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28 June 2018

Mr Naveed Idrees  
Headteacher  
Feversham Primary Academy  
Harewood Street  
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West Yorkshire  
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Dear Mr Idrees

### **Short inspection of Feversham Primary Academy**

Following my visit to the school on 14 June 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You and your leaders have continued to build on the school improvement work that enabled your school to be judged good at the last inspection. Your vision, enthusiasm and commitment to 'developing the whole child' is a relentless driver for continuous whole-school improvement. Together with governors, you have reviewed the school's leadership structure and have appointed knowledgeable staff to key leadership positions. You have invested heavily in the professional development of your senior and middle leaders, with a number of them now having attained national leadership qualifications. As a result, the leadership and management of the school have been strengthened even further.

Your passion for the education that children and pupils experience in your school is infectious. All staff share your clear vision about the wider development of a child, including academic achievements. Leadership at all levels is focused not only on the progress of pupils, but also on their whole-school experience. Leaders have developed a curriculum that ensures pupils have a wide range of exciting learning experiences. As a result, outcomes for pupils have remained very strong since the last inspection.

School leaders have successfully dealt with the areas for improvement identified in the last inspection report. At the last inspection, the school was asked to make all teaching consistently good or better. You were also asked to ensure that teachers provide appropriate challenge for the most able pupils and raise expectations about the amount and quality of pupils' written work. Leaders acted swiftly, identified any teachers who needed targeted support and provided focused professional development opportunities. Leaders monitor the quality of teaching and learning regularly. The school works closely with the local authority, schools from the Academies Enterprise Trust and other partner agencies to check the accuracy of school assessments. As a result, the quality of teaching and learning has improved, and expectations are very high across the whole school.

At the last inspection, school leaders were asked to strengthen leadership and management by improving the outdoor environment for the early years. You were asked to ensure that leaders at all levels are able to evaluate how their actions influence pupils' achievement. Governors appointed a new deputy headteacher with a specialism in early years. You reviewed the quality of provision in the early years and the school invested heavily in a range of resources for the outdoor environment. Consequently, the whole early years environment is stimulating and engaging, the outdoor environment supports and mirrors the indoor activities and children enjoy learning independently.

Since the last inspection, you and your governors have established leadership structures with clear lines of accountability and have given continuous professional development a high priority. The school's assessment systems are robust and accurate, and leaders use progress information effectively to identify early any pupils who need additional support. Consequently, pupils make consistently strong progress and staff are able to regularly evaluate the impact of their actions.

### **Safeguarding is effective.**

Leaders have ensured that all safeguarding arrangements are fit for purpose. There is a strong safeguarding culture in the school. All staff know the pupils well and you ensure that the monitoring of pupils' welfare is thorough. Staff and governors receive appropriate training in child protection, including the dangers of radicalisation. All staff know what to do if they have any concerns about the children and pupils in your school. The school shares information with external agencies effectively. Leaders take action swiftly and monitor the impact of actions closely. You and your business manager ensure that you carry out appropriate checks on the suitability of all staff who work with children and pupils.

Pupils are very polite and respectful to each other and to staff. They play well together and are considerate of each other. The relationships between staff and pupils are very strong. As a result, attitudes to learning, behaviour in lessons and conduct around the school environment are exemplary. Pupils say that they feel safe in school and know what to do and who to go to if they have any concerns. They also say that bullying is extremely rare and when it does happen, teachers

deal with it effectively. Inspection evidence and the views of parents, carers and staff support this.

## **Inspection findings**

- Since the last inspection, you and your leaders have worked hard to improve relationships with families even further. You have worked effectively with the local community to ensure that the vast majority of parents value education very highly and that good attendance is vital in the progress of all pupils. The school's most recent internal questionnaires indicate that parents feel that their children are happy and safe at school and that communication with school is strong. Inspection evidence and the views of pupils and parents confirm this. As a result, the attendance rates of all pupils have improved significantly since 2017 and are above national averages, including the attendance rates of disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities.
- Since your appointment, you have established an ethos of 'developing the whole child' across the school. You have introduced a curriculum provision which has a major strength in the use of music and drama. You use specialist teachers in a range of subjects, such as music, drama, design technology and science, and have invested in specialist resources, including a science laboratory. Through non-core subjects, especially music, pupils develop a wide range of skills which support their progress in core and foundation subjects.
- In 2017, the progress of pupils at the end of Year 6 in reading, writing and mathematics was consistently well above the national average. Progress in mathematics placed the school in the top 1% nationally, progress in reading in the top 2% and progress in writing in the top 7% of schools nationally. Current school assessment information indicates that these strong outcomes of pupils continue, at both key stage 2 and key stage 1. Leaders have correctly identified the need to improve even further the proportion of pupils achieving standards in greater depth at the end of key stage 1. You also agreed with me that the proportion of children achieving and exceeding a good level of development in the early years, although improved, needs to continue to improve year on year.
- Since the last inspection, the quality of teaching and learning has improved even further. Staff have established a consistent layout in every classroom that underpins the teaching and learning strategies of the school. Leaders have linked the quality of teaching to the progress of pupils over time. You and your leaders use effectively targeted training, regular scrutiny of pupils' work, visits to lessons and shared phase meetings to monitor the quality of teaching. As a result, a significant proportion of teachers have improved their practice. Teachers use progress information well to plan learning activities for all pupils. Staff have high expectations and use questioning effectively to provide stretch and challenge for all pupils, including the disadvantaged and the most able pupils. The consistently very strong outcomes for pupils are clear evidence of the impact of your actions on improving teaching and learning.
- Since your appointment, you and your governors have worked hard to ensure that leadership is strong and sustainable. The school has an ethos of developing its own leaders through continuous professional development opportunities. The

school's leadership structure provides frequent opportunities for middle leaders to get involved in school improvement work, for example being part of the school's extended leadership team and taking on the roles of lead teachers and phase leaders. The use of specialist teachers in music, drama, science and design technology is valued greatly by staff and allows them to develop even further their own knowledge and expertise in those subjects.

- Senior leaders, middle leaders and classroom-based staff use progress information effectively. Whole-school assessment information is frequently analysed to identify pupils who need additional support in order to close gaps in their learning. Consequently, all pupils, including the disadvantaged pupils, make very strong progress across the school, especially by the end of key stage 2.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the proportion of children and pupils achieving standards at a greater depth of understanding continues to increase, particularly at the end of key stage 1
- they continue to improve the proportion of children achieving and exceeding a good level of development at the end of the early years foundation stage.

I am copying this letter to the chair of the governing board and the chief executive officer of the multi academy trust, the regional schools commissioner and the director of children's services for Bradford. This letter will be published on the Ofsted website.

Yours sincerely

Dimitris Spiliotis  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I met with you and your senior leaders, members of the extended leadership group, staff and governors. I also held telephone conversations with the co-chair of the governing board and the phase director of the Academies Enterprise Trust with an overview for primary schools. I spoke to a range of pupils and parents. I listened to pupils read and, together, we conducted tours of the school and lessons, looking at pupils' work and observing their learning. I also, alongside a number of senior and middle leaders, conducted a scrutiny of pupils' work in a range of subjects.

I scrutinised and evaluated a range of documents relating to safeguarding, behaviour, attendance, parental views, pupils' views and school improvement. I took account of the five responses to Ofsted's online questionnaire, Parent View, including the three extended responses from parents.