

Home Farm Primary School

Inspection report

Unique Reference Number	131357
Local Authority	Bradford
Inspection number	360261
Inspection dates	6–7 April 2011
Reporting inspector	Kathleen McArthur

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The governing body
Chair	Mr Jack Murray
Headteacher	Mr John MacDonald
Date of previous school inspection	8 November 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons taught by 16 teachers, visited small group sessions, attended an assembly and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, looked at safeguarding procedures, analysed documents including development plans, policies and data on pupils' progress and scrutinised pupils' books. Questionnaires from pupils, staff and the 66 received from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the level of challenge provided to the pupils is high enough.
- The way assessment information is used and involves the pupils so they know how to reach their targets.
- The effectiveness of actions to raise the quality of teaching.
- The contribution of leaders and managers at all levels to the drive for school improvement.

Information about the school

Home Farm is a much larger than average-sized primary school. The majority of pupils are of White British heritage and about a third are of minority ethnic heritage, mainly Pakistani. A few pupils speak English as an additional language. The proportion known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is below average. Major building refurbishment has been carried out since the last inspection.

The school holds the Activemark and Healthy School status. A private provider offers on-site before- and after-school care. These facilities were not subject to this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Home Farm is a good school. The care, guidance and support provided to all pupils and the provision for community cohesion are outstanding. Consequently, the school is a happy, harmonious community where pupils are keen to learn, behave well, value and celebrate differences and show high levels of consideration for others. Typical of their comments were, 'It's a safe and caring school', 'Everyday we learn new things' and 'Everyone is polite and friendly'. Parents and carers who returned questionnaires expressed positive views.

Achievement is good and attainment is broadly average. Children get a good start and progress well in the Early Years Foundation Stage. Pupils in Key Stages 1 and 2 make good progress because teaching captures their enthusiasm with well-planned activities that motivate and challenge them. Despite this, not enough pupils reach the higher National Curriculum levels, although this is improving strongly. Pupils with special educational needs and/or disabilities and those learning English as an additional language progress well in relation to their starting points and capabilities. School data shows progress is accelerating with a rising trend in attainment, particularly in writing, and pupils currently in Year 6 are firmly on course to meet challenging targets. Informative assessment systems provide clear information. Pupils know their targets and say marking shows them how to improve their work. However, staff do not always ensure pupils respond to their comments for improvement.

Teaching is good overall, with some outstanding practice, but this is not consistent across the school. The curriculum provides imaginative learning experiences, although opportunities for pupils to extend their literacy and numeracy skills in all subjects are limited. Additional activities enrich fully pupils' experience and cultural development; they say there are 'loads of trips' and particularly appreciate their residential experiences. Pupils understand how to keep safe and healthy and the importance of making sensible lifestyle choices; they represent the school on the local community group. One comment underlines the excellent provision for community cohesion; 'Home Farm is a rainbow school, all colours are needed and we're all the same.'

Good leadership and management have raised the quality of teaching and provision in all areas since the last inspection. The shared vision and strong commitment to on-going school improvement is based on accurate evaluation and analysis of all outcomes for pupils. Leaders and managers at all levels demonstrate good awareness of their roles and contribute effectively to the drive for further development. Standards are rising and progress is accelerating. The school has good capacity for sustained improvement and provides good value for money.

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What does the school need to do to improve further?

- Further extend the challenge for all pupils, and especially the more able, by:
 - providing more opportunities for pupils to use and extend their skills in writing and mathematics in other subjects
 - ensuring pupils always respond to teachers' guidance about how to improve their work.
- Share and consistently implement the best practice and expertise found in the school to ensure that teaching is always at least good.

Outcomes for individuals and groups of pupils

2

Pupils clearly enjoy school. They are keen to learn, shown by their comments in discussions, questionnaires, and observations in all lessons. Pupils work hard, cooperate with their classmates and the staff and usually present their work neatly.

Children's skills on entry to school are below those typical for their age, and often well below in the vital areas of language and mathematical development. Lesson observations, the work in pupils' books and analysis of the school's and national data show that all groups of pupils progress well. By the time they leave, pupils reach the expected attainment levels for their age. However, not enough pupils in Year 2 or Year 6 attain the higher levels. Rigorous actions to boost attainment, particularly for more-able pupils, include new strategies in writing and 'numeracy passports' that take pupils around the world as they tackle fun, and increasingly challenging, mathematical tasks. These are proving successful in the older classes but have only recently been introduced in the younger classes so have yet to become fully effective. Pupils currently in Year 6 are well on course to at least match national average attainment at both the expected and higher levels.

Good behaviour and enthusiasm for all the school offers contribute strongly to pupils' good progress. The caring, supportive ethos promotes good spiritual, moral, social and cultural development, so that pupils interact well together across different ages, backgrounds and religions. Their strong sense of right and wrong is promoted well through assemblies with themes, such as 'Making a difference'. Pupils feel well looked after; say bullying is not a problem and they trust staff to help them. School councillors have secured improvements, such as the outdoor classroom, and discuss racial equality at every meeting, ensuring there are no issues in the school. Extra privileges for older pupils include eating lunch in the community cafe which helps them to become mature role leaders for younger ones. Pupils discuss matters including vandalism with the police at the local community group; others represent the school as ambassadors at conferences such as 'Anne Frank- Stand up to Hatred'. Attendance is average. Good personal skills, concerned and cooperative attitudes and sound academic skills give pupils a good basis for their future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils say, 'We learn through doing small things that build up to bigger things'. Daily physical warm-up activities 'really help your brain work', so pupils settle quickly and attentively. Lessons feature well-planned and resourced tasks, good use of assessment information to match work to all abilities and discussions with 'talking partners' to develop thinking and oral skills. Skilled teaching assistants are well deployed, especially to support pupils with special educational needs and/or disabilities and those learning English as an additional language. Outstanding practice was observed when teachers very quickly adapted activities in response to pupils' answers, and challenged pupils to 'take a risk' to extend their learning. Pupils rose to this happily, confident that staff would support and applaud their efforts. These practices are not fully consistent across the school so pupils, especially the more able, are not always expected to work at the highest levels of which they are capable. Good assessment systems ensure progress is regularly and rigorously tracked and extra help quickly directed where needed. Pupils know their targets and say marking helps them to improve. However, staff do not always ensure that their guidance has been understood and followed.

The curriculum covers basic skills through a diverse, enjoyable range of learning activities, including extensive use of information and communication technology (ICT). Innovative ways of developing writing, such as 'ready, steady write' have boosted boys' interest and their attainment in writing. Opportunities to reinforce literacy or numeracy skills in other

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subjects are not always taken. Careful adaptations meet the needs of different pupil groups, ensuring all progress well. A well-planned programme promotes good personal and social skills, enabling pupils to reflect on issues and life choices. Pupils speak highly of the enrichment activities that bring experiences they might not gain elsewhere. Take-up of the clubs provided is high; the school carefully analyses participation and provides activities for those less likely to join in or who have specific needs; a further example of the very high quality care, guidance and support.

Pupils' self-esteem, nurture and well-being are given very high priority in the school's welcoming, caring ethos. Consequently, they feel very secure, eager to learn and progress well. Each pupil is known individually and staff liaise very effectively with external professional agencies to support pupils and their families. Specially trained staff provide a 'safe haven' and calming environment in the Nurture group, especially valuable for pupils who are potentially vulnerable because of their circumstances. Excellent transition arrangements are strengths of the school; home visits ensure children enter the nursery happily, teaching assistants provide continuity of support by following their class as it moves up through the school, and there are strong links with the high schools. Very effective actions have successfully raised attendance levels and dramatically reduced persistent absences.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Tightly focused development plans based on rigorous analysis and evaluation support leaders and managers' ambitious vision to take the school forward. Good systems for managing teaching and learning, including planned and unannounced lesson monitoring, have successfully raised the overall quality of teaching to good. The most effective practitioners are beginning to be used to develop the skills of others, although this has yet to become fully embedded. Good and knowledgeable governance brings strong links with the local community and holds the school to account for standards. The governing body consults the school council about pupils' views and was active in ensuring that the recent major building refurbishments proceeded smoothly.

Good provision for equal opportunities ensures there is no discrimination. Academic and personal development is carefully monitored so no pupil falls behind and all groups progress well. Positive relationships with parents and carers aid pupils' learning and well-being; regular information about their children's progress, newsletters and workshops help parents and carers support learning at home Partnerships are strong, and excellent input from the local authority music service has given all pupils the opportunity to learn a

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musical instrument. Good safeguarding arrangements, monitored regularly by the governing body, ensure the school is safe and secure for all users. Training is up-to-date and all procedures are known to all staff.

The promotion of community cohesion is excellent, based on secure understanding of local, national and global issues. The school makes a significant contribution to the local community, for example through the local community council. Pupils appreciate and respect the diversity within the school, and have been active in major events, including the 'Anne Frank- Stand up to Hatred' exhibition and the Kokeshi Peace Projects.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good teaching, and high quality welfare provision in the welcoming environment ensures children quickly feel secure, happy and enjoy learning. They behave well, look after each other and share and use equipment sensibly. Progress is good, so that by the end of their time in the Reception classes, most children are working at or very near the levels expected for their age.

Children have exciting activities to investigate. Since the last inspection, significant improvements to the outdoor area have extended the range of learning opportunities; children enthusiastically water the flower beds, saying, 'This will help the flowers grow'. A well-balanced mixture of activities led by staff and those chosen by the children complement each other so that learning takes place in different situations and reinforces good progress. After a lesson on three-dimensional shapes, children showed great concentration when choosing materials to construct model tractors. Staff build carefully on children's interests and most take every opportunity to develop language and mathematics skills. For example, there was great excitement as children discussed and measured

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ingredients when baking buns for the Teddy Bears' picnic. Occasionally, teachers' explanations are too long so children lose concentration and the pace of learning slows.

Leaders and managers have created an effective team of staff whose members work together well to plan and secure improvements. Good relationships with parents and carers underpin the school's excellent care and induction procedures. Staff know the children well, track their progress carefully and adjust provision so that learning is always fun and meaningful, and children develop as independent, confident learners.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority are happy with their children's experience at school. They are particularly positive about the way children are kept safe, enjoy school, their progress and that parents and carers are kept informed about progress.

A few felt the school does not deal with unacceptable behaviour effectively, that their children are not well prepared for the next stage of education and the views of parents and carers are not taken into account. Inspectors discussed these points with the school. The rules are included in the school prospectus and known to all pupils, who say they are fair. Transition arrangements including home visits before entry to Nursery, teaching assistants who move up through the school with the class and secure links with high schools enable pupils to transfer confidently. The school surveys parents and carers' views and holds regular consultation evenings, and parents and carers can arrange meetings with staff, leaders and managers at other times.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Home Farm Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 471 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	59	26	39	1	2	0	0
The school keeps my child safe	37	56	27	41	2	3	0	0
My school informs me about my child's progress	32	48	33	50	1	2	0	0
My child is making enough progress at this school	32	48	32	48	2	3	0	0
The teaching is good at this school	32	48	31	47	3	5	0	0
The school helps me to support my child's learning	31	47	31	47	4	6	0	0
The school helps my child to have a healthy lifestyle	32	48	31	47	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	44	26	39	5	8	0	0
The school meets my child's particular needs	29	44	32	48	3	5	1	2
The school deals effectively with unacceptable behaviour	22	33	36	55	5	8	3	5
The school takes account of my suggestions and concerns	23	35	35	53	4	6	3	5
The school is led and managed effectively	28	42	32	48	4	6	2	3
Overall, I am happy with my child's experience at this school	34	52	29	44	2	3	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 April 2011

Dear Pupils

Inspection of Home Farm Primary School, Bradford, BD6 3NR

Thank you for welcoming the team when we inspected your school. We were impressed by your good behaviour and enthusiasm for everything you do. We enjoyed meeting you as we saw you at work and play, listened to the violinists and heard some very good singing. A special 'thank you' goes to those who gave up their lunchtime and playtime to tell us about the school.

We found that Home Farm is a good school with good leaders and managers who look after you exceptionally well. The school council and race equality group help to make sure that the school is a happy place for everyone and one which contributes greatly to the local and wider communities. You get a good start in the Nursery and Reception classes. You make good progress through the school and reach the right levels for your age. However, we think more of you who find the work easier could reach the higher Level 3 in Year 2 and the higher Level 5 in Year 6. Teaching is good, with lots of good methods that could be shared.

We have asked school leaders to:

- challenge you even more in lessons and check that you follow guidance about improving your work
- give you more opportunities to use your literacy and numeracy skills in all subjects
- ensure that all teachers share their best skills and ideas so all lessons are always good or better.

I remember how you enjoyed seeing staff 'Take a Risk' in assembly: look out for more opportunities to do this in your learning.

We send our best wishes to you all

Yours sincerely

Kathleen McArthur

Lead inspector

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