

# Fearnville Primary School

Fearnville Drive, Off Sticker Lane, Bradford, West Yorkshire BD4 8DX

## Inspection dates

10–11 January 2018

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Pupils underachieve. They make insufficient progress in reading, writing and mathematics. Too few of the most able pupils achieve the higher standards of which they are capable.
- Since the previous inspection leaders and governors have not succeeded in addressing the points for improvement. Standards have continued to decline and are low.
- Senior leaders do not use assessment information about pupils' learning effectively. This information is not readily understood or clearly conveyed to subject leaders. Teachers do not use the assessment information to plan learning that will accelerate pupils' progress.
- The monitoring of, and provision for, pupils who have special educational needs (SEN) and/or disabilities has not been sufficiently focused on precisely what these pupils need to learn.
- Disadvantaged pupils achieve less well than their classmates. The additional funding to support their learning is having insufficient impact.
- The use of funding for sports, pupil premium and SEN has not been rigorously scrutinised by governors.
- Children in the early years do not achieve as well as they should to prepare them well for Year 1. Provision is still not consistent between the Nursery and the Reception classes.
- Too many pupils are late for school and attendance is not improving quickly enough. In lessons, pupils do not have the 'self-help' skills to be active learners and this is holding them back.

### The school has the following strengths

- Leaders are benefiting from intensive external support. This is improving the quality of teaching and the skills of the newly appointed subject leaders.
- Procedures for supporting the most vulnerable families and safeguarding pupils are effective. Pupils say they feel safe.
- The curriculum provides a broad range of interesting topics. Additional activities enrich pupils' learning and experiences. Pupils show a good understanding of spiritual, moral, social and cultural issues.
- There is good support for those pupils who speak English as an additional language.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Improve the quality of leadership and management at all levels by ensuring that:
  - leaders take action to secure consistently good teaching which rapidly improves pupils' achievements in reading, writing and mathematics
  - senior leaders evaluate the quality of teaching and learning rigorously, to check that it challenges all pupils effectively
  - senior leaders develop the skills and expertise of subject leaders so they have an accurate overview of how well different groups of pupils are progressing across the school
  - leaders review the provision for pupils who have SEN and/or disabilities, monitor their progress and put in place appropriate learning plans
  - leaders evaluate the impact on the achievement of groups of pupils when they monitor new initiatives, the quality of teaching and pupils' work
  - school improvement planning is sharpened so the measures of success are clearly linked to pupils' achievement
  - teacher assessment is accurate and based on secure evidence
  - governors check that the information they receive from leaders explains accurately how different groups of pupils achieve, particularly disadvantaged pupils and pupils who have SEN and/or disabilities
  - accurate accounting takes place for the spending of the pupil premium, SEN funding and the primary sports funding
  - teaching in the Nursery and the Reception classes is consistently good
  - pupils' attendance and punctuality to school improves
  - the school's website is updated regularly so it contains current and relevant information.
- Improve the quality of teaching, learning and assessment to ensure that all groups of pupils make at least good progress in order to raise the standards they reach by:
  - having higher expectations of all pupils and teaching them the skills to be effective learners
  - rapidly accelerating the progress of all pupils, particularly in Years 5 and 6
  - improving pupils' reading and writing skills in key stage 2
  - securing teachers' subject knowledge in mathematics

- using assessment information to plan tasks which are better matched to help the disadvantaged pupils catch up and to meet the needs of pupils who have SEN and/or disabilities
- providing challenging work for the most able pupils.

An external review of the use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- There has been significant turbulence in staffing since the previous inspection. The headteacher has not had an effective leadership team in place and as a result has not kept a firm grip on improving outcomes for pupils. This is reflected in the views of the some staff who responded to the staff survey. A third of staff who responded had concerns about the school's leadership, expressing a view that senior leaders are inconsistent when implementing school policies and procedures and lacked a clarity of vision.
- Leaders have been ineffective in halting the decline in standards. Assessment has not always been accurate and leaders have not secured consistently good teaching. Pupils' attendance continues to be below the national average and punctuality is lax. The turnover of staff has impacted negatively on staff morale.
- Following a warning notice from the local authority, governors have just agreed a sharply focused action plan. Previously the school development plan was inadequate to drive improvement. Some action plans which have been devised by new and inexperienced subject leaders still lack precision in considering how well different groups of pupils are achieving.
- The school has received considerable support and guidance from both the local authority and a partner school to improve the quality of teaching and learning. Despite this, improvements have been slow to take effect and the school is still dependent on this help to develop the skills of some leaders in monitoring and evaluating the quality of teaching and learning.
- Up until last term, the school did not have an effective subject leadership team in place. Initiatives to improve pupils' achievement have lacked cohesion, not always been implemented consistently across the school, or effectively evaluated to enable leaders to understand how well different groups of pupils are achieving.
- Leaders have used a large proportion of the pupil premium funding to provide pastoral support for disadvantaged pupils. The impact of additional learning support for disadvantaged pupils has varied and has only recently become more sharply focused. This has had limited effect on these pupils' academic achievement, not least because this group of pupils are often absent from school. Contrary to requirements, there is no review of the impact of this spending on the school's website.
- Evaluation of the primary school sports funding is unclear. The use of a sports coach to provide specialist support has raised the profile of sport and promoted healthy lifestyles. There is no clear line of accountability for this funding to show that provision is sustainable or improving the quality of teaching in this subject. Again, contrary to requirements, the website does not contain an up-to-date account of the impact of this funding.
- The welfare needs of pupils who have SEN and/or disabilities are well met through the deployment of teaching assistants but there is no clear line of accountability for the funding for these pupils. Leaders with responsibility for managing provision for pupils

who have SEN and/or disabilities do not track the academic progress these pupils make in sufficient detail to ensure that provision is well matched to their learning needs.

- Leaders of reading have reviewed the quality of reading lessons and have made effective changes. These changes have been supported by governors who have invested in new books and resources. Nevertheless, the evaluation of reading lessons by leaders has not been thorough. New reading books are not always well used to promote a quality experience for pupils by ensuring that they have proper access to a text in reading lessons. In and around the areas where pupils choose reading books there is no promotion of reading for enjoyment. This is reflected in pupils' limited views about different authors and their understanding of genres.
- Some new subject leaders are already having an impact and bringing a sense of energy to the school with ideas for improvement. The quality of phonics teaching is improving successfully. Younger pupils confidently read simple texts, using the sounds they have learned to decode unfamiliar words. Leaders have made a thorough analysis of the learning needs of pupils in key stage 2 to help them use and apply phonics to spell and read. This is supported by a rigorous system to measure their progress.
- Recent changes in the teaching of mathematics are helping to support teachers' subject knowledge. Pupils are now building on their basic understanding of number. However, pupils currently in Year 6 are still not on track to reach age-related expectations. There is insufficient challenge for the most able pupils to deepen their mathematical understanding because they have too many gaps in their knowledge due to weak teaching in the past.
- The spiritual and moral development of pupils is effectively promoted through assemblies and lessons. Pupils' understanding of different religions and cultures is good and positively reflects the diverse community of the school.
- Pupils have a good understanding of British values, including democracy and the rule of law. The school council reflects the democratic election of representatives and pupils understand the need to follow the school rules and appreciate the consequences if they don't. Pupils demonstrate open-minded attitudes to diversity and show respect and tolerance for those who make different life choices to their own.
- The school works hard to engage parents and carers. 'Stay and play' sessions and programmes to educate parents in healthy eating, online safety and guidance to support their child's learning are provided regularly.
- The school helps pupils new to the country to adapt to school and life in Britain effectively. Specialist staff are adept at teaching these pupils to learn English so they are quickly integrated with their peer group and can access the curriculum.
- The school's curriculum provides enjoyment and enrichment but this information is not made available on the school's website. Work in books shows pupils experience a range of subjects with effective links between them so that for pupils there is clarity to their learning. This is well supported by trips and visits to enhance the curriculum.

## **Governance of the school**

- For too long governors have been ineffective in holding leaders to account and ensuring that pupils achieve the standards they should. However, the governing body has just been restructured with the appointment of a new chair of governors. A

number of newly appointed governors have high levels of skills that bring much-needed expertise to the governing body. There is now a sharp focus and commitment to addressing weaknesses.

- Governors have now put in place a rigorous action plan which addresses 'head on' the areas for improvement that need to be tackled urgently. There is now a much higher level of challenge and expectation of accountability from the school's leaders.
- Until recently there has been insufficient focus on measuring the impact of additional funding. Governors are still not clear what difference pupil premium funding is making to the achievement of disadvantaged pupils across the whole school.
- Up until now, school leaders with responsibility for the sports grant and for the funding to support pupils who have SEN and/or disabilities have not analysed the impact of this funding on pupils' achievement. Governors have not kept a keen eye on this spending.
- Governors are fully conversant with their statutory duties for safeguarding, ensuring that pupils are safe and staff are recruited with careful consideration.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a safe culture to take care of pupils and are vigilant in checking that procedures are implemented to protect them. Staff understand their obligations for safeguarding and this is emphasised throughout the school's work, including in lessons.
- Leaders and staff take appropriate action when necessary. They liaise with outside agencies and this provides pupils and families with the support they need
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Leaders have developed a range of risk assessments to keep pupils and staff safe both in school and when going on trips.
- Pupils know how to keep themselves safe and say they feel safe. They are confident that the school deals with incidents to follow up any bullying but they add that this is rare.

## Quality of teaching, learning and assessment

## Inadequate

- Teaching across the school is inconsistent. Leaders' 'expected progress' benchmark is too low to ensure that pupils achieve in line with the national average.
- The appointment of many new teachers has brought energy and enthusiasm to the school. The quality of teaching these teachers demonstrate is showing early signs of improvement in pupils' learning. Staff work hard to help pupils catch up but there is still some way to go. This is particularly the case for the older pupils who have suffered from inadequate teaching for too long and are a long way behind where they should be for their age.
- Teachers' assessment of pupils' learning has previously been inaccurate and has not been an effective tool to plan lessons. This is still a 'work in progress.' Effective

professional development through a teaching alliance has improved the accuracy of teacher assessment. This information is still not used as well as it should to plan learning, to increase the pace of lessons, to raise expectations of what pupils can achieve, and to accelerate pupils' progress.

- The most able pupils do not achieve as well as they should. Teaching does not provide them with the skills and knowledge to achieve higher standards. The most able pupils are not given work which challenges them sufficiently.
- Teachers manage pupils' conduct in lessons effectively. They give pupils reassurance and positive feedback to keep them on task but there is insufficient emphasis on developing pupils' skills to be effective learners. Consequently, pupils are too dependent on teachers to support their own learning.
- The quality of the teaching of reading is variable. Younger pupils are securely learning the skills to decode words; they are confident and enjoy reading. The older pupils in Years 5 and 6 are now being taught comprehension skills. Because many of these pupils have previously received inadequate teaching they still lack the skills to be effective readers.
- Teachers do not monitor older pupils' choice of reading books closely enough. Books are not always well matched to each pupil's ability to enable them to read fluently. Pupils have limited vocabulary, which hampers their understanding and enjoyment of a text. Pupils' book reviews are often simplistic and they cannot compare or contrast different authors with any confidence.
- The school's response to improving the teaching of writing has lacked cohesion. Teaching in key stage 1 now ensures that younger pupils are getting a good grounding in the basic skills. Teachers in key stage 2 try to fill gaps in pupils' learning. Older pupils' writing shows limited use of adventurous vocabulary and application of higher levels of punctuation and grammar.
- The use of a scheme to teach mathematics is supporting teachers' subject knowledge. Improvements in the teaching of mathematics mean that pupils are now becoming more competent in the subject but there are missed opportunities to probe and deepen pupils' understanding. The lag in achievement means that most able pupils have still some way to catch up if they are to attain the higher standards of which they are capable.
- The learning needs of pupils who have SEN and/or disabilities are not well met. There is insufficient focus on ensuring that lesson content is well matched to their next steps in learning, with pupils often doing the same as everyone else but with a teaching assistant to keep them on task.
- Additional teaching is now being provided to help disadvantaged pupils catch up. This has a positive impact in engaging these pupils in their learning when they attend school but too often these pupils are absent so any gains in progress are inconsistent.
- The teaching of subjects other than English and mathematics is effective. Pupils have enjoyed a range of scientific topics and planned their own experiments considering variable factors which could influence the results. They are well informed about how substance misuse affects the body. They explain the importance of research in subjects such as history and geography to help them make a presentation using information technology.

## Personal development, behaviour and welfare

Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders place a great deal of emphasis on supporting the most vulnerable pupils and their families and understand their needs. Pastoral support is well targeted and effective in building strong relationships with families including those experiencing hardship.
- Pupils know how to keep themselves safe in a variety of situations. Pupils understand how to manage risk. They understand the risks of using the internet and social media.
- Assemblies are used well to celebrate achievement and good attendance. Themes followed through in personal social and health lessons promote positive personal characteristics such as empathy and pupils' understanding of how to keep themselves physically and mentally healthy.

### Behaviour

- The behaviour of pupils requires improvement. The school is a calm and ordered place for pupils and staff. Most pupils conduct themselves well in and around the school and they show good manners and courtesy. A small minority of pupils present challenging behaviour and this impacts on other pupils and staff morale.
- Any inappropriate behaviour of pupils and serious incidents are comprehensively logged but leaders have not analysed this information to understand the impact of actions taken to improve the behaviour of some pupils.
- In lessons pupils often rely too much on adult intervention and support. They lack the confidence to try things out for themselves and the resilience to persevere. This lack of skills hinders pupils in being effective learners and is reflected in their slow progress.
- Improving the attendance of pupils who are most at risk has been a high priority and staff actively collect pupils and bring them to school when necessary. Despite leaders' efforts, attendance is still below the national average and too many pupils arrive to school late.
- When pupils are in school most of them have good attitudes to their learning. They take a pride in their work and say they enjoy their lessons.
- Pupils say that behaviour is better in class than in the playground but playtimes are well supervised. Adults actively interact with pupils playing games so that play is well focused and most pupils respond well to this support and guidance.

## Outcomes for pupils

Inadequate

- Teachers have come and gone on a regular basis. This has had a negative impact on pupils' rates of progress and has resulted in poor achievement. Attainment in reading,

writing and mathematics at the end of both key stage 1 and key stage 2 has been in the bottom 20% of schools for the last two years.

- The number of pupils achieving the expected standard in phonics at both the end of Year 1 and Year 2 has also been below the national average. This means pupils have not been well equipped with the necessary early skills in reading and writing.
- The achievement of the disadvantaged pupils is below that of their peers and they make slow progress from often low starting points. Leaders now track how well these pupils are doing in English and mathematics. They have provided additional teaching time but this has not had sufficient impact to raise the achievement of this group of pupils.
- While pupils who have SEN and/or disabilities are well cared for, the academic achievement of these pupils is poor. Work is not planned precisely enough to meet their needs. Leaders and teachers do not make a detailed analysis of their progress or provide tasks which enable them to move on quickly from what they already know and understand.
- Improvements to the teaching of reading are starting to have an impact lower down the school. Older pupils say they enjoy reading but pupils, particularly in Years 5 and 6, do not have the skills to develop as competent readers. Pupils' limited knowledge and understanding of basic words is hampering their ability to read fluently and with confidence. They are unable to discuss a text in any detail or express their reasons for preferring particular authors.
- Younger pupils are able to make good attempts at writing and spelling unknown words because phonics is now being taught well in key stage 1. For pupils in Years 3 and 4, additional phonics lessons are helping them to catch up to where they should have been at the end of key stage 1. This is starting to improve the quality of their writing.
- For Years 5 and 6, the previous lack of effective teaching of basic writing skills is evident in pupils' writing books, where standards are still low. Pupils do not use a wide vocabulary in their writing, they frequently write in simple sentences and punctuation is limited. Spelling, particularly of words with prefixes and suffixes, is often inaccurate.
- Younger pupils are starting to make faster progress in mathematics because the school's approach to teaching this subject is now consistent and based on a clear scheme of work. Pupils in key stage 1 are becoming more proficient in using and applying the basic mathematical skills. They move confidently from using apparatus to help them work things out to applying their own understanding to simple problems.
- There are large gaps in the mathematical knowledge of the older pupils. 'Maths passports', which encourage pupils to practise their basic number skills, are helping pupils to become more fluent and recall number facts more quickly. However, their work shows few opportunities to develop their mathematical understanding in any depth.
- Pupils enjoy the topics they learn and have good opportunities to apply their writing in subjects such as science, history and geography but the standard of written work is low. Pupils have a good understanding of the science they have learned and can explain the experiments they have carried out. For the older pupils, weaknesses in writing hinder them in being able to record explanations of their findings.

## Early years provision

## Requires improvement

- Children enter the early years with skills and knowledge that are often below those typical for their age. A high proportion of children enter the school with poor communication and language skills and some have had little experience of books or opportunities for drawing and writing.
- The number of children who achieve the expected outcomes at the end of Reception is below the national average. There has been no sign of sustained improvement in this aspect since the previous inspection. As a result, children have not been well prepared for learning in Year 1.
- The newly appointed leader of early years is passionate about improving the outcomes for children. She has already put in place changes in provision with a sharp focus on developing children's reading and writing skills. This is evident in children's work and positive attitudes to learning and writing for a purpose.
- There is still some inconsistency in the quality of teaching between the Nursery and Reception classes. Effective systems are only just being put in place to ensure that children have a smooth transition between phases. Assessment information has not previously been well used to ensure that when children move to a different year group they start from where they left off.
- There is a positive learning climate in the nursery. The commitment of the staff and the provision of activities results in children's active engagement. For example, playing with tools to 'mend the furniture' or 'cooking' outside with leaves and 'soil with added spices'. Good relationships are evident from the way children quickly adapt to the routines and expectations of the early years.
- In the Reception classes there is now a sharp focus on teaching children the basic reading and mathematical skills through focused lessons and stimulating play activities that support this learning. During the inspection children were earnestly following a recipe book and simple numerical instructions to 'bake' pretend cakes. Adult questioning and intervention is often used well to further learning when children play independently or direct them to a purposeful activity.
- Opportunities are provided for children to promote their physical development, including an attractive climbing tower. Access to a natural area means pupils have space to run and climb. Activities which prompt experimenting with water and sand are planned for children to encourage their curiosity and they do this with enthusiasm.
- The teaching of phonics is effective. Children are keen to use their phonics to write labels and simple sentences and write about what they have been doing. Staff model the school's handwriting policy well. Children form letters correctly, have an accurate pencil grip and can write accurately on a line.
- Children's behaviour is good, both in the classroom and in the outside area where activities are well supervised. They sustain interest and focus when participating in a task. Children learn to take on age-appropriate responsibility. For example, they are quick to tidy up and put things back in the right place.
- The school works hard to engage parents. A 'Stay and Play' session observed during the inspection showed parents keen to support their children, actively engaging with the activities set out. Parents are encouraged to contribute to their children's initial

assessments and pictorial records of the children's achievements are presented in attractive books for parents to view when they come into the setting.

- Leaders ensure that the welfare and safety of children is given priority and staff are skilled and responsive to children's individual needs. The setting is a safe place for children and all health and safety requirements are met.

## School details

Unique reference number	107226
Local authority	Bradford
Inspection number	10042155

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Gareth Logan
Headteacher	Joanna Kurasinski
Telephone number	01274 664 661
Website	<a href="http://www.fearnville.bradford.sch.uk">www.fearnville.bradford.sch.uk</a>
Email address	<a href="mailto:head@fearnville.bradford.sch.uk">head@fearnville.bradford.sch.uk</a>
Date of previous inspection	3–4 February 2016

## Information about this school

- Fearnville is larger than the average-sized primary school.
- The school has nursery provision and operates a breakfast club.
- About half of the pupils are White British and speak English as their first language. The proportion of pupils from minority ethnic groups, and who speak English as an additional language, is well above average. Pupils come from a wide range of ethnic groups.
- The proportion of disadvantaged pupils supported by the pupil premium is well above average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The school does not meet the government's floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.

- The school does not meet the requirements on the publication of the curriculum, primary sports funding or the pupil premium strategy on its website.

## Information about this inspection

- Inspectors visited lessons in all classrooms and some together with the headteacher. In addition, inspectors observed small groups of pupils being taught.
- Inspectors scrutinised pupils' work and listened to some pupils read. They spoke with some pupils about their enjoyment of school and their opinions of behaviour and safety. Inspectors considered the 16 responses to the pupil survey.
- Inspectors held discussions with staff and governors and took into account the 29 responses from the staff survey.
- Inspectors considered a wide range of school documents. These included the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding and the monitoring of teachers' performance.
- Inspectors talked to some parents to seek their views about the school and took into account the responses of those parents who submitted their views to the inspection team. There were insufficient responses to Ofsted's online questionnaire, Parent View, to generate survey results.

## Inspection team

Karen Heath, lead inspector	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector
Heather Mensah	Ofsted Inspector

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