

Inspection of Feversham Primary Academy

Harewood Street, Bradford, West Yorkshire BD3 9EG

Inspection dates:	24 and 25 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Naveed Idrees. This school is part of the Lift Schools multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rebecca Boomer-Clark, and overseen by a board of trustees, chaired by David Hall.

What is it like to attend this school?

Pupils flourish at this warm and welcoming school. They are confident that the school knows and appreciates them as individuals. Pupils welcome visitors with pride and confidence. A respectful culture permeates the school. There is a calm and purposeful atmosphere where pupils thrive. Staff are kind and attentive. Pupils feel safe.

The school is an oasis of joy and hope. Leaders have a highly ambitious vision for all pupils to be the best they can be. This vision is realised through pupils' commitment to learning. They are polite, respectful and work hard. Pupils thrive in lessons, regardless of their background or starting points.

The school provides pupils with valuable experiences to develop strength of character and push themselves to reach their potential. Pupils develop an understanding of the world around them and beyond the local area. Pupils engage in meaningful citizenship opportunities such as helping people experiencing homelessness by providing flasks. Pupils understand how to stay safe online and in the community. Themed events, including 'Dragons Den' and careers week, along with visitors to school, raise pupils' aspirations for the future.

Pupils are well prepared for their next steps. Parents and carers are overwhelmingly positive about the school. Many feel privileged to send their child to the school.

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

The highly ambitious curriculum is carefully designed to ensure all pupils can excel in their learning. The school ensures that pupils access a wide range of activities that broaden their understanding and experiences. Subject leaders are knowledgeable and enthusiastic about their areas of responsibility. The school regularly reviews and adapts the curriculum to ensure it meets the needs of pupils, including those with special educational needs and/or disabilities (SEND).

Pupils confidently and accurately recall knowledge from current and previous learning. They use a range of resources to make connections and deepen their understanding. Oracy lies at the heart of the curriculum. The school plans meaningful opportunities throughout the curriculum for pupils to develop their vocabulary. This enables pupils to articulate their ideas with maturity and precision.

Teachers have excellent subject knowledge. They extend pupils' understanding through concise modelling and questioning. Staff use rigorous and thorough strategies to check pupils' understanding. Staff quickly and expertly identify and address any misconceptions. Staff use these precise checks on learning to adapt their teaching. The intelligent use of technology ensures pupils access immediate support in lessons and at home. Pupils with SEND get the right help through a range of adaptations, including adult support, resources and adapted tasks.

Reading is a high priority. Highly skilled staff teach phonics consistently well. Staff follow the same consistent routines to support pupils' reading. Pupils observe punctuation to show expression in their reading. Pupils who need additional support receive targeted interventions to consolidate and embed their learning. Pupils learn to read accurately, confidently, fluently and with expression. They read increasingly complex texts as they get older. Pupils are enthusiastic about reading. They enjoy the careful choice of books on offer.

The early years environment is vibrant, purposeful and exceptionally well resourced. Staff skilfully interact with children to develop their language and communication skills. Children engage in high-quality conversations using specifically taught vocabulary. Stimulating texts and carefully chosen activities encourage children to make sense of the world around them. The school provides adventurous equipment to develop children's core strength and coordination. Children quickly develop confidence and independence. They learn to share, take turns and cooperate with each other.

Pupils' behaviour is exemplary. They respond to the consistently high expectations set by staff. Routines are firmly embedded right from Nursery. Pupils demonstrate resilient and productive attitudes to learning. They take pride in their work, concentrate well and present their learning to a high standard. Pupils use the indoor games area responsibly. They engage well outside and play sensibly.

Pupils cherish the wide variety of purposeful opportunities on offer. Educational visits, including residential, are aligned with the school's vision and values. Pupils enjoy the wide range of leadership roles, including 'Eco-Warriors' and 'Wow Ambassadors'. Tuck shop monitors promote the importance of healthy eating. Pupils link the selection of school councillors to democracy and show a deep understanding of fundamental British values. Pupils have a secure understanding of world faiths. They visit places of worship, including a Christian cathedral and a Hindu temple.

The school is held in high regard by the trust and the wider community. Leaders promote a culture of excellence and share this beyond the school. The school is making a clear, positive difference to the pupils and community it serves. Professional development is a high priority. Staff grow and develop their expertise because of the training and support they receive. Staff feel well supported and listened to by leaders.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138867
Local authority	Bradford
Inspection number	10393967
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	502
Appropriate authority	Board of trustees
Chair of trust	David Hall
CEO of the trust	Rebecca Boomer-Clark
Headteacher	Naveed Idrees
Website	www.fevershamprimaryacademy.org
Dates of previous inspection	9 and 10 April 2019, under section 5 of the Education Act 2005.

Information about this school

- The school is part of Lift Schools multi-academy trust.
- The school has Nursery provision for two-year-old children.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, including the headteacher, deputy headteacher and the special educational needs coordinator.
- Inspectors met with leaders from the trust, including the primary director of education and the regional education director. They also met with the chair of the local academy council. No representatives of the trust board were available to meet with the inspectors during this inspection.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors heard pupils read to a familiar adult.
- Inspectors met with the early years leader and visited the early years provision.
- Inspectors observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. Inspectors spoke with pupils about their views of the school, their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also talked to parents in the school playground.
- Inspectors met with staff to gather their views of the school. They also considered the responses to the Ofsted survey for staff.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

Simon Swift

Ofsted Inspector

Alison Ashworth

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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