

Home Farm Primary School

Address: Home Farm Close, Bradford, West Yorkshire, BD6 3NR

Unique reference number (URN): 131357

Inspection report: 17 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Most pupils typically achieve outcomes in national tests that are in line with national averages by the end of Year 6. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. Disadvantaged pupils achieve outcomes in line with national averages in reading, writing and mathematics by the end of Year 6. Although improving, their combined outcomes in reading, writing and mathematics remain below national expectations. Recent improvements in the teaching of reading are having a positive impact on pupils' achievement. Pupils enjoy reading and read regularly and fluently. They increasingly remember what they have learned in subjects, such as history and science.

Year 4 pupils achieve outcomes above national averages in the multiplication tables check. Leaders continue to prioritise improvements in pupils' spelling and handwriting. Pupils typically secure the foundational knowledge they need in reading, writing and mathematics that prepares them for their next steps.

Curriculum and teaching

Expected standard 

Since the previous inspection, leaders have redesigned the wider curriculum so that the key knowledge and vocabulary pupils need to learn and remember are clearly identified. This is sequenced well so that pupils' knowledge and skills build over time. The curriculum is broad and ambitious for all pupils. Teachers make suitable adaptations so that pupils with special educational needs and/or disabilities can access the same curriculum as their peers.

In the early years, teaching usually provides secure foundations in reading, writing and mathematics for key stage 1. Phonics is typically taught well. Pupils now have more opportunities to revisit what they have learned and this helps them to remember their learning over time. Teaching assistants also support pupils well, including in the early years. Staff generally use assessment effectively. They identify gaps in pupils' learning and provide timely support. Gaps in knowledge that some disadvantaged pupils have are identified quickly. At times, errors in pupils' writing, including handwriting and spelling, are not addressed swiftly enough.

Leaders ensure teachers receive the right support to teach the curriculum well. For example, in subjects such as physical education, leaders have provided additional training to strengthen staff subject knowledge.

Early years

Expected standard 

The early years environment is calm and engaging. Children are happy and eager to join in. Staff build warm, positive relationships with children. They know children's needs well and provide appropriate support for those who have barriers to learning. Effective routines help children regulate their emotions. This is evident in how they take turns, share and interact with each other. Children follow routines consistently. They learn and play together well, starting from the Nursery Year.

The teaching of phonics is prioritised from the beginning of Reception and is typically taught well. Staff ensure that the books children read match the sounds they know. Staff work closely with parents and carers, including through weekly stay-and-play sessions, to help them support reading at home.

The continued development of the curriculum to strengthen children's fine and gross motor skills is helping to support their early writing. Children have many opportunities to practise these skills. However, for some, the planned activities do not yet help them to develop correct letter formation consistently well.

Generally, effective interactions between staff and children help develop and extend children's language and vocabulary. Daily interaction and activities support children's personal and social development well. Children are usually well prepared for their transition to Year 1.

Inclusion

Expected standard 

Home Farm is an inclusive school. The number of pupils with special educational needs and/or disabilities (SEND) has increased in recent years. Leaders know and identify pupils' needs well. Pupils with more diverse needs, including those with education, health and care plans and those with physical disabilities, receive well-planned support and thoughtful adaptations that help them take part in school life. Staff receive regular training so they can adapt teaching effectively.

Leaders place high importance on the early identification of barriers to learning, particularly in the early years. Leaders work together closely to identify children with additional needs quickly. They work with a range of external agencies to ensure pupils and their families receive the support they need. Systems to monitor and review the progress of pupils with SEND and disadvantaged pupils are appropriate and used consistently.

Leaders identify the barriers that disadvantaged pupils may face. Leaders and governors monitor the use of additional funding carefully. However, their actions do not always have the impact leaders intend in some areas. Leaders maintain effective oversight of children in care. Detailed personal education plans are kept up to date through regular liaison with families and the virtual school.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have a deep understanding of the school's context and the barriers some pupils face. They ensure that the best interests of pupils, including those who are disadvantaged, or have special educational needs and/or disabilities, are central to their work. As a result, the school is a nurturing and inclusive environment. Leaders communicate their vision well, and staff share their high expectations. Leaders have an accurate understanding of the school's strengths and areas for development. They regularly seek external advice and work with a cluster of local schools to help shape and monitor improvement priorities.

Leaders prioritise high-quality training for staff based on current research. Staff benefit from a range of training opportunities that help them meet the needs of the increasing number of

pupils with more complex needs. Training for subject leaders has contributed to improvements in the wider curriculum since the last inspection. Leaders continue to prioritise developing pupils' spelling and handwriting as well as working with families to improve attendance.

Staff are proud to work at Home Farm School. They feel well supported by senior leaders, who consider staff workload when introducing new policies. Staff feel listened to and morale is positive.

The governing body is well established and knowledgeable. Governors understand and ensure that the school meets their statutory requirements well. They regularly visit the school and support and challenge leaders effectively.

Personal development and wellbeing

Expected standard 

The school's curriculum for personal, social and health education and relationship education is ambitious and carefully planned. Staff use engaging texts to enable pupils to explore complex issues. They are well supported to deliver the content of the curriculum effectively. Pupils learn how to keep themselves safe online and offline. They speak confidently about emotions, relationships and healthy choices.

The school's comprehensive personal development programme supports pupils with their mental health and wellbeing well. Pupils learn about the importance of fundamental British values and talk confidently about respect, tolerance and the celebration of different cultures and religions. They refer to experiences linked to Diwali, Eid and Chinese New Year. Derogatory language is rare. If it does occur, leaders deal with this appropriately. Pupils' understanding of people's differences and identities is less secure.

Pupils take part in a wide range of enrichment activities, including visits to care homes, tag rugby, multi-sports, spelling bees and outdoor learning. The school provides a broad range of visits, community partnerships and themed days that help pupils develop a secure understanding of diversity. The enrichment offer is highly inclusive, with positive participation across groups, including disadvantaged pupils. Leaders consider the needs of pupils with physical disabilities carefully so they can take part in activities. Leaders monitor engagement and adapt activities based on pupils' views.

Pupil leaders play an active role in supporting younger pupils. This contributes to a respectful and responsible environment. Pupil lunchtime leaders proudly wear their leadership bands. They take their responsibilities seriously. Pupils enjoy other leadership roles in school, such as eco-leaders. These opportunities help pupils to develop their confidence and leadership skills.

Needs attention

Attendance and behaviour

Needs attention 

Pupils' attendance remains below the national average. Attendance is variable over time, including for disadvantaged pupils and those with special educational needs and/or disabilities. Irregular attendance affects the support pupils receive to catch up. Leaders' work to improve attendance has not yet had the full impact they intend. Leaders ensure that attendance is a high priority for everyone. Pupils understand the importance of coming to school each day. More robust attendance systems help leaders support families to improve attendance. Leaders and governors continue to focus on securing high attendance for all pupils.

There is a positive culture of behaviour supported by clear systems, regular monitoring and effective staff training. Pupils show positive attitudes to learning and behave respectfully towards each other. They work hard in lessons and usually take pride in the presentation of their work. The school is calm and orderly. Bullying is rare and dealt with effectively through restorative approaches. Pupils are confident that adults act quickly if bullying occurs. Leaders have strengthened provision for pupils who need additional behaviour support through personalised plans and interventions in the calming room and the Hive. Older pupils act as positive role models and enjoy responsibilities, such as lunchtime leaders.

What it's like to be a pupil at this school

The school values, including honesty, friendship and resilience, are evident in all that the school does. Staff and pupils embrace these values wholeheartedly, which they refer to as the 'Home Farm way'. Pupils and children in the early years are happy and safe. Every day, pupils are greeted by staff with a warm welcome and a smile, helping to create positive and caring relationships between staff and pupils.

Leaders have high aspirations for all pupils. Pupils participate well in lessons. They typically take pride in their work and enjoy learning. Pupils who need extra support to be ready for learning and the day ahead are supported well. Extra help is provided for pupils, who have any gaps in their learning. This includes effective support for pupils with special educational needs and/or disabilities and, as needed, for those who are disadvantaged and those known to children's social care.

Pupils enjoy reading and speak enthusiastically about the books they read. Leaders select books carefully to broaden pupils' understanding of the world. Pupils value the wide range of enrichment opportunities available to them, such as learning to play a musical instrument and taking part in sporting activities in the school's large grounds. Older pupils take pride in supporting younger pupils through roles, such as lunchtime leaders.

Pupils achieve well overall. Year 6 pupils achieve outcomes in national tests that are close to national averages. Consequently, most pupils are well equipped for the next steps in their education when they leave the school. Leaders have high aspirations for disadvantaged pupils, and the gap between their outcomes and those of their peers is narrowing. However,

pupils' attendance, including disadvantaged pupils, remains inconsistent, which affects their ability to benefit fully from the school's offer

Bullying is rare, and adults deal with it effectively when it occurs. Pupils behave well and benefit from high-quality pastoral support. In the early years, children are engaged in their learning and show kindness towards each other.

Next steps

- Leaders should continue to review and refine attendance procedures to ensure pupils attend regularly over time.
 - Leaders should continue their work to improve the attainment of disadvantaged pupils, with a particular focus on pupils reaching the expected standard across reading, writing and mathematics combined.
 - Leaders should further embed the school's approaches to spelling and handwriting to enable pupils to write with more fluency and accuracy.
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About this inspection

The chair of the board of governors in this school is Colin Fieldhouse.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspectors are now lead by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and several other staff. The lead inspector spoke to members of the school's governing body, including the chair and vice chair of governors. The lead inspector also spoke to a representative from the local authority. Inspectors spoke to some parents at the start of the school day. Inspectors spoke to pupils throughout the inspection.

Inspectors confirmed the following information about the school:

The school does not use any alternative education provision.

Headteacher: Mrs Joanne Poole

Lead inspector:

Michele Costello, Ofsted Inspector

Team inspectors:

Alison Ashworth, Ofsted Inspector

Nicky Hawker, Ofsted Inspector

Michael Watson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 17 March 2026

School and pupil context

Total pupils

468

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

484

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

34.92%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.49%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.53%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	53%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	74%	Below
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	58%	74%	Below
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (revised)	74%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	65%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	73%	Close to average
2024/25 (revised)	72%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	46%	Below
2024/25 (revised)	35%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	19%	46%	Below
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	62%	Below
2024/25 (revised)	65%	63%	Close to average
2023/24 (final)	24%	62%	Below
2022/23 (final)	44%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	59%	Close to average
2024/25 (revised)	62%	59%	Close to average
2023/24 (final)	48%	58%	Close to average
2022/23 (final)	38%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	60%	Close to average
2024/25 (revised)	54%	61%	Close to average
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	44%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-39 pp
2024/25 (revised)	35%	69%	-35 pp
2023/24 (final)	19%	67%	-48 pp
2022/23 (final)	31%	66%	-35 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	80%	-34 pp
2024/25 (revised)	65%	81%	-15 pp
2023/24 (final)	24%	80%	-56 pp
2022/23 (final)	44%	78%	-35 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	78%	-27 pp
2024/25 (revised)	62%	78%	-17 pp
2023/24 (final)	48%	78%	-30 pp
2022/23 (final)	38%	77%	-40 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (revised)	54%	81%	-27 pp
2023/24 (final)	62%	79%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	44%	79%	-35 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.3%	5.2%	Above
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	7.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.0%	13.3%	Above
2023/24 (3 term)	18.1%	14.6%	Close to average
2022/23 (3 term)	24.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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