



Farsley Farfield News

Ready, Respectful, Kind

SEPTEMBER 2022

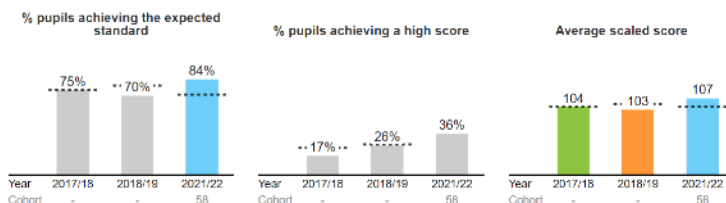
Bucking the national trend - massive success in SATs

The national lockdowns have clearly had an educational impact across the country, especially amongst the youngest children for whom the remote offer was less appropriate and the time lost was a higher proportion of their schooling.

Nevertheless, **our** statutory assessment data - the first since 2019 - shows attainment and progress across the school that are typically well above national and Leeds comparators.

Key Stage 2 – Maths

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.

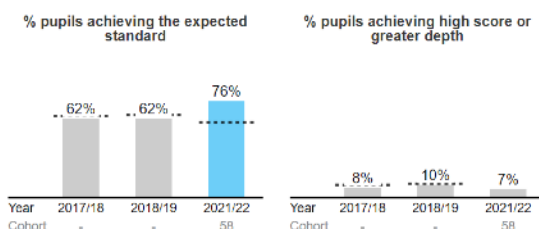


In Year 6, our SATs results were **the best for a decade despite the disruption**: a brilliant reflection of the children's hard work, strong support at home and excellent teaching this year and during COVID.

Particularly pleasing has been our improvement in target areas of maths and the proportion of children reaching the expected standards in each of reading, writing and maths. We await official progress data, but it would seem that these children have made accelerated progress despite all the disruption - a wonderful achievement!

Key Stage 2 – Reading, Writing & Maths Combined

To achieve the expected or higher standard in combined subjects, a pupil must pass the threshold in each of the three subjects.



Most importantly, these excellent results have been achieved without narrowing of the curriculum. We do provide some targeted support, tutoring and 'booster groups', however whilst some schools are reported to limit subjects other than reading, writing and maths in statutory assessment years, at Farfield **we always provide a broad and balanced curriculum**.

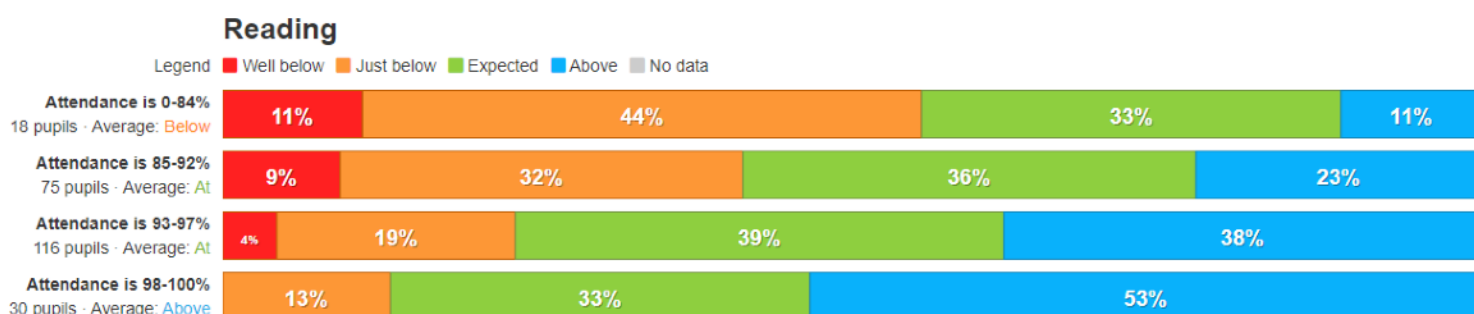
To illustrate our generally strong performance across the school, the tables below show our performance against national and Leeds local authority averages at the end of KS1 and KS2.

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
-	NCER National	633,430	32.8%	66.9%	18.0%	42.0%	57.6%	8.0%	32.1%	67.7%	15.1%	53.4%	5.9%	53.0%
-	Local Authority	9,979	36.0%	63.4%	16.4%	45.0%	54.4%	6.7%	34.7%	64.7%	14.1%	50.5%	4.9%	50.2%
2505	Farsley Farfield Primary School	59	25.4%	72.9%	32.2%	32.2%	66.1%	16.9%	28.8%	69.5%	22.0%	61.0%	10.2%	61.0%

KS2 Test Summary List (DfE)																	DfE 2022	
Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>GDS SS</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>
-	NCER National	607,050	58.7%	7.2%	104.8	24.7%	74.5%	27.8%	69.5%	12.8%	103.8	27.6%	71.4%	22.4%	105.1	26.7%	72.5%	28.3%
-	LA	10,114	56.7%	7.4%	104.3	26.7%	72.3%	26.4%	66.0%	12.9%	103.7	28.0%	71.0%	22.3%	104.7	27.9%	70.9%	26.6%
2505	Farsley Farfield Primary School	61	72.1%	6.6%	107.0	18.0%	82.0%	39.3%	80.3%	8.2%	106.9	19.7%	80.3%	34.4%	108.1	16.4%	83.6%	49.2%

Despite this strong data, we do recognise that there are some areas for improvement and children that will need further support into the new school year. Nevertheless, it is pleasing to see that despite the disruption of the past two years or so, and our high level of inclusion, our children are performing well academically.

We also make teacher assessments in non-statutory assessment years (Y1, 3, 4, 5), typically informed by in-house standardised tests. Analysis of these results showed a stark correlation that we thought might be appropriate to share below. This shows the assessment of reading in bands of children according to their attendance. Although correlation isn't necessarily causation, there is a very clear pattern: **the children that attend school most consistently, tend to have higher reading standards.** Improvements to attendance post-Covid is an absolute priority for this new academic year.



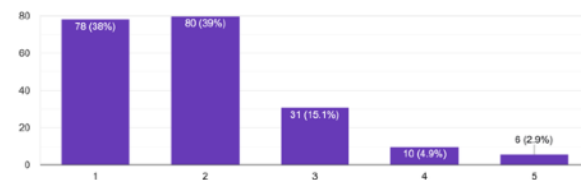
1:1 CHROMEBOOK SUCCESS and EXTENSION of PROJECT

Our children Y4-6 have had 1:1 Chromebooks for use in school and at home for the past couple of years. The project has been going well, with positive feedback from children and staff (see right, with 1 being the most positive response).

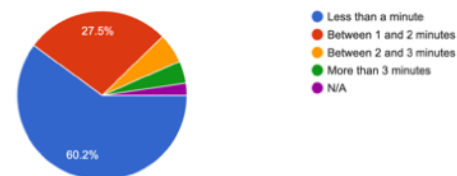
A school from Sheffield visited us recently to see how we use the devices and they were 'blown away' by the children's confidence and the wide range of lessons in which the Chromebooks were used to support teaching and learning.

From September, the project is being extended to include children in Year 3. Devices will be distributed to families in our new Y3 and Y4 cohorts in Week 2.

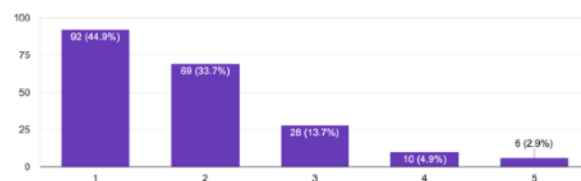
How reliable is your Chromebook? Does it work consistently well?
205 responses



How long does the Chromebook typically take to switch on and get you logged in?
211 responses



Do you think having a Chromebook supports your learning?
205 responses



NEW TIMINGS FOR THE SCHOOL DAY

School timings for the 2022-3 have been changed to meet the government's requirement for every school to be open for at least 32.5 hours per week. Our junior school always met this requirement, but the infants didn't (which was partly a reflection of us being a split site).

Infant classes now run from **8.45** - 3.15 (nursery unchanged)

Junior classes now run from **8.40** - 3.20

Punctuality has been poor for a minority of families and really must improve. Being late is almost always a parent's responsibility at this age and it is a really bad habit to get into. Much of the most important learning and intervention is planned for the very start of the day.



Year 5 children had an enjoyable summer extended day out at Malham as part of their geography curriculum.

SCIENCE SUPERSTARS

Our Science Superstars competition reached an exciting finale in front of a packed school hall. The class winners competed with each other to impress our three scientist judges: Paul, Shelley and Jane. Their experiments were streamed live to a big screen and there was even an outside broadcast!



The children presented confidently and impressively and the eventual winner was Anaya in Year 2. Well done to all that entered and many thanks to Mrs Galbraith and Miss Levett for organising the event and to our judges for giving their time. This competition will take place every two years.

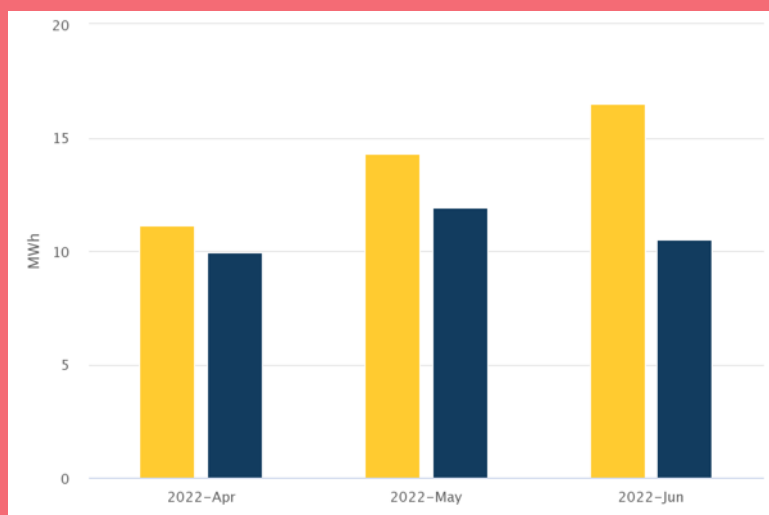
DECARBONISATION - FURTHER PROGRESS

The infant solar installation finally came online in the late spring and we are now generating carbon-free electricity that usually exceeds our consumption for much of the year. (Yellow is generated electricity excl wind, and the blue is the consumption on site inc Little People/Fun Club.)

This electricity generated on site by the solar panels cost us just 6.7p per KW/h - very helpful at this time!

Heating (and some cooling) and most hot water in the infants building is now also provided by electricity, along with a back-up gas system. We will have very considerable bills in the winter but for much of the year our bills will be relatively modest, allowing us to divert funds into the core work of the school.

The next steps as regards energy efficiency and decarbonisation include further improvements to insulation and the replacement of some 75 year old single glazed windows.



RESIDENTIALS - WET AND WILD

Residential experiences for children in Years 5 and 6 remain an important element of our curriculum offer. In May, Year 5 had a really wet few days in the Dales up at Ribbleshead. We went walking and mountain-biking, and some children went caving (others had to abandon caving plans due to biblical rain). Year 6 had a great time at How Stean Gorge, including abseiling, via-ferrata, gorge scrambling and successful caving trips.

We are very conscious of the costs to families of these trips. We do everything we can to minimise costs to families: sleeping in tents and very basic accommodation, self-catering where we can and making use of free travel and free leaders whenever we can. We expect costs to go up slightly this coming year, but our residentials are certainly going to be very competitive price-wise compared to other schools.





PTA SUCCESS

Our PTA did an amazing job last academic year: raising a record £10,000 and putting on a range of fantastic events. In the last half term, these included an inaugural dog show and the return, after 3 years, of the famous Farfield Camp-Over and 'glow-in-the-dark' school discos.

Many, many thanks to all the fantastic PTA volunteers and to the whole school community for supporting these events and fund-raising. What might be in store this academic year?



PARENT SURVEY – POSITIVE FEEDBACK AND THINGS TO WORK ON

Thank you for the 260+ responses to the annual parent survey. Feedback was typically very positive, with some issues to address.

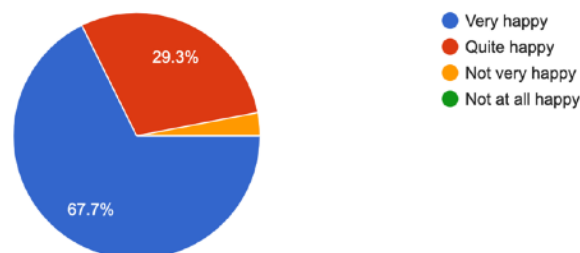
Tracking of feedback over time shows that standards are being maintained and reported on-going bullying is low. Frustratingly, almost all the reports of bullying were anonymous.

"Just a note to say that as another year goes by I continue to be so impressed by the standards set in teaching, delivery, and general education - both academic and social - of all the children at Farfield. I can't compare it to elsewhere but I can't believe you don't set a standard for many other schools to aspire to. Both my girls have been lucky to attend the school and receive the great start in their schooling that they have had."

"Thanks so much to all the teachers, teaching assistants and school staff for your hard work, dedication and care - you make this such a brilliant school!"

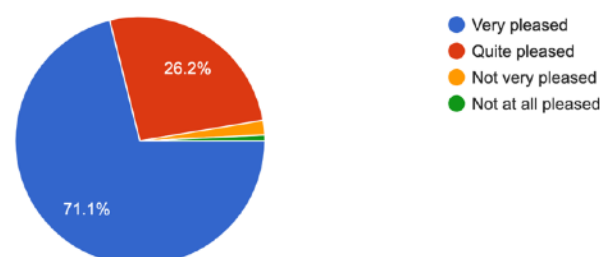
Q6. Generally, how happy has your child been in school this year?

263 responses



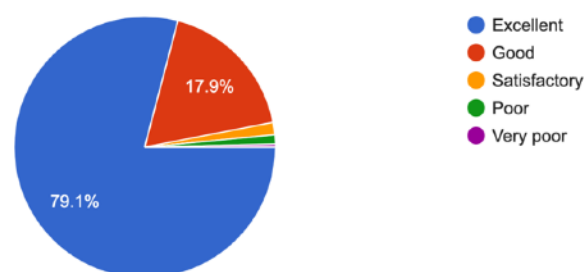
Q19. How pleased are you with the educational progress of your child?

263 responses



Q20. Overall, how highly would you rate your child's experience at Farfield?

263 responses



CURRICULUM PLAN UPDATED

Last academic year we worked hard to review our whole curriculum. We looked at long term plans and the progression of learning. All of our plans have been brought together on a single accessible online document. This is a major undertaking and will always be a 'live' document being updated on a regular basis.

Parents (and other stakeholders) are able to view this document online but the links to more detailed planning is restricted to school staff. Details of our curriculum can be found on our website - <https://www.farsleyfarfield.org.uk/curriculum/> or [here](#).

'STICKY KNOWLEDGE'

Central to our curriculum review, and Ofsted expectations, is the clear identification and long term recall of 'sticky knowledge': the most important facts that must be retained to build upon in following years.

Knowledge Organisers are shared with children for most lessons in subjects like science, history and geography. This year, we will also be routinely revisiting previous knowledge organisers to remind ourselves of prior learning, and running low-stakes quizzes to check on retention of key facts from previous years. Here is an example of a Year 3 science knowledge organiser for plants.



HEALTHY SCHOOLS

We were delighted with our Healthy Schools assessment in the summer. After a thorough self-assessment and an intense day of inspection by three external inspectors, we received a very positive report.

Key quotes from the report include:

"The school is very much about everyone and is very pupil-focused and inclusive. There is a strong sense of connectedness, within the school, with the environment and with parents and families."

"Outside provision at this school is outstanding."

"All pupils I met were happy, confident, articulate, polite and friendly and demonstrated an excellent knowledge of health and wellbeing."

"All pupils seen on the day were active, happy and engaged."

"(Social, Emotional and Mental Health).. is the golden thread that runs through the school and through all school practices. Building wellbeing, good emotional literacy and nurturing happy, healthy and resilient pupils is the priority for the school."

"Staff wellbeing is good. Staff feel cared for and appreciated. There is a strong and nurturing team ethos which all staff spoke about."

Particular thanks to Miss Jones, Mrs Wilson, Mrs Lace and Mrs Swindlehurst who led on much of this work.

The inspectors toured a typical summer lunchtime and declared that they had "never seen a playtime like it!" We are sure it was a compliment...



Reading Priority

Reading is a key priority for the school: high quality teaching in lessons, lots of reading at home and a rich reading environment. We achieved standards well above national average in reading in Y2 and Y6 SATS.

Children must have reading books appropriate to their level (book band) and access to good quality books to borrow from class and school libraries.

In 2022-3, we have extended book band levels at the top end, meaning that being a 'free reader' is delayed for most KS2 children and they continue to reading engaging and challenging texts at incremental levels. These can be supplemented by other texts.

We continue to invest in our phonics and reading schemes, and in our libraries. Our wonderful Y6 librarians got an end of year treat at Farsley's Truman Books.



FIRE-STOPPING IN THE INFANTS

Over the summer holidays, the infant school has been subject to £250,000+ of fire-stopping refurbishment. This work included many new walls, works in roof spaces and some new fire doors. Large areas of plastering, in particular, made a big mess! The worst-affected areas have been the nursery and the hall.

The Training Day on Monday 5th September is largely to put classrooms back together and clean.



The nursery less than two weeks before the start of term...

SHOW TIME?

We usually run an optional evening club called Show Time for children in Y5 and Y6. This club attends performances in Leeds and in Bradford and aims to enrich the children culturally and provide cost-effective access to theatres. We usually attend about 6 shows across the year and take about 50 children. Most recently, the children attended The Lion King at the Alhambra.

The club is free for children in receipt of Free School Meals/Pupil Premium; other children need to pay. This year, in light of the economic circumstances (and a limited number of suitable shows currently on offer), we are going to split Show Time and run a programme in two parts: an initial offer to January and, if demand allows, a further programme for the second half of the academic year. The initial three shows are likely to cost £50-60 per child (not an insignificant sum, but cheaper than taking a whole family....).



Look out for further communication about this soon.



