

# Fearnville Primary School

## Inspection report

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<b>Unique Reference Number</b>	107226
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309346
<b>Inspection dates</b>	7–8 November 2007
<b>Reporting inspector</b>	Gill Hepworth

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	370
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Heald
<b>Headteacher</b>	Miss Catherine Butler
<b>Date of previous school inspection</b>	19 May 2003
<b>School address</b>	Fearnville Drive off Sticker Lane Bradford West Yorkshire BD4 8DX
<b>Telephone number</b>	01274 664661
<b>Fax number</b>	01274 665886

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## Introduction

The inspection was carried out by three Additional inspectors.

## Description of the school

This is an above-average-sized school in an area of considerable social and economic deprivation. The majority of pupils are white British and there is an increasing number of ethnic minority pupils. The proportion of pupils for whom English is an additional language is rising. A significant number of pupils start or leave the school during the year; this is more than is usually found nationally. An above-average proportion of pupils are eligible for free school meals. The proportion of children with learning difficulties and/or difficulties is well above average. The school has recently appointed a number of new staff.

The school has achieved national Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school has declined in effectiveness in recent years and has not met adequately the issues raised in the last inspection in 2003. Its overall effectiveness, although judged satisfactory in its own evaluations, is now inadequate. The leadership and management, including governance, are inadequate because actions to tackle the weaknesses in the school's performance have not been rigorous enough. Whilst progress since the last inspection has been inadequate, there are positive elements in the way the school is now working in partnership with the local authority towards securing improvement. However, these initiatives have had insufficient impact and the school is unable to demonstrate at this stage that it is able to move forward at a fast enough pace; its capacity to secure improvement is therefore inadequate and it provides inadequate value for money.

Standards are far too low and pupils' achievement is not good enough in English, mathematics and science. Lessons and the curriculum fail to meet the needs of all the pupils and hold back their progress. The quality of teaching is too variable and is not strong enough to speed up pupils' learning. Teachers are hampered by ineffective systems for measuring how well pupils are making progress. In addition, the assessment information that is available is not used well enough to provide all pupils with work that enables them to build securely on what they have already learned.

Pupils enjoy school and behave well; therefore the school is calm and orderly. They understand the need to stay healthy and the school has achieved the national Healthy School status. Relationships between pupils are harmonious. However, their personal development is inadequate because their weak literacy and numeracy skills do not prepare them well enough for the future. The school makes strenuous efforts to improve attendance rates. Nevertheless, pupils' attendance is below average and absent pupils miss too many vital learning opportunities.

Pupils report that they feel safe and well cared for. Although the pastoral care of pupils is sound, there are weaknesses in academic guidance. The guidance and support given to pupils with learning difficulties or disabilities are inadequate, and this affects their progress. Arrangements for assessing pupils' attainment, tracking their progress and setting challenging targets for improvement are not sufficiently robust. Parents generally speak well of the school. For example, one parent voiced the views of others when they said, 'Staff have always been helpful.'

## Effectiveness of the Foundation Stage

### Grade: 4

Children enter Foundation Stage with standards well below those expected for their ages. Many have very limited language and social skills. Children, especially boys, do not make enough progress in any of the required areas of learning because teaching and learning are not strong enough to build on the extremely low starting points. As a result, their attainment is well below that expected nationally when they start Year 1. The planning of lessons is insufficiently focused to provide stimulating areas and activities to help pupils learn quickly enough. There is a balance

between play and direct learning but, on occasion, some children are left too long playing without any adult intervention. Children are settled and enjoy their time in school. Effective links with parents help to involve them in their children's education. The senior managers do not give the new Foundation Stage co-ordinator a clear sense of direction in order to effect improvement.

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

- Improve leadership and management, including governance, so that the school provides an acceptable level of education.
- Raise the achievement of all pupils in English, mathematics and science.
- Improve teaching and learning by providing more relevant and engaging tasks and improving the use of assessment information to move pupils on in their learning.
- Improve the provision in the Foundation Stage to enable children to have a better start to their education and achieve more in all areas of learning.
- Improve attendance.

## **Achievement and standards**

### **Grade: 4**

In the national tests from 2003 to 2007, standards by the end of Year 6 have been consistently amongst the lowest in the country. In 2006, pupils' performance dropped to an exceptionally low level but there has been a slight improvement in the 2007 national tests as a result of support from the local authority. Achievement is inadequate because pupils do not make sufficient progress relative to their prior attainment. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language also underachieve. Although they often have extra help, they progress at the same slow rate as other pupils. The progress of boys is particularly slow because the tasks planned for them do not consistently engage their interest.

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

### **Grade: 4**

Pupils' spiritual, moral, social and cultural development is satisfactory. They benefit from regular opportunities to express their views and concerns in personal, social, health and citizenship education lessons. Pupils' working relationships with each other and adults are mainly good and they say they enjoy their lessons. In spite of efforts to improve attendance, this remains well below average because a few pupils do not attend regularly. Pupils understand how to stay healthy and appreciate the sporting opportunities but not many eat the healthy school lunches provided by the school. Pupils are disadvantaged in relation to their future prospects because of their inadequate achievement in English and mathematics in developing basic skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Over time, teaching has not been effective enough to promote acceptable standards and achievement. The quality of teaching is too inconsistent and is not good enough to increase pupils' progress. In too many lessons, teachers' expectations of what pupils can achieve are generally too low and the pace of work is often too slow to accelerate progress. Work does not

consistently engage pupils sufficiently, so some lose concentration and stop learning. Teachers' plans do not always take account of test results and other information to ensure work is matched to pupils' needs. As a result, some pupils are given work that is too easy while others struggle with tasks that are too difficult. Some good teaching seen was characterised by clear explanations, probing questioning and challenging tasks that were well matched to pupils' needs. Even with these improvements however, there is not enough strong teaching and learning in the school to enable pupils to make the progress they are capable of or to catch up on lost ground.

## **Curriculum and other activities**

### **Grade: 4**

The curriculum meets statutory requirements but is inadequate as it fails to cater for the full range of pupils' learning needs. Involvement in the Intensifying Support Programme has helped to prioritise literacy and numeracy as areas for development but the full benefit from this is not yet apparent. School displays show that there are increasing links made between learning in different subjects although this was not seen in lessons. The breakfast club and the range of activities after school help to increase pupils' interests out of lesson times. Visitors and educational visits, including a residential stay, extend pupils' interest in learning. Work in personal, social, health and citizenship education contributes positively to pupils' behaviour and understanding of healthy lifestyles.

## **Care, guidance and support**

### **Grade: 4**

Care, guidance and support are inadequate overall. The school provides satisfactory pastoral care for all its pupils. Procedures for child protection and for health and safety are secure. Rewards are used to improve attendance but they are not sufficiently effective as attendance remains well below national average. Procedures to assess pupils' work and track their progress are unsatisfactory. Pupils' academic targets have lacked challenge and resulted in low expectations of what pupils can do. In partnership with the local authority, improvements were made to the monitoring of pupils' progress. More demanding targets were set for 2007 and these were mostly met. It is too early to judge whether these improvements have been sustained.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate. In recent years, there has not been a strong enough emphasis on raising standards. The checking of teaching and learning has not been sufficiently rigorous to ensure that all pupils make the progress they should. Although actions to improve standards have been taken in the last 12 months, they have not been effective in raising standards in English, mathematics and science to a high enough level or to accelerate progress. As a result of the school's recent partnership with the local authority, the school's development plan is now more focused on driving up standards and improving the quality of teaching and learning. The governing body does not monitor the performance of the school well enough. For example, low standards and the below-average progress of pupils have not been sufficiently challenged.

The quality of leadership of senior managers is unsatisfactory. Assessment information has not been used sufficiently well in the past to identify where improvements need to be made. However, the newly appointed assistant headteacher is proving a strong member of the senior team.



## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	4
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	4
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

<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.

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>4</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

- We realise you enjoy school and you appreciate the teaching and help you receive.
- We are pleased that you have many out-of-school activities.

However, we have decided that the school needs to be helped to improve as quickly as possible. These are the most important things your school must do.

- Make sure the people who are in charge of the school check how well it is doing and take steps to make it better.
- Ensure that you are taught well in all your lessons so you make faster progress and achieve higher standards.
- Improve the Nursery and Reception so the children in these classes have a better start to their education and achieve more in all the areas of learning.
- Track your progress accurately and set you challenging targets so you make better progress and reach higher standards.

We have made your school subject to 'special measures'. This means that it will receive extra help and inspectors will return to make sure things are improving. Your headteacher, the staff and the governors all want the school to improve and we believe they will do their very best to achieve this. We want you to help them too. For some of you this means having less time off school.

We appreciated talking to you about your work and watching you learn. We wish you well for the future.