

# Inspection of Fearnville Primary School

Fearnville Drive, Off Sticker Lane, Bradford BD4 8DX

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Inspection dates: 13 and 14 March 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Inadequate**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Over time, leaders have not ensured that pupils develop the depth of knowledge in all subjects that they should. Pupils learn less well in some subjects than others. Leaders have recently strengthened how pupils are taught to read and develop their mathematical knowledge. Leaders are now turning their attention to strengthening the quality of education in other subjects.

Pupils feel safe. They are confident in speaking to adults in school if they have a worry. Most pupils behave well; however, occasionally pupils' behaviour can disrupt lessons. Pupils are generally kind to one another. Pupils have a good understanding of what bullying is. It happens rarely. When it does, adults deal with it quickly.

Pupils learn about other faiths and diversity. As a result, they have a well-developed understanding of what makes people different. This prepares them well for life in modern Britain. Leaders are committed to broadening pupils' experiences through a wide range of extra-curricular activities, including sport and music clubs. There are a number of opportunities for pupils to take on extra responsibility in school, including the peer mentoring programme.

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

Leaders have recently strengthened the curriculum for some subjects. For example, the curriculum for mathematics and English is now well thought out and generally well taught. However, in some subjects, leaders and staff have not identified the important content that pupils need to learn. As a result, pupils do not develop the depth of knowledge that they should in some subjects.

Leaders have ensured that staff have had training to help them teach the new curriculum for mathematics well. However, they have not trained teachers as well in how to teach some wider curriculum subjects, such as history and geography. In these subjects, some teachers do not explain important concepts clearly. This leaves pupils with gaps in their knowledge.

Pupils with special educational needs and/or disabilities (SEND) are taught the same curriculum as their peers. Some staff tailor support and resources to meet pupils' needs in lessons. However, staff are inconsistent in their approach. The targets on some pupils' support plans are too broad and do not pinpoint how teachers should help pupils. This means that some pupils with SEND are not given the support that they need to achieve well.

Leaders have recently introduced a new phonics programme. In key stage 1, leaders have ensured that there is a consistent approach to the teaching of early reading. Staff check pupils' reading knowledge carefully and provide extra support to pupils who need help to develop fluency and confidence in reading. Pupils use their growing knowledge of phonics to read new words. There are opportunities for pupils to read for pleasure. They enjoy listening to adults read stories to them.

Leaders have not ensured that children in the early years get off to a strong start. Leaders have not defined the knowledge that children should learn as they move through the early years curriculum carefully enough. Adults do not support children well enough to help them to develop their knowledge. Too often, children flit between poorly planned activities. Staff do not develop routines and behaviours that enable children to benefit from the curriculum. This means that where the curriculum is stronger, for example in early reading, children in the early years do not learn and remember some of the knowledge that leaders intend.

Leaders have introduced a new policy to improve how staff manage pupils' behaviour. This is having some positive impact. However, some staff do not follow the policy consistently. As a result, some pupils do not understand what is expected of them or the rewards and consequences in place. As a result, some lessons are disrupted by poor behaviour.

Leaders have prioritised pupils' personal development. Leaders provide planned opportunities for pupils to engage with the community. For example, the local Rotary Club teaches pupils about finance and enterprise. Through a well-planned personal, social, health and economic education programme, pupils learn about keeping physically and mentally healthy. The programme provides many opportunities to prepare pupils to be respectful citizens in the future. This includes careers.

Staff feel well supported by leaders and governors. They say leaders are mindful of workloads and staff well-being. Leaders and governors are ambitious for all pupils. Leaders, including curriculum leaders, know that there is much to do to address the priorities for the school. They are starting to make the necessary changes to improve these.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are rigorous in their approach to ensuring that pupils are safe. All staff and governors receive regular training. Staff are knowledgeable about local issues. Leaders ensure that pupils learn about some of the risks that they might face. The systems for reporting concerns about children are well understood by staff.

Pupils feel safe in the school. They are clear about what to do if they have concerns. Any concerns are raised quickly and dealt with effectively.

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

### **(Information for the school and appropriate authority)**

- In the early years, staff have not developed routines to support learning. In too many areas, the early years curriculum is not clearly mapped out. This means

that children do not learn well enough. Leaders should develop clear routines and a stronger curriculum so that children get off to the start they need.

- In some wider curriculum subjects, leaders have not mapped out the important knowledge that they want pupils to know and revisit. This means that pupils do not build a deep understanding of these subjects. Leaders should identify the knowledge and skills that pupils should learn and revisit in each subject.
- Leaders do not focus sharply enough on developing teachers' subject and pedagogical knowledge. This means that some teachers do not have the expertise that they need to help pupils build their knowledge step by step in each subject. Leaders should ensure that staff are given the training that they need to understand and teach the most important knowledge to pupils
- Some pupils with SEND do not receive the support that they require to enable them to learn successfully. This is because some targets on their SEND support plans are not clear. Leaders should ensure that targets on plans match pupils' needs and that all staff are aware of how to use these to plan learning that enables pupils with SEND to make progress.
- Leaders have introduced a new behaviour policy. However, some staff are not using this consistently well. As a result, pupils behaviour occasionally disrupts the learning of others. Leaders should ensure that all staff are consistent in their approach to managing poor behaviour.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	146435
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10255566
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	365
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Pamela Smith
<b>Executive Headteacher</b>	Richard Ballantine
<b>Website</b>	<a href="http://www.fearnville.bradford.sch.uk">www.fearnville.bradford.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not use alternative provision providers.
- Fearnville Primary School converted to become an academy school in November 2018. When its predecessor school, Fearnville Primary School, was last inspected by Ofsted, it was judged to be inadequate.
- The school is part of Nurtures Academies Trust

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the chief executive officer, executive headteacher, head of school, assistant headteacher, and the special educational needs coordinator.

- The lead inspector met with representatives from the local governing body and the chair of the trustees.
- Inspectors carried out deep dives into reading, mathematics, science, and history. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, had discussions with teachers, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school, their learning, behaviour and safety.
- During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and pupils, and pupils and adults. The lead inspector also met with the designated safeguarding leads.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils and Ofsted's online survey for parents, Ofsted Parent View. This included comments received via the free-text facility. They also talked to some parents in the school playground.

### **Inspection team**

Nicola Beaumont, lead inspector	His Majesty's Inspector
Andrea Batley	His Majesty's Inspector
Chris Jennings	Ofsted Inspector
David Milligan	His Majesty's Inspector

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