

Suite 22 West
Lancs
Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566930
Direct F 01695 729320

20 November 2009

Mrs Clare Daddy
Headteacher
Farfield Primary School
Reevey Crescent
Bradford
West Yorkshire
BD6 2BS

Dear Mrs Daddy

Special measures: monitoring inspection of Farfield Primary School
Following my visit with Andrew Clark and Ross Parker, Additional Inspectors, to your school on the 18 and 19 November, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in September 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly Qualified Teachers may be appointed subject to the following qualifications: that the Local Authority is able to support the school in inducting and providing professional development for any NQT who may be appointed to the school.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Bradford.

Yours sincerely

Jean Kendall
Her Majesty's Inspector



Special measures: monitoring of Farfield Primary School

Report from the third monitoring inspection: 18 and 19 November

Evidence

This monitoring inspection focused mainly on the quality of learning experienced by pupils and on the standards of pupils' current work. Inspectors took account of the most recent data set against national benchmarks and the school's own pupil progress tracking. They observed lessons in all classes and carried out a full examination of pupils' work. Inspectors also met with staff, groups of pupils, the chair of governors and the school improvement partner.

Context

Since the last monitoring visit in June 2009 the school has changed its name from Buttershaw to Farfield Primary. One full time and one part-time teacher have left. There are permanent teachers in all but one Year 3 class where a long term supply teacher is covering the vacancy until an appointment is made. Two teachers who were absent at the time of the last visit have returned to the school. There were supply teachers in two classes at the time of this inspection due to short term sickness absence of two teachers. The Year 5 teacher has moved with the class into Year 6. The assistant headteacher who was previously teaching Year 6 is now teaching a Year 2 class.

Pupils' achievement and the extent to which they enjoy their learning

The majority of pupils, including those with special educational needs and/or disabilities, are making better progress in their learning because teaching is increasingly well matched to their needs and abilities. Children enter the Nursery with knowledge and skills that are well below those typical for their age. Their social and language skills are extremely low and have been focus areas for development across the Early Years Foundation Stage. The thorough assessment procedures that are now in place indicate that children are making better progress in all areas of learning. Inspection evidence confirms that children feel safe and secure and their social and language development is improved. This provides a firm foundation on which to secure further learning and raise standards.

Inspectors' lesson observations and a full work scrutiny indicate that most pupils are making better progress in lessons across the rest of the school. The standard of work in their books is much improved, reflecting teachers' high expectations and pupils' desire to produce their best work. Standards attained in Year 2 and Year 6 are improving: a higher proportion of Year 2 pupils are on track to attain level 2B in reading, writing and mathematics and most pupils in Year 6 are working above expected levels based on their prior attainment. However, despite this raising of achievement in lessons, the overall standards in Year 2 and Year 6 are still well below average. This is largely because of the legacy of previously inadequate



teaching which did not sufficiently accelerate pupils' achievement from their very low starting points. There are also a few more able pupils who are not making the expected progress.

Progress since the last visit on the areas for improvement:

- Raise standards and improve achievement in English, mathematics and science – Satisfactory

Other relevant pupil outcomes

Other outcomes for pupils show significant improvement. Pupils are cooperative and attentive in the majority of lessons. Their behaviour around the school is welcoming, polite and considerate. Pupils say they feel safe and are aware of the safeguards in place to help them feel secure. They have a vastly increased range of opportunities to make a positive contribution within school and in the wider community. Older pupils are keen to take responsibility in their 'jobs' as school photographers, personal assistants and buddies to younger children. All pupils have welcomed opportunities to contribute their ideas for their 'new' school. Pupils' increased enjoyment of school is reflected in their much improved rate of attendance which is now close to the national average. Persistent absenteeism is significantly reduced.

Progress since the last visit on the areas for improvement:

- Improve attendance to the national average – Good

The effectiveness of provision

A greater proportion of good lessons were observed during this inspection and no inadequate teaching was seen. These findings are in agreement with the school's most recent internal monitoring. There are now a number of consistent strengths in all lessons. Positive relationships and good behaviour management ensure that lessons run smoothly. Teaching assistants are being more effectively deployed to support pupils with special educational needs and/or disabilities in class. They are aware of pupils' individual targets and encourage their full participation with probing questions and prompts.

Improvements are most clearly seen in lessons that provide pupils with opportunities to apply their skills and work independently on interesting and purposeful activities that are well matched to their learning needs. However further improvement is still required in some classes where lessons provide too few opportunities for pupils to use their initiative and take responsibility for their learning. Marking and assessment have improved in many classes but there are still some inconsistencies. The best practice provides pupils with clear guidance for improvement and uses assessments from each lesson to plan challenging activities in subsequent lessons.

Provision for pupils with special educational needs, for those who are under achieving and for those who have difficulties managing their behaviour has been successfully reorganised and improved. The provision of pre-emptive support to



prepare pupils for new learning in class is particularly effective in ensuring that pupils make the progress of which they are capable. Individualised support for reading and mathematics is helping pupils to close gaps in their learning and make up lost ground. The mentor team are providing good support to build vulnerable pupils' confidence and help them take responsibility for their behaviour and learning. Their well directed interventions are having a clear impact in reducing referrals from class for disruptive behaviour. The attendance of persistently absent pupils has reduced due to well targeted individualised support.

Teachers are using the information from the comprehensive pupil progress tracking systems and pupil progress meetings more effectively to plan the next steps in learning. Improvements in the overall level of care, guidance and support have played a significant part in transforming the ethos of the school. Teachers' higher expectations of pupils and the good levels of support mean that pupils have a better idea of what they need to do to improve their work and are better able to take responsibility for their actions.

Progress since the last visit on the areas for improvement:

- Increase teachers' expectations of what pupils can do by ensuring that work is sufficiently challenging and engaging, and meets all pupils' needs – Satisfactory

- Introduce thorough systems to track pupils' progress to eliminate underachievement and raise standards – Satisfactory

The effectiveness of leadership and management

Leadership has been strengthened further as the roles of the three new subject leaders have developed. The subject leaders provide models of good teaching practice which is being shared across the school through peer coaching and training. Together with the deputy head they are supporting the headteacher in monitoring the quality of provision and pupils' progress. The development of their leadership skills and their increasing involvement in self evaluation and action planning is a planned priority for the next few months. The governing body continue to provide well focused support under the good leadership of the chair. The improved accuracy of monitoring and self evaluation has enabled school leaders and governors to plan effectively to tackle weaknesses and build on strengths. Their actions are beginning to have the desired impact on improving teaching and raising achievement.

With the change of name there has been a tangible shift in the culture of the school. Staff and pupils have been fully engaged in designing a new uniform and defining the school's vision and aims. Senior leaders are providing inspirational leadership and driving forward improvements with energy and enthusiasm. Their ambitions are shared by all staff who show a strong determination to tackle weaknesses and raise pupils' achievement. Staff morale is high. Pupils' are well behaved in lessons; they are polite and show consideration for each other around the school. All this is building a sense of ownership and pride in Farfield School which is in turn promoting



greater self belief in pupils and staff. Both adults and pupils demonstrate a sense of pride in their school and a collective determination to improve it further. They are well placed to do so

Progress since the last visit on the areas for improvement:

- Strengthen leadership and management, at all levels, to ensure accurate self evaluation and rigorous monitoring – Satisfactory

External support

The local authority is providing good support. In recognition of the school's increased capacity to self improve and the need for the school to embed new initiatives, they are rightly reducing the amount of consultant support.