

# Feversham Primary Academy

Harewood Street, Bradford, BD3 9EG

**Inspection dates** 25–26 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders have successfully improved the quality of teaching. As a result, teaching and pupils' achievement are good.
- Children make rapid strides in their learning and development in the early years.
- Disabled pupils and those who have special educational needs make similarly good progress to their classmates, as do disadvantaged pupils.
- Effective support for those pupils who are at the early stages of learning to speak English makes sure their progress accelerates and is good.
- Pupils of all ages are keen to learn. They concentrate well in lessons and their behaviour is good. They say they feel safe and adults will always help them.
- The curriculum is interesting and promotes pupils' spiritual, moral, social and cultural development effectively.
- Teachers accurately assess how well pupils are learning. They are carefully introducing a new system to meet the requirements of the new national curriculum.
- Parents are supportive and say their children are happy to come to the academy.
- The acting headteacher and senior leaders are uncompromising in their drive for improvement. They have the right balance of support and challenge, and teamwork amongst all staff is good.
- The management board has high levels of expertise and members know the strengths and weaknesses of the academy's work.

### It is not yet an outstanding school because

- A few aspects of teaching are not yet consistently good and expectations of the quality of pupils' written work are not high enough.
- Marking does not consistently contribute to pupils' good progress.
- The most able pupils are not always given work that encourages them to think hard.
- Not all leaders evaluate the impact of their work on pupils' learning well enough.
- The outdoor environment is not as stimulating for children in the early years as that provided indoors, and resources are in need of improvement.

### Information about this inspection

- Inspectors observed teaching across all year groups in the academy. In total, eighteen teaching sessions were observed. These included lessons and the teaching of phonics (letters in words and the sounds they represent). Several of the lessons were joint observations with the acting headteacher. An assembly was also visited.
- Senior leaders, teachers and two representatives of Academies Enterprise Trust, one of whom is the Chair of the Management Board, spoke to the inspectors. Inspectors also spoke to a number of parents at the start of the school day and those who attended a charity coffee morning. They heard some pupils read and talked to them about their reading habits. In addition, formal and informal discussions were held with groups of pupils.
- A range of documentation was scrutinised. This included improvement planning, self-evaluation, performance management and professional development, the curriculum and extra-curricular activities, support for pupils, data on pupils' progress, attendance, safeguarding and the work of the management board. Pupils' work was also closely analysed.
- There were insufficient responses to the on-line questionnaire (Parent View) for inspectors to gain a view of parents' opinions of the effectiveness of the academy. However, information was available through the responses of parents to the recent questionnaire administered by the academy. Account was also taken of questionnaires completed by 40 members of staff.

### Inspection team

Lois Furness, Lead inspector	Additional Inspector
Christine Turner	Additional Inspector
Sue Hall	Additional Inspector

## Full report

### Information about this school

- Feversham Primary Academy is much larger than the average primary school. Most pupils speak English as an additional language. The largest ethnic group within the academy is pupils of a Pakistani background.
- An average proportion of disadvantaged pupils are known to be supported by the pupil premium, which provides additional government funding for groups such as pupils in local authority care and those known to be eligible for free school meals.
- There is an average proportion of disabled pupils and those who have special educational needs who are supported at school action. An above average proportion of such pupils are supported at school action plus or with a statement of special educational needs.
- A high proportion of pupils who join the school at times other than is usual are at the early stages of learning to speak English.
- At the present time, the substantive headteacher has been absent from the academy for approximately 13 months. During her absence, the academy has been led by an acting headteacher (formerly the deputy headteacher) and a newly formed management team.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The academy opened in November 2012 on the site of the predecessor school. The academy is sponsored by Academies Enterprise Trust and a management board provides governance.
- The academy is a member of a local area partnership of schools.

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

- Make all teaching consistently good or better by ensuring that:
  - teachers move the most able pupils onto harder work more quickly and so deepen their understanding
  - teachers have high expectations about the amount and quality of pupils' written work
  - marking consistently encourages pupils to use and apply their learning.
- Strengthen leadership and management by making sure that:
  - all staff with leadership responsibility are able to evaluate how actions have influenced pupils' achievement, and use this to refine the quality of teaching
  - the early years outdoor environment is improved, including the quality of resources.

## Inspection judgements

### The leadership and management are good

- The acting headteacher and other senior leaders, including members of the management board, share the highest aspirations for pupils' achievement and personal development. Responses from the staff questionnaire show that all are committed to a culture where they strive to raise standards, and give pupils the finest education they can. Staff comment on the rapid improvements made this year.
- Self-evaluation is accurate and priorities for further development are clear. Resulting action plans focus specifically on ensuring that all aspects of the school's work continually improve. The Chair of the Management Board plays a key role in checking regularly how well the plans are implemented.
- All staff are held to account for the quality of their teaching and for pupils' progress. Teachers' assessments and test results are regularly analysed in order to provide swift support for pupils who are underachieving. Regular meetings take place where pupils' progress is discussed. These discussions provide opportunities for leaders to identify staff training needs as well as any additional support individual staff members might need. Staff performance is managed well and appropriately linked to pay awards.
- Phase and subject leaders work effectively together and with their colleagues to check on pupils' progress. They attend a variety of different training which they then share during staff development meetings. Some leaders are quite new to their role and, although they have detailed action plans, as yet, they do not rigorously evaluate the impact of their work on pupils' achievement.
- Leadership and management of the early years are good, so that teaching provides the children with a positive start to their education. As a result, children make good progress. The leader knows that the outdoor area, including resources, is not good enough, and plans are in place to make improvements. The special educational needs coordinator works successfully to ensure provision is effective and, therefore, pupils' good progress is guaranteed.
- The Academies Enterprise Trust provides good support and challenge to the academy. Regular meetings with the Regional Director of Education result in secure quality assurance of the academy's work, alongside the commissioning of any additional support needed.
- Partnership work with local schools has played an important role in bringing about improvements. The schools have worked together on a variety of issues, such as training, in checking assessment is accurate and in observing each other's best practice, for example in early years. Currently, the schools are working together in developing their understanding of expectations for assessment with the removal of National Curriculum levels
- Senior leaders ensure that funding to support those entitled to the pupil premium is used effectively to improve their achievement. Similarly, disabled pupils and those who have special educational needs are given extra help to make good progress. The school has prioritised the deployment of key staff to ensure that all pupils, including those who are at the early stages of learning to speak English, are well supported. Staff make sure that all pupils have equal access to activities and are successful in fostering positive relationships and tackling discrimination.
- The curriculum is broad, offering pupils a well-rounded education. It is enhanced by many enrichment opportunities such as visits and visitors to the academy. It contributes well to pupils' spiritual, moral, social and cultural development, preparing them ably for secondary school and for the opportunities, responsibilities and experiences of later life in modern Britain. For instance, it encourages pupils to develop good attitudes to learning, to learn about a variety of faiths and cultures, and to learn the differences between right and wrong.
- The additional sport funding is used successfully to improve the quality of physical education. Specialist coaches take lessons, run activities and train staff. This has broadened the range of sporting activities in

the academy and is having a positive impact on pupils' lifestyles and physical well-being.

- Links with parents are good. All of those spoken to are confident that their children are happy, well-known to the staff and well looked-after.

#### ■ The governance of the school:

- The management board bring a range of skills and experience, and carry out all their statutory duties thoroughly, including meeting safeguarding requirements. The Chair works closely with senior leaders, holding them to account and supporting their work in equal measure. The board has helped to ensure that teaching, achievement and behaviour are now good. A close check is kept on the implementation of improvement plans, including regular focused visits to gain first-hand information. Board members know about teachers' performance and pupils' progress through reports from the acting headteacher, external consultants and through scrutinising progress information. Procedures established with other local schools ensure they are confident that assessment information is accurate. They know how pupil premium funding is narrowing gaps and how the primary sports funding is broadening opportunities for increased participation in physical activities. They have good systems in place to ensure value for money and are willing to make tough decisions regarding pay increments if teachers' performance is not good enough. Through their behaviour policies, knowledge of curriculum content, discussions with pupils and visits to the academy, board members know that the values of tolerance and respect for all are well promoted. They are successful in preparing pupils for life in modern Britain.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good. From the time they arrive in the early years, they learn to move around the academy in a calm and orderly manner and to play and work collaboratively with each other. Pupils behave sensibly in lessons, at break and at lunch times.
- The relationships between pupils and with their teachers and other adults are positive and respectful. Pupils arrive punctually to the academy and to their lessons, and are keen to learn. They happily work with their classmates and help each other with their work. Their positive attitudes help them to make good progress.
- Attendance is broadly average and persistent absence has reduced considerably in the past year. Pupils know the importance of attending regularly, drawing inspectors attention to the banner which says, 'Attendance + Punctuality = Success.' They proudly wear their uniform take care of the inside and outside environment and try hard to present their work neatly in their books.
- The school's work to keep pupils safe and secure is good. Pupils know that if they have any concerns they can approach an adult who will help them sort out any difficulties that they may be experiencing. Through assemblies and the curriculum they learn how to keep themselves safe, such as when using the internet, crossing roads and 'stranger danger'.
- Pupils are aware of the various forms of bullying, including cyber bullying. According to pupils, parents and staff, bullying is rare. They are confident, that if it should occur, it would be dealt with quickly and appropriately. All procedures for ensuring the pupils' health, safety and well-being, which are at the heart of the academy's work, are securely in place.

### The quality of teaching is good

- Teaching is typically good across the academy. There is a strong focus on improving pupils' speaking skills. In lessons, pupils were frequently asked to share ideas and work in pairs. This also effectively supported their social skills of listening to others and respecting others' views. Classrooms and areas around school are attractive and tidy, with interesting displays of pupils' work, including specific subject vocabulary to extend pupils' language skills.
- Children in the early years enjoy activities because there are good links between different areas of

learning to give a purpose to their activities. Staff interact well with children, encouraging them to talk about their work and verbalise their ideas.

- Across the academy, staff have good working relationships with pupils that build their confidence and motivate them to try hard. For example, pupils in Year 6 had lots of encouragement to think about the water cycle and the specific vocabulary to use, such as precipitation instead of rain. This helped them sequence their work and improve the quality of their writing.
- The school has good procedures to identify and support pupils who need extra help. This includes disabled pupils and those with special educational needs, and disadvantaged pupils. The work of teaching assistants is generally good. They work effectively with groups of pupils and provide the right amount of support and guidance. Those pupils who are at the early stages of learning to speak English receive good support initially in their home language, but are quickly introduced to key English words and phrases.
- Reading is taught effectively. Daily sessions are carefully structured and well-paced. Interesting activities help pupils to focus on the sounds represented by letters and groups of letters. This helps to develop their reading and writing skills.
- The feedback to pupils on what they have done well and what could be improved is inconsistent. All teachers mark work frequently but the quality of feedback varies. Pupils are not always given clear advice about how to apply or extend their learning and so make faster progress.
- The planning of lessons is thorough and usually provides different tasks for pupils who have different levels of ability. However, the work in pupils' books indicates that activities are sometimes the same or very similar for all, especially in writing. This does not provide the most able, who could often move onto harder work more quickly, with an appropriate level of challenge. Also, not all teachers have high enough expectations of the amount of pupils' written work, thereby limiting pupils from learning from their mistakes.

### The achievement of pupils

is good

- Achievement is rising across the academy. From low starting points, pupils make good progress in reading, writing and mathematics. Improving achievement, demonstrated in the academy's data analysis and robust tracking of pupils' progress, was evident in pupils' work and in their mainly good learning in lessons.
- Children enter the academy, in the Nursery and Reception classes, with levels of development well below those usually attained by children of this age. Children gain ground rapidly in all areas of their learning as a result of good teaching and care. By the time these children leave the early years, an increasing proportion have achieved a good level of development and are ready to begin formal education.
- Pupils in Key Stage 1 make good progress, particularly in reading and mathematics. Pupils' knowledge of phonics improves due to the structured approach to the teaching. There is a clear focus on learning to read at an early age and this is beginning to permeate throughout the school. Pupils who read to inspectors were able to read at a level appropriate for their age, and to give their opinion on the subject of their books. The results of the Year 1 check on pupils' skills in phonics in 2013 were above the national average. This year, more pupils have achieved the expected standards.
- Attainment at the end of Year 6 in 2013 was well below average in reading and writing. It was average in mathematics and in the newly introduced grammar, spelling and punctuation test. However, attainment has improved rapidly this year and, in 2014, an increased proportion of pupils attained the expected average level for their age (Level 4) in reading, writing and mathematics. An increased proportion of pupils also attained the higher Level 5 in all three subjects, and in grammar, spelling and punctuation.
- Progress over the last year of the Year 6 pupils was rapid and the results show better achievement than in 2013, when overall progress was significantly below average. Year 6 pupils in 2014 were well prepared

for their next stage of education and their progress from their starting points in Year 6 was outstanding.

- The scrutiny of work of pupils currently in school shows that most pupils are attaining at an appropriate standard for their age in reading, writing and mathematics. Although there is evidence of higher attainment and challenge for the most able pupils, this is not consistent. Teachers plan additional activities for these pupils but the activities are not always hard enough to make them think and deepen their understanding.
- In 2013, there was little difference between the attainment of pupils supported through the pupil premium funding and their classmates. Eligible pupils in Year 6 were behind their classmates in reading and grammar, punctuation and spelling by one term. They attained similarly in mathematics and higher in writing by one term. In comparison with these pupils nationally, the difference was one term behind in reading but was similar to that found nationally in the other subjects. Teachers have ensured that, in 2014, the gap has narrowed.
- Disabled pupils and those who have special educational needs all make good progress from their individual starting points, especially in reading and mathematics. This is because they receive precisely tailored support and teaching that help them to learn well. Pupils who are at the early stages of learning to speak English as an additional language make good progress because of the extra help they receive and the strategies used across the school to help them extend their vocabulary and develop their confidence in speaking.

### The early years provision

is good

- Children start in the Nursery classes with knowledge and skills well below those typical for their age. Many pupils speak very little English when they start school. As a result of good teaching, children, including disabled children and those who have special educational needs and disadvantaged children make good progress in all areas of learning. Progress is particularly strong in personal development and in communication and language. In 2013, the proportion of pupils who achieved a good level of development at the end of Reception was just below the national average and this proportion has increased further in 2014.
- Supportive relationships between adults and children help develop confidence and a positive attitude to learning. During the inspection, although children had been in school for a very short time, they worked co-operatively, sharing toys and talking confidently to each other and to adults. Maximising speaking opportunities is given a high priority and all staff take every chance they can to introduce children to new vocabulary. Communication skills improve rapidly as a result.
- Teaching is good. A good balance of adult-led activities and opportunities for children to explore for themselves means that children can practise the skills they learn as they play. Well-briefed adults act as good role models in promoting spiritual, moral, social and cultural development. Adults rigorously track the progress children make and use this information to plan future activities which will build on their skills and knowledge. However, although the indoor environment is attractive and provides stimulating learning experiences, the outdoor areas are unappealing and resources shabby.
- The leadership and management of the early years are good. The provision is checked regularly to make sure children's safety and well-being are assured. Staff are well trained and effectively communicate with parents in their home language.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138867
<b>Local authority</b>	Bradford
<b>Inspection number</b>	440117

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	475
<b>Appropriate authority</b>	Management Board
<b>Chair</b>	Richard Williams
<b>Headteacher</b>	Rashidah Butt
<b>Date of previous school inspection</b>	Not previously inspected
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