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Mrs Clare Daddy
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 Clarke additional inspector, to your school on 12 and 13 May, 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 fourth 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 – good

Progress since previous monitoring inspection – good

Newly Qualified Teachers may be appointed.

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 the Governing Body 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 fourth monitoring inspection on 11 and 12 May

Evidence

Inspectors observed lessons in all classes and sampled pupils' work. They met with staff, groups of pupils, representatives from the governing body and the School Improvement Partner. They took account of the school's most recent pupils' progress tracking data and evaluated the school's monitoring and self-evaluation documents.

Context

Since the last monitoring visit the school has appointed a permanent full-time teacher who is teaching the Year 3 class. This has further stabilised teaching at Key Stage 2. A long term absence of the Year 4 teacher is currently being covered by a part-time supply teacher and the deputy headteacher.

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

Pupils' achievement is rising as teaching continues to improve and assessment is used more effectively. The school's pupils' progress tracking indicates that many pupils are making above average rates of progress based on their prior levels of attainment. Those with special educational needs and/or disabilities are making at least satisfactory progress in lessons and good progress in targeted support groups. These findings are endorsed through external monitoring and inspection evidence. Pupils show great pride in their work. They rise to the challenge of teachers' higher expectations and really enjoy the increased opportunities for independent writing, problem solving and discussion. The work in pupils' books indicates that standards are improving in each year group and their writing skills are considerably improved.

These higher standards provide a good foundation on which to raise pupils' attainment in end of key stage standardised assessments. However, the impact on attainment at cohort level is currently limited by gaps in pupils' learning due to previously inadequate teaching. At Key Stage 1, standards in writing are now close to the 2009 national average. A higher proportion of pupils are achieving average levels in reading and mathematics, but overall attainment remains below average in these subjects. In the current Year 6, the vast majority of pupils have made at least expected and often better than average progress in the last two years. Despite this, overall standards, while improved, remain below average.

Significant improvements are evident in the Early Years Foundation Stage where activities are well planned to challenge children's thinking and fully engage their interest. Significantly more children are achieving six or more points in key areas of



learning. Their enthusiasm and joy in learning was evident as they played a challenging 'guess the shape' game. Their understanding of the language of shape was impressive! One boy's description of a shape, 'it's a solid with one flat circular face, one corner and a curved face' was correctly identified as a cone by others in the group. This higher level of achievement in the Early Years Foundation Stage provides a firm foundation on which to secure further learning and maintain higher levels of achievement.

Progress since the last visit on the area for improvement:

- raise standards and improve achievement in English, mathematics and science – satisfactory

Other relevant pupil outcomes

Pupils are considerate, courteous and polite as they move around the school. They have a good understanding of the behaviour code and the incidence of lessons being disrupted by poor behaviour is now rare. They show enthusiasm for learning in the best lessons, persevering with challenging tasks and sustaining concentration. The improved attendance levels noted in the last report have been sustained. Attendance is currently close to the national average and shows a two per cent increase when compared with the same period the previous year. The number of pupils with persistent absenteeism is much lower. Pupils have many more opportunities to take responsibility for their own behaviour and in positions of responsibility. This is helping them to develop their social and enterprise skills. Their moral development is being promoted well in lessons and through the school's culture of high expectations. These skills, together with the improving literacy, numeracy and information and communication technology skills are making a stronger contribution to pupils' future economic well-being. Pupils in Year 6 were relaxed, confident and mature in their conversations with inspectors. They feel well prepared for their move to secondary school.

Progress since the last visit on the area for improvement:

- improve attendance to the national average – satisfactory

The effectiveness of provision

The proportion of good and better teaching continues to increase as teachers develop their skills and adopt a broader range of teaching approaches. Some outstanding practice was observed and no inadequate lessons were seen. The most effective lessons maintain a fast pace of learning and provide pupils with challenging activities well matched to their ability. A key aspect of successful teaching is the skilled use of questioning and good explanation based on secure subject knowledge and thorough understanding of pupils' learning needs. This promotes pupils' deeper understanding and develops their thinking skills. In less effective lessons, teachers still use a good range of teaching techniques that maintain pupils' interest and



enjoyment. However, activities are not as well matched to pupils' precise learning needs and lower level responses are accepted. Plenary sessions are most effective when pupils have meaningful opportunities to reflect on their learning and extend their understanding. In some instances the plenary focuses too much on whether activities have been completed. Positive relationships are a feature in all lessons.

Weaknesses identified in the curriculum in the last Section 5 inspection have been successfully tackled. There is a marked improvement in approaches to develop pupils' key skills across the curriculum. Opportunities for enrichment are considerably extended through a wide range of before and after school provision. The systems put in place to track pupils' progress ensure that underachievement is identified early and appropriate support is put in place. Consequently, the curriculum is better matched to pupils' learning needs including those experiencing difficulties in reading, writing and mathematics. Underachievement is being steadily eradicated through better whole-class teaching and well targeted individual or small group support. The school's support for vulnerable children and their families has a positive impact on their achievement and attendance. Alongside support in class, additional support is well coordinated and effectively implemented by the parental involvement worker, learning mentors and teaching assistants.

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 – good
- introduce thorough systems to track pupils' progress to eliminate underachievement and raise standards – good

The effectiveness of leadership and management

The school's leadership and governing body are effectively tackling weaknesses identified in the Section 5 inspection. The headteacher is driving through improvements with the full support of staff. Through strong teamwork and mutual support, they are raising pupils' achievement and improving the quality of provision. Staff show commitment and dedication in achieving these aims. Governors have high aspirations for the school. They are increasingly knowledgeable and able to challenge school leaders to achieve their shared goals. The school's monitoring and analysis of pupils' progress and provision is well developed. It provides an accurate evaluation of current standards and quality of provision. The Early Years Foundation Stage leader is effectively leading improvements which are bringing about improved provision and outcomes for children. The roles of subject and aspect leaders have been strengthened but require further development to enable all middle leaders to play a fuller part in self-evaluation and leading initiatives. The concerted efforts of all staff and governors are bringing about necessary improvements. Processes and systems are becoming embedded and the quality of teaching is improving. These



improvements mean that the school is better placed to improve outcomes for pupils, whatever their needs or ability.

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 – good

External support

The local authority continues to provide good support. The support is well tailored to the specific needs of the school as it makes progress with the areas for improvement. Consultant input has been appropriately reduced as the school has built capacity within its own leadership team and teaching staff. The School Improvement Partner is providing effective challenge and support, which is highly valued by school leaders.