use their reading, writing and mathematical skills in their topic work
 - reducing the number of work sheets used by pupils so they learn by doing things for themselves
 - improving pupils' handwriting and the presentation of their work.

Inspection judgements

The achievement of pupils is good

- Most children start the Nursery class with skills that are well below those typical for their age. Children make good, often outstanding progress in the Early Years Foundation Stage so that they start Year 1 with broadly average skills for their age.
- In recent years standards by the end of Year 2 have been improving strongly. School data show that from their different starting points, pupils in Key Stage 1 continue to make good progress in reading, writing and mathematics.
- Pupils develop a love of books and enjoyment of reading because reading is taught well. Results of the Year 1 national tests to assess pupils' knowledge of letters and sounds that help them read unfamiliar words were above those found nationally.
- Standards in Key Stage 2 are improving and are now close to those found nationally in English, particularly reading. The number of pupils reaching the higher standards in writing and mathematics is similar to that found nationally.
- Good levels of progress can be seen in reading, writing and mathematics, in all classes. This is a result of improvements in the quality of teaching.
- Leaders and teachers hold regular meetings to discuss the progress being made in each class and make sure all pupils do as well as they are able. At these meetings teachers identify pupils at risk of falling behind and ensure that different teaching methods are put in place so this does not happen.
- Disabled pupils and those with special educational needs receive good levels of help and encouragement from other adults. Work is carefully planned to match their individual ability levels. Teaching assistants are well-trained to give extra help which ensures that these pupils make good progress. This also ensures that all pupils have equal opportunities for success.
- Those pupils supported by the pupil premium achieve as well as other groups. They benefit from focused help to make sure their progress is good.

The quality of teaching is good

- Teaching has improved and is now good across the school. Occasionally it is outstanding.
- Teachers expect the best from pupils. They have a good understanding of pupils' ability levels because they make good use of information about how well pupils have learnt to help them plan future lessons.
- Pupils enjoy learning through themes or topics. Teachers look for connections between different subjects to make learning more interesting and meaningful. This was seen in a Year 1 lesson where the story of Cinderella was being used to teach children to tell the time. Sometimes the opportunities to transfer reading, writing and mathematical skills to other subjects is not as strong as it could be.
- Pupils are keen to do their best. However, sometimes lessons get off to a slow start because teachers make introductions to lessons too long or do not break tasks down into smaller steps. This means that pupils do not spend enough time on the main purpose of the lesson.
- Pupils enjoy practical tasks and in the best lessons these enable pupils to learn at a faster rate. In other lessons the over-use of work sheets limits pupils' opportunities to find things out for themselves.
- Teaching assistants are used very well to support individual pupils or small groups. They have a positive effect on pupils' learning.
- Teachers mark work frequently and accurately and pupils know how to improve their work and what their next steps in learning are. However, pupils' attention is not drawn to the importance of neat handwriting and careful presentation.
- Children in the Nursery and Reception classes benefit from teaching that is outstanding. Their

classrooms and outdoor areas are well-organised and facilitate an interesting range of activities.

- Here, as in the rest of the school, there is a strong sense of teamwork amongst staff. They all work well together and are happy to share ideas and support each other.

The behaviour and safety of pupils are good

- Behaviour in and around school is typically good. Pupils are polite, friendly and welcoming. They quickly follow advice given by staff.
- Pupils say they enjoy their learning. They are keen to answer questions in lessons and work well together in pairs or groups. They move from one activity to another quickly and without fuss.
- They are respectful of each other's views. Pupils from different backgrounds get on well together. Pupils have a good understanding of the different forms that bullying can take. They have confidence in adults to help them sort out any problems they may have quickly and fairly.
- The school has many systems in place such as the Reflection Room that help pupils to recognise and deal with their problems in a safe and caring setting.
- Pupils have a good understanding of how to stay safe and look after themselves and others. Residential visits to an outdoor activity centre allow them to take managed risks in safe, well-supervised surroundings. They are aware of the dangers of the Internet.
- There are good opportunities for pupils to take part in the school life through, for example, being a member of the school council, manning the telephone at lunchtime or as an older pupil reading with younger children.
- Attendance is average and pupils arrive on time. Routines are in place to check attendance and the importance of good attendance is emphasised strongly. This has resulted in year-on-year improvements.

The leadership and management are good

- The headteacher and deputy headteacher provide strong leadership. They are supported well by staff who share the same drive and ambition. This has resulted in significant improvements since the previous inspection, particularly in better rates of progress and improved teaching across the school.
- Leaders make checks on teaching and the quality of learning, and tackle weaknesses in order to develop teachers' skills. They set targets for teachers to improve their performance that are linked to pupils' achievement. This informs staff development and training.
- The school's procedures for gaining an accurate view of its performance are accurate. Governors and senior staff know the school well and are very clear about its strengths and areas for improvement. The school has the ability to carry on making improvements.
- The local authority recognises the strengths of the school and offers 'light touch' support through visits to check particular aspects and make recommendations for future developments.
- The varied range of subjects taught has been developed to ensure that there are links in learning from one subject or topic to another. The topics studied often include a visit or visitor which helps pupils to learn and helps increase pupils' spiritual, moral, social and cultural development.
- The school promotes equality of opportunity and tackles discrimination through its day-to-day dealings with pupils, staff and visitors. All pupils have the chance to take part in school events and activities and have equal access to good teaching.
- Good links have been established with parents. They are pleased with the school. Events are organised regularly for them to attend and teachers are available to discuss any concerns.
- The use of pupil premium funding to widen the range of opportunities offered and increase pupils' ambitions and self-esteem has helped accelerate learning through first-hand experiences.

■ **The governance of the school:**

- Has played an important part in school improvement. Governors have been effective in supporting the school and asking important questions about plans for future developments. They are willing to take part in any additional training that will help them carry out their duties. They are regular visitors to the school. Governors look at school assessment data and use them to make comparisons against similar schools locally and nationally. Governors make sure that money, including the pupil premium funding, is used effectively to benefit pupils. They ensure that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107238
Local authority	Bradford
Inspection number	400062

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

Type of school	Primary
School category	Maintained
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Mrs Moira Smith
Headteacher	Mrs Clare Daddy
Date of previous school inspection	6-7 October 2010
Telephone number	01274 678545
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