

Inspection of Farfield Primary and Nursery School

Reevy Crescent, Bradford, West Yorkshire BD6 2BS

Inspection dates: 15–16 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils say this is a happy school. They feel safe because staff look after them and care about what they have to say. Behaviour is managed well. Pupils speak highly of the school and say that there is very little bullying.

All staff have consistently high expectations of pupils. They want pupils to be able to do their best and enjoy what they are learning. Pupils want to do well too. This is reflected in their books and by their positive attitudes in lessons.

Leaders provide a broad and interesting curriculum containing rich learning experiences. Visits and visitors are carefully planned to enrich learning. Pupils visit places of worship and meet people from different cultures. However, plans in some subjects are new and are yet to be fully developed.

Pupils with special educational needs and/or disabilities (SEND) are included in all the school does. Leaders check that the support that pupils get is making a positive difference. Pupils with SEND achieve well.

Parents value the care that staff show for all pupils. One parent said: 'I feel it is important that the staff are recognised for the amazing work they do. They are fabulous, and we are so grateful for their help.'

What does the school do well and what does it need to do better?

Farfield Primary is a good school that is still improving. There is strong and effective leadership. Senior leaders, along with the newly formed phase leadership team, know the school well. They are driving it forward.

Leaders place a high priority in fostering a love of reading throughout the school. The teaching of reading is done well. Staff are well trained. They deliver phonics sessions as soon as children start school. Pupils who find early reading difficult get regular, extra support. Adults give pupils extra time and support straight away. This stops pupils from falling behind. Most days, teachers read with and to the class during story time or 'Drop Everything and Read' (DEAR) time.

There is a consistent approach to curriculum planning. In English and mathematics staff have thought carefully about what to teach. Teachers give pupils plenty of opportunities to revisit and review previous learning. This helps pupils to know more and remember more over time. Pupils in key stage 1 use different ways to count on and add different amounts in mathematics. They can explain what they are thinking clearly. Teachers check pupils' learning and build effectively on most pupils' existing knowledge. For some pupils, however, the curriculum lacks challenge. Some pupils do not achieve the depth of understanding that they should.

In most subjects, plans are well thought through. They set out clearly the knowledge and skills that pupils should learn. Plans for history, science, geography, computing and physical education are in place. However, some plans are new and not as firmly established as those in English and mathematics. The most important content is less well explained and sequenced.

Staff work well as a close team so that they can meet the needs of all pupils. They benefit from good-quality training that helps them to grow as leaders and improve their teaching. Staff say that leaders support them and make their workload manageable.

Leaders' commitment to enriching learning in different subjects is evident in all that they do. Pupils go out and about and visitors are regularly invited into school. Stimulating activities are an integral part of the school's approach to learning. Teachers regularly use visits to exciting places as a springboard for work back in class.

The school's personal, social and health education programme is well developed. Pupils think and talk about many topical and moral matters. This includes issues such as slavery, justice and cultural differences. Pupils are considerate and helpful towards others. They listen to their teachers and usually behave well. Pupils are thoughtful, friendly and respect one another.

Children in the early years get off to a great start. They thrive under the care of adults who are highly ambitious for them. Staff make sure that children feel safe and secure when they first start school. Children enjoy a wide range of exciting indoor and outdoor learning activities. They learn to look after themselves and to play together with their friends. Children listen to and follow instructions well. Leaders ensure that developing children's early skills in reading and mathematics is a priority. Children learn about numbers and the sounds that letters make. They do this in a fun, enjoyable and effective way.

The governing body has been strengthened since the previous inspection. Governors hold leaders to account for the quality of education. They meet regularly with staff and pupils to find out about how well the school is meeting its aims.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is a high priority for staff. Regular training and staff briefings keep everyone up to date with safeguarding requirements. Leaders work well with external agencies. Additional help and support are provided for pupils when required. Attendance records and registers are kept correctly. Any pupil absences are immediately checked upon.

The required checks on staff and visitors are completed. This helps to ensure that adults are suitable to work with children. The site is well maintained and secure. The

curriculum helps pupils of all ages to learn how to keep themselves safe outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have ensured that teaching in English and mathematics is well planned and sequenced. There are, however, limited opportunities for some pupils to think more deeply about each subject. Leaders and teachers should track pupils' learning carefully and adapt tasks to ensure that the curriculum provides sufficient challenge and allows more pupils to reach the higher standards in each subject in key stage 2.
- Curriculum plans in the foundation subjects such as science and history are in place. Most are well organised. However, there is work to do. Some subject plans are not as detailed or firmly established as they are in English and mathematics. It is unclear what exactly pupils should know at different points. Leaders need to be clearer about what they want pupils to know, do and understand at specific points. They should ensure that learning is sequenced and planned logically in all subjects so that children know more and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	107238
Local authority	Bradford
Inspection number	10121673
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	Baljit Birring
Headteacher	Susan Convery
Website	www.farfieldprimary.co.uk
Date of previous inspection	10–11 October 2017

Information about this school

- Farfield Primary and Nursery School is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above average.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with SEND is much higher than the national average. The number of pupils with education, health and care plans is lower than average.
- The school runs a breakfast club from 8.00am each day.
- Following a period of turbulence, staffing is now stable.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held formal meetings with the headteacher, curriculum leaders, governors, teachers and pupils. We also talked informally with pupils, staff and parents to gather information. One of us spoke to a local authority education adviser.

- During the inspection, we did deep dives in reading, mathematics, history and science. We visited lessons, looked at pupils' work, examined curriculum plans and spoke to pupils and staff.
- We examined a range of documents. These included information about behaviour, attendance, the school curriculum and improvement planning.
- We asked pupils, staff, leaders and governors about safeguarding arrangements. We checked the record of employment checks made on school staff and other safeguarding records. We also found out about safety procedures and routines at the school.
- We took into account the 55 responses to Ofsted's online survey, Parent View, including the 24 free-text comments. We also looked at the staff survey. There were no responses to the pupil survey.

Inspection team

Gill Wild, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
John Downs	Ofsted Inspector

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