

# Friarage Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121317
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	358982
<b>Inspection dates</b>	9–10 November 2010
<b>Reporting inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ted Agar
<b>Headteacher</b>	Mrs Eilis Siddall
<b>Date of previous school inspection</b>	12 March 2008
<b>School address</b>	Longwestgate Scarborough North Yorkshire YO11 1QB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 12 teachers. Inspectors held meetings with governors, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 35 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work and it looked in detail at the following.

- The effectiveness of the school's strategies to raise standards in writing and in mathematics across Years 3 to 6.
- How well the school has improved literacy and numeracy skills, especially for lower and higher attaining pupils, by the end of Key Stage 2.
- The effectiveness of the school's systems to promote regular and punctual attendance.
- The extent to which the school has increased the proportion of good and better teaching.
- The effectiveness of leadership arrangements at all tiers in driving improvement.

## Information about the school

Friarage is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well-above average. A much larger than usual number of pupils joins or leaves the school at other than the normal time, particularly in Years 3 to 6. In addition, there are a number of families who move into the area for a short period before being re-housed elsewhere. A growing number of Polish pupils who are new to the country regularly join the school. This has raised significantly the proportion of pupils who speak English as an additional language. Approximately one in five pupils are now from a minority ethnic group, and a similar proportion speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is larger than that seen nationally. The school has the Healthy Schools award and the Basic Skills Quality mark.

A Children's Centre opened on the school site in April 2010. This supports children's transition into the Reception classes. It was not part of 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

This is a good school that since its last inspection has improved the quality of teaching, raised attainment in writing and increased the rates of all pupils' progress. Parents and carers are quick to confirm how much they appreciate the caring and inclusive ethos, and pupils are keen to say they enjoy their learning.

Central to the high expectations of all adults, across the school, is the effective leadership and management of the headteacher. She inspires all staff to provide quality support for pupils and their families, including a large number from challenging circumstances and those who speak English as an additional language. As a result pupils feel safe in school, behave well and develop strong personal qualities. They get off to a good start in the Early Years Foundation Stage where they quickly improve their basic skills and gain confidence in forming relationships with others. Good progress is sustained throughout the school and pupils reach broadly average and improving standards, especially in writing, by the time they leave Year 6. Although attainment is broadly average in mathematics it is not as high as in other subjects because pupils are not always challenged to work problems out for themselves and apply their mathematical understanding in real-life contexts. Teaching is effective and the curriculum is well matched to pupils' needs to enable them to learn effectively. Whilst attendance and punctuality overall are satisfactory, the attendance levels of a significant minority of pupils, particularly those from transient backgrounds, and who may prove hard to reach, are not high enough. Community cohesion is satisfactory but not enough attention is given to developing pupils' awareness of people from different cultural and ethnic backgrounds.

Senior leaders evaluate accurately the school's performance. They consider carefully partnerships with other schools, external agencies and local authority services, so that they complement and extend the work in hand. They are ambitious for the school and have put in place clear plans and challenging targets to secure further improvement. There is recognition that, within an overall picture of good teaching and rising attainment, including outcomes reached by high and low attainers, and those with special educational needs and/or disabilities, still more remains to be done. All these characteristics highlight the school's good capacity for sustained improvement.

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

- Raise attainment in mathematics across Years 1 to 6 by:
  - providing regular opportunities for pupils to decide for themselves how to solve mathematical problems
  - enabling pupils to apply new skills to solve real-life problems.

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- Raise levels of attendance by:
  - working closely with families and outside agencies to reduce the number of holidays taken during term time
  - analysing more closely the absence patterns of specific groups of children, setting precise targets for their improved rates of attendance, and targeting resources accordingly.
- Provide more opportunities for pupils to develop greater awareness of the lives of people from different ethnic and cultural backgrounds.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well and enjoy their learning. In many lessons, they collaborate effectively to pool ideas and develop each other's thinking. For example, Year 4 pupils worked well together to use their emerging knowledge of coordinates to navigate successfully around a safari park, visiting all the named attractions. Year 5 and 6 pupils wrote collectively, in small groups, developing their descriptive language and use of 'impact' words, to sketch out a 'nasty' character for a popular television cartoon. Pupils of all abilities engage equally well in such tasks. Their enthusiastic responses help to narrow the attainment gap between different groups and particularly for those with specific learning needs.

By the time they leave Year 6 most pupils attain broadly average and improving standards in English, mathematics and science. In English, pupils' writing skills and, in particular, the accuracy of their punctuation and sentence construction, have improved considerably since the last inspection. Standards attained by the more able have especially improved. This is largely due to focused teaching and more opportunities for pupils to practise intensively their writing in small groups, and for practical purposes. Attainment has also risen in mathematics, although fewer pupils reach the highest levels. Opportunities are missed for pupils to challenge each other's understanding of new mathematical skills, then to apply them to solve real-life problems, in everyday scenarios. Overall, pupils learn well and make good progress from below, and sometimes well below, expected starting points. Pupils who speak English as an additional language, especially Bangladeshi pupils, attain well. Those with special educational needs and/or disabilities, and the majority from Eastern Europe, make similar progress to their peers as they benefit from successful mentoring and one to one support programmes.

Most pupils demonstrate a very secure knowledge of how to eat healthily and stay fit. Many come into school early to eat toast and play games before lessons begin. Pupils say they feel very safe in school and know who to turn to with problems. They develop strong spiritual, moral and social qualities, reflecting wistfully in assembly on the futility of war, and showing clear understanding of, and support for, the national poppy appeal. However, their appreciation of the different lifestyles and priorities of people from diverse countries and religious and ethnic backgrounds is not sufficiently well developed. The large majority of pupils generally attend regularly and arrive on time. However, there is a significant minority whose attendance remains below average. Although a few absences are unavoidable, such as those caused by illness, too many are linked to pupils taking extended holidays during term time that are approved by the school.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers create a stimulating learning environment in classrooms that are vibrant and resourced well. For the most part, teachers and teaching assistants work well together to ensure that correct strategies are drawn up and followed in order to meet the individual needs of each pupil. Effective questioning in lessons extends pupils' knowledge and confirms their understanding of the main learning points. However, inconsistencies creep into some lessons, which then detract from pupils' learning. For instance, there is occasionally too little challenge with activities, or limited relevance and links with the real world. Teachers make regular and accurate assessments of what pupils know and understand. They use this valuable information to plan how best to move pupils' learning on rapidly. This is particularly seen in the thoughtful comments on pupils' work which clearly explain the next steps in learning.

The curriculum responds well to pupils' basic literacy and numeracy needs, grouping pupils in a flexible manner to provide one-to-one, small group, as well as whole-class, learning opportunities. Experiences are particularly well planned across subjects to reinforce key reading, writing and information and communication technology skills. Arrangements to promote pupils' personal and emotional development are especially strong. A range of sporting and drama activities underpin pupils' understanding of the importance of leading a healthy lifestyle, although there is further scope to extend the planned experiences to

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enhance their artistic and musical talents, and to develop a greater awareness of the world outside their own locality.

Pupils receive effective pastoral care and support. Staff are vigilant in ensuring high levels of welfare, especially for the most vulnerable. Good partnerships with the adjacent Children's Centre and local secondary schools ensure comprehensive induction and transition processes that result in most pupils moving smoothly through the different phases of their education. All adults expect positive attitudes to learning from pupils in all areas of school life. Popular breakfast, pre-school sporting activities and daily 'wake and shake' routines meet pupils' and families' needs well, as they combine healthy options with stimulating experiences. Much effort is given to support the attendance of pupils who are persistently absent. Nevertheless, more remains to be done to encourage specific groups of parents and carers to send their children to school every day, and to discourage holidays during time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher leads the school well. She sets a very clear direction and tone for the school's work, and is aspirational on behalf of all young people. Senior leaders are equally ambitious to move the school forward. They discharge effectively their responsibilities for checking the quality of teaching and learning, and make effective use of information to monitor how well pupils are doing. Self-evaluation is accurate and outcomes of monitoring are used carefully to deploy additional resources to support the performance of pupils with specific needs.

Relationships with parents and carers are positive, on the whole, although a significant minority does not ensure their children attend school as regularly as they should. The governing body provides sound management. Governors are committed to the school and provide generous support to families, pupils and staff. As yet, governors do not always challenge the performance of the school or its own impact enough. Governors have good understanding of the needs of the local community and promote appropriate community cohesion work through partnerships with the local council and individual families. The school recognises that it does not yet sufficiently draw on the rich and divergent backgrounds of people, nationally and internationally, to promote a global understanding of the importance of cultural, religious and socio-economic harmony.

There are good systems for safeguarding pupils, including detailed procedures for assessing and eliminating risks. Support provided by key agencies is of a good quality. Governors and staff receive regular training, in particular on child protection issues. The

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school integrates issues about safety into the curriculum well, so that pupils develop a strong understanding of how to keep themselves safe. Adults promote equality of opportunity and tackle discrimination effectively so that all groups of pupils reach their potential. As a consequence, the school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make a good start in the Early Years Foundation Stage. Practitioners provide strong support for children's welfare, learning and development. Adults spend much of their time in close support of children's individual requirements. As a result there is a calm and happy atmosphere for children to enjoy. Strong leadership of the Early Years Foundation Stage ensures that staff work as a team, with similar expectations.

Most children enter Nursery with skills that are below those expected of their age, and some with very low self-esteem and little confidence in communicating with others. The vast majority makes good progress and reaches the expected standards for their age, primarily due to close tracking and detailed planning by staff that meets well their individual needs. Parents and carers are appreciative of the happy, safe and fun environment. Nevertheless, a small number of children enter Year 1 with less well-developed reading and writing skills than their peers, and a good number lack confidence in calculation skills and recognition of shapes and sizes. Due to present and extensive building works, the outdoor environment is not as imaginative or as accessible as is the norm. Nevertheless, children enjoy their outdoor play and activities are thoughtfully planned to replicate those indoors. They support children's increasingly imaginative and investigative learning. Key persons take good care of children. All the adults make careful observations of what children know, understand and can do. The well-documented 'learning journey' records for each child show detailed written observations, photographic



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evidence and assessments about how much progress each individual makes throughout that child's time in the setting.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Just over one in ten of all parents and carers responded to the inspection questionnaire. The vast majority are highly supportive of the school. Parents and carers typically comment, 'Friarage almost feels like a family.' and 'The staff are always friendly and welcoming.' These comments reflect the positive feedback from the school's own surveys. A few responses raised individual concerns but these have no underlying pattern. Overall, parents' and carers' views are similar to those of inspectors.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Friarage Community 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	74	8	23	1	3	0	0
The school keeps my child safe	17	49	17	49	0	0	0	0
My school informs me about my child's progress	18	51	15	43	1	3	1	3
My child is making enough progress at this school	19	54	15	43	1	3	0	0
The teaching is good at this school	20	57	13	37	1	3	0	0
The school helps me to support my child's learning	18	51	16	46	1	3	0	0
The school helps my child to have a healthy lifestyle	17	49	15	43	2	6	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)	14	40	20	57	0	0	0	0
The school meets my child's particular needs	15	43	17	49	1	3	0	0
The school deals effectively with unacceptable behaviour	12	34	19	54	2	6	1	3
The school takes account of my suggestions and concerns	13	37	19	54	3	9	0	0
The school is led and managed effectively	13	37	21	60	0	0	1	3
Overall, I am happy with my child's experience at this school	20	57	14	40	1	3	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



11 November 2010

Dear Pupils

**Inspection of Friarage Community Primary School, Scarborough YO11 1QB**

Thank you for helping the inspectors when we visited your school. We enjoyed watching you at work and play and hearing your views on school. You told us that you really enjoy your lessons, you feel very well cared for and that you really look forward to coming to school. We agree with these comments and with the positive feedback provided in the questionnaires some of you completed. We judge that Friarage is a good school. You behave well and know right from wrong. You support each other effectively, work well together and are kind to one another. You say that you particularly like lessons in which you can develop your own ideas through talking with others. These factors are helping all of you to make good progress and achieve well. The popular breakfast and pre-school sports clubs, together with the daily 'wake and shake' routines, clearly add to your enjoyment.

One reason for our visit was to see how your school could improve. We have asked your headteacher, governors and staff to help you to reach higher standards in mathematics, particularly by improving the ways in which you apply your mathematical understanding to solve real-life problems. We also want to make sure that you all try even harder to come to school every day so that overall attendance improves. You can remind your parents and carers how much learning you miss when you are absent for even one school day. We have also asked your teachers to ensure you all develop a wider understanding of how differently people from diverse backgrounds and countries live their lives. You can all help by always giving of your best and supporting each other.

On behalf of the whole inspection team, I wish you every future success.

Yours sincerely

Dr Andrew Swallow

Lead inspector

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