

# Feversham Primary Academy

Harewood Street, Bradford, West Yorkshire BD3 9EG

## Inspection dates

9–10 April 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher is relentless in his drive to ensure that all pupils achieve their best. His passion and vision for developing the 'whole child' is infectious. He has created a staff team which shares and delivers his ambition for all pupils to thrive academically and emotionally.
- Governors know the school extremely well. They are supportive but also provide highly effective challenge to school leaders. Governors ensure that additional funding is spent wisely to reduce the gaps in attainment that exist when pupils start at the school.
- Teaching is highly effective and well matched to the needs of pupils. As a result, pupils make very strong and sustained progress in a range of subjects, including English and mathematics. This applies equally to pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.
- Pupils' outcomes from all ability groups are excellent. They make substantial progress from starting points that are well below those typically found. Progress by the end of Year 6 is consistently well above average.
- Pupils' attitudes to learning are exemplary and they attend well. They are excited about their lessons and eager to learn.
- Pupils' behaviour is exemplary in and out of lessons. They are proud to be members of the friendly and welcoming school community and are extremely polite and courteous.
- Children get off to a flying start in early years and make exceptional progress. This is because they experience outstanding learning and care through a wide range of exciting activities. Children leave Reception very well prepared for Year 1.
- The creative and well-thought-out curriculum, with music and drama at its core, makes a significant contribution to developing pupils' very positive attitudes to learning and outcomes. This engaging curriculum provides pupils with a wide range of opportunities to extend their experiences and learning beyond the classroom.
- Pupils' superb spiritual, moral, social and cultural development is nurtured from the outset. Pupils develop a strong sense of pride in their community and a strong sense of social responsibility, tolerance and respect. They are well prepared for life in modern Britain
- Most pupils take great pride in their work. However, the standard of grammar, punctuation and spelling and presentation of work is not consistently high across all classes.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that the standard of pupils' grammar, punctuation and spelling and the presentation of work in books is consistently high across all classes.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher has been pivotal to the success of the school. He is uncompromising in his determination to instil in all pupils the belief that they can, and will, achieve their best. Although most pupils enter the school at a stage in their development which is often well below that typically found for their age, leaders refuse to accept low starting points as a barrier to success. Through very strong teaching, leaders have brought about significant improvements over recent years. As a result, pupils make very strong and sustained progress in reading, writing and mathematics during their time in the school.
- The headteacher has established an ethos where 'everyone is a leader at the school'. Middle and subject leadership is highly effective. These staff reflect on and debate the way they teach and, because they have frequent opportunities to monitor their subjects, leaders have a clear overview of the teaching and outcomes. They coach and support colleagues with confidence and have accurate plans for the 'next steps' in their subject areas.
- Leaders are equally ambitious for staff. They provide well-planned training and development and actively encourage staff to challenge themselves by taking on new roles and responsibilities. As a result, teachers have developed as highly skilled practitioners. Leadership at all levels is very strong.
- Senior and other leaders work effectively as a team to ensure that the curriculum meets the needs of pupils. Evidence from pupils' workbooks and from observing learning across a wide range of subjects confirms that the curriculum is broad, balanced and inspiring for pupils. Leaders have very skilfully woven music and drama throughout the curriculum. Pupils develop a wide range of skills which support their excellent progress in both the core and foundation subjects.
- The impact of this curriculum provision on pupils' outcomes has been widely recognised, nationally and internationally. The headteacher frequently contributes to primary curriculum development work at the Department for Education and House of Commons. The school hosts frequent visits from school leaders from a range of settings, including from Wales, New Zealand, Norway and Sweden.
- Leaders and governors ensure that the school makes excellent use of the additional funding it receives. Pupils who are disadvantaged receive highly effective additional support to ensure that they make strong and sustained progress and receive the same opportunities to learn as others. This means that outcomes for this group of pupils are often higher than those of other pupils nationally.
- The leadership of and provision for pupils with SEND are highly effective. Adults receive thorough training and are highly skilled in providing personalised support for these pupils. As a result, pupils with SEND make very strong progress from their starting points.
- Both lesson time and enrichment activities prepare pupils very well to make an active and positive contribution to British society. Elections for the school council, 'digital leaders', 'eco warriors' and 'playground leaders' help pupils to understand how

democracy works. Visits to many different places of interest and local heritage sites help broaden pupils' understanding of British values and a wide range of other cultures. As a result, pupils' spiritual, moral, social and cultural development is very well promoted.

- Leaders ensure that the additional funding for physical education and sport is used effectively. As a result, pupils receive excellent opportunities to improve their health and physical fitness through a wide range of activities, both within and beyond the school.

### **Governance of the school**

- Governors are very well informed and highly skilled, with a wide range of knowledge and expertise. They have a secure grasp of the school's performance and ask challenging questions of leaders. Their awareness of the school's work and extensive knowledge of the community enable them to make highly effective contributions to improvement planning.
- Governors ensure that pupil premium funding has a positive impact on improving the experiences of disadvantaged pupils and narrowing any gaps that may exist between disadvantaged pupils' progress and that of others.
- Governors are fully committed to the pursuit of excellence. They are hugely supportive of the school's work in encouraging all pupils to be the best they can be and to do all they can to remove any barriers that may prevent them from achieving well.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The headteacher and his deputy ensure that all staff, including governors, receive appropriate and up-to-date training on child protection, including on the dangers of radicalisation. As a result, staff are knowledgeable about child protection procedures, the signs to look for and how to report concerns.
- Safeguarding records are thorough and detailed, and leaders ensure that all appropriate checks are carried out on the suitability of staff who work with pupils. Safer recruitment procedures are followed appropriately.
- There is a strong culture of safeguarding in the school. Staff know the pupils very well and are vigilant. Leaders have effective referral procedures in place, follow up actions diligently and work closely with external agencies to support vulnerable pupils. This means that leaders can respond appropriately to any concerns about pupils' welfare which may occur.
- Pupils say that they feel safe and know how to stay safe online. They report that they know who to go to if they have any concerns. This was confirmed by inspection evidence, and the views of staff, parents and carers. There is effective supervision on entry to the school in the mornings, at lunchtimes and at the end of the school day.

## Quality of teaching, learning and assessment

## Outstanding

- Highly effective teaching motivates and inspires pupils to achieve very well. Consequently, pupils make substantial and sustained progress across a range of subjects, including in English and mathematics.
- Teachers provide pupils with a rich diet of learning experiences that make learning interesting and fun. This leads to high levels of engagement and strong productivity in lessons. Pupils know the expectations set for them and rise to the challenge.
- Expectations of what pupils can achieve are high. Every possible effort is made to secure pupils' basic skills in reading, writing and mathematics and then challenge them to achieve highly. Pupils' assessment information is reviewed regularly, and a programme of detailed support follows. As a result, pupils' outcomes are outstanding.
- Teachers, working closely with specialist teachers, including in science, music, drama and design technology, adapt their curriculum activities well to accommodate the wide range of abilities within their classes. Teachers use sharply focused questions to check pupils' understanding.
- High-quality mathematics teaching is evident across the school. Teachers' approach to planning is consistent and builds pupils' skills progressively. All teachers prioritise securing pupils' arithmetic fluency, which then moves sharply into developing pupils' problem-solving and reasoning skills. Pupils apply these skills confidently in other subjects across the curriculum, for example in science. Pupils are confident mathematicians whose progress in the subject is excellent.
- The teaching of reading is also strong across the school. Phonics is taught very well from an early age. Although a high proportion of pupils start their journey in the school with very little knowledge of the English language, they make accelerated progress from their different starting points. Teachers and other adults in the early years and in key stage 1 take every opportunity to reinforce pupils' phonics knowledge, both within and beyond the daily phonics sessions. An increasing proportion of pupils reach the expected standard in the phonics screening check at the end of Year 1.
- The teaching of subjects beyond reading, writing and mathematics is integrated in the school's 'connected' curriculum and is effective in providing pupils with memorable experiences and secure knowledge and understanding. Teachers make effective links between subjects, such as science, music, drama, art, design technology, history and geography, in order to develop pupils' understanding and skills extremely well.
- Teachers use the connected curriculum and a variety of texts to demonstrate the skill of writing for different purposes and for different audiences. Every consideration is given to pupils' prior experiences and every opportunity is explored to give pupils a reason to write and an experience to draw from. Consequently, pupils quickly develop into confident writers. Teachers have very high expectations for all pupils. However, in some pupils' books, the quality of grammar, punctuation and spelling and the presentation of their work is not consistently high.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very confident and have highly positive attitudes to their learning. Pupils show resilience and work together constructively. They support each other to do their best. Pupils really value and are proud of the opportunities the school provides for them to take on responsibility, for example in becoming school councillors, digital or playground leaders, or eco warriors.
- Pupils say, and school information shows, that bullying rarely happens. When it does happen, teachers deal with it swiftly and check that it stops completely. Parents and pupils value the support of teachers.
- Pupils demonstrate exemplary attitudes to learning, to staff and to each other. Pupils show high levels of concentration, productivity and engagement. They enjoy working hard and trying their best.
- Pupils are very friendly and welcoming. They thrive on the diversity of the school community and are welcoming of those new to the school. They learn to appreciate others' views and beliefs. This leads to a harmonious school, where everyone is valued for who they are. Pupils say that they feel safe and know there is a trusted adult on who they can rely. This leads to a calm and purposeful atmosphere in which pupils thrive.
- The daily breakfast club is very well attended and provides a calm and welcoming atmosphere. There is a wide range of activities for pupils to be involved in and a wide range of healthy food and drink options.
- Pupils feel safe and are safe. They are reflective and caring and understand the importance of treating each other with kindness. The school's curriculum and opportunities beyond the school day promote healthy living.
- Pupils' spiritual, moral, social and cultural development is outstanding and is very effectively promoted by the curriculum, including assemblies, visits and visitors. Pupils have many opportunities to contribute to the wider community, such as raising money for local and national charities. They also have opportunities to 'give back' to the people from the local community. For example, every week pupils visit a local old people's home where they read to the residents and perform various pieces of music and drama.

**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' conduct in lessons and at social times is excellent. Pupils are well-mannered, extremely polite and very welcoming to visitors. They move around school from lesson to lesson purposefully, quickly and calmly.
- The school is a caring, nurturing and happy place to be, because leaders and staff have cultivated an ethos of mutual respect and tolerance that permeates all aspects of

pupils' experiences.

- Pupils play happily together in the playground. They enjoy each other's company and take care not to hurt or offend one another. Pupils have a good understanding of the various forms of bullying and report that it is rare and that, when it occurs, staff deal with it quickly and effectively. Inspection evidence and views from parents and staff confirm this.
- Incidents of poor behaviour requiring exclusion are very rare. There have been no fixed-term exclusions over recent years. In discussion, pupils showed understanding of the school's behaviour policy, rewards and consequences. However, reminders are rarely required as pupils respond very well to adults' high expectations and to the interesting activities provided for them.
- Parents reported that their children are happy at the school. Pupils attend the school regularly. Leaders have raised the profile of attendance across the whole school and work hard to raise awareness among families of how important good attendance is to a pupil's education. As a result, the attendance and persistent absence of pupils are broadly in line with national averages.

## Outcomes for pupils

## Outstanding

- Children enter the school with skills that are broadly well below what is typical for their age. They make very strong progress in Nursery and Reception and are well prepared for Year 1. Pupils' strong progress continues through key stage 1 and, by the end of key stage 2, progress is well above national averages. This represents outstanding outcomes for pupils.
- Over time, the progress of pupils is consistently very strong in reading, writing and mathematics and across a wide range of subjects. Over the last two years, the progress of pupils at the end of key stage 2 has been significantly above national averages and in the top 10% for writing, in the top 1% for mathematics and in the top 2% for reading.
- School assessment information, inspection evidence and scrutiny of pupils' work strongly indicate that the outstanding progress of pupils is being sustained for those currently in the school. It is the product of years of hard work and determination on the part of the headteacher and his staff to demand the very best of all pupils to secure exceptional progress.
- Pupils with SEND make very strong progress from their starting points, as a result of the highly effective support provided for them.
- Teachers have equally high expectations of disadvantaged pupils as they do of all other pupils. The additional funding is used very effectively to provide support for pupils' academic and personal development. As a result, disadvantaged pupils make consistently very strong progress in reading, writing and mathematics, compared to that of other pupils nationally.
- Work is carefully adapted to meet the needs of the many pupils who are new to English and speak English as an additional language. Teaching assistants understand their role well. Teachers ensure that all pupils participate well. As a result, these pupils make substantial progress in their learning from their different starting points.

- A high proportion of pupils who join the school at times other than are usual are at the early stages of learning to speak English. Phonics is taught well, and, as a result, all pupils make strong progress from their different starting points. Younger pupils learn to use phonics confidently to help them learn to read and spell new words.
- The proportions of pupils achieving the higher standards in reading, writing and mathematics at the end of key stage 2 have been consistently above national averages. Current school assessment information and inspection evidence indicate that the strong progress the most able pupils make in reading, writing and mathematics is being sustained.
- Over time, the proportion of pupils achieving the expected standards in reading, writing and mathematics combined at the end of Year 6 has been significantly above national averages consistently. School assessment information about current pupils in the school indicates that these strong outcomes are being sustained and pupils are on track to leave the school very well prepared for their secondary education.

### Early years provision

### Outstanding

- The early years leader and her team are passionate about ensuring that all children achieve their full potential. Leaders use their knowledge of the children and their skills in assessment to adapt the curriculum. They devise activities which equip children with the skills they need to settle quickly and make the most of their learning.
- Children enter the early years with skills and understanding well below those typical for their age. A high proportion of children have very little knowledge of the English language. As a result of outstanding teaching, children make very strong progress through Nursery.
- By the end of the Reception Year, the majority of children, including those who are disadvantaged, have caught up and have reached a good level of development. Although the proportion is typically below that of other schools nationally, this represents outstanding progress from children's starting points.
- The safeguarding procedures in the early years match the effective practice seen across the school. The area is safe, and consequently children are cared for very well.
- Both inside and outside, staff provide a wide range of stimulating activities to support children's learning. In particular, activities are precisely and effectively targeted towards supporting children's language, phonics and social and emotional development. Children receive daily direct teaching in key skills such as mathematics, writing and phonics. Across the provision, staff take every opportunity to gently move children forward in their learning, by their use of questioning and modelling the behaviour they wish to see. As a result, children settle very quickly into routines and interact very well with each other and staff.
- The very well-resourced and inviting outdoor area provides an invaluable stimulus for learning for both the Nursery and Reception children. Staff skilfully adapt the focus of the outdoor activities as the year evolves, in response to the developing needs of the children, such as in speaking, listening and developing independence.
- The early years team has established strong relationships with parents and knows the community very well. The staff tailor their communications to what parents prefer, in



order to maximise parental involvement. Face-to-face communications, the provision of 'stay and read' sessions, workshops on mathematics and writing, parents joining children on trips, tea parties and community events all form integral parts of the effectiveness of the provision.

## School details

Unique reference number	138867
Local authority	Bradford
Inspection number	10088997

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	493
Appropriate authority	Board of trustees
Chair	Julie Price-Grimshaw
Headteacher	Naveed Idrees
Telephone number	01274 721751
Website	<a href="http://www.fevershamprimaryacademy.org/">http://www.fevershamprimaryacademy.org/</a>
Email address	<a href="mailto:office@fevershamprimaryacademy.org">office@fevershamprimaryacademy.org</a>
Date of previous inspection	28 June 2018

## Information about this school

- Feversham Primary Academy is much larger than the average-sized primary school.
- The school is part of the Academies Enterprise Trust (AET) and joined the trust in November 2012. The work of the trust is overseen by a board of trustees. Some responsibilities are delegated to the local governing board. The trust is responsible for 62 schools, including primary, secondary and special schools.
- Most pupils are of Pakistani heritage. The remaining small numbers of pupils originate from a range of minority ethnic heritages. The proportion of pupils who speak English as an additional language is significantly above the national average.
- A high proportion of pupils who join the school at times other than are usual are at the early stages of learning to speak English.
- The proportion of pupils with SEND is above the national average. The proportion of pupils in the school who have an education, health and care plan is below the national

average.

- The proportion of disadvantaged pupils supported by the pupil premium is below the national average.
- The school operates a breakfast club and provides a multitude of lunchtime activities and enrichment opportunities.

## Information about this inspection

- Inspectors visited lessons in key stages 1 and 2 and early years, covering all teaching staff. Some of these visits took place with senior leaders accompanying inspectors. During visits to classrooms, inspectors looked in pupils' books and questioned pupils about their learning.
- Discussions took place with the headteacher, deputy headteacher, senior leaders and members of the wider body of staff, including newly qualified teachers. Discussions also took place with the phase director of the AET with an overview for primary schools, members of the governing board, including the chair, and parents.
- Inspectors held discussions with groups of pupils from Years 3, 4, 5 and 6 about what it is like to be a young person at the school. Inspectors also listened to a range of pupils read.
- Inspectors observed pupils' behaviour around the school, including between lessons, at breaktimes and at lunchtime. Inspectors also attended a whole-school assembly and observed the school's breakfast club.
- Inspectors took into account the 15 responses from parents to Ofsted's online survey Parent View, including the 9 free-text responses. They also analysed the 48 responses to Ofsted's pupil questionnaire and the 47 responses to the staff questionnaire.
- Inspectors examined records relating to behaviour, attendance and safeguarding. Inspectors conducted a scrutiny of pupils' work jointly with senior leaders in a range of subjects.
- Inspectors scrutinised documents, including school development plans, governing body meeting minutes, external reviews, leaders' monitoring notes and information about pupils' achievement.

## Inspection team

Dimitris Spiliotis, lead inspector	Her Majesty's Inspector
Gill McCleave	Ofsted Inspector
Aleksandra Hartshorne	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

### **Parent View**

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019