

# Whitefriars Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121141
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358940
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Godfrey Bancroft

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<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>	Christine James
<b>Headteacher</b>	Lee Stevens
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Whitefriars Road King's Lynn PE30 5AH
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## Introduction

This inspection was carried out three additional inspectors. Inspectors observed 23 lessons, taught by 13 teachers. Meetings were held with groups of parents and carers, pupils, staff and members of the governing body. Inspectors observed the school's work and looked at teachers' planning, health and safety documentation, records of pupils' attainment and progress and the school's plans for improvement. They also looked at 39 questionnaires submitted by parents and carers, 161 completed by pupils and 36 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective are the arrangements to support the learning and progress of pupils who speak English as an additional language?
- What is the impact of actions taken by the school to bring about improvements in attendance?
- What impact is the current focus on speaking and listening, in the full range of subjects, having on pupils' learning and progress?
- What support is provided to help newly appointed members of the governing body to manage their role effectively?

## Information about the school

This is an average sized primary school. The percentage of pupils known to be eligible for free school meals is close to the national average. The proportions of pupils who come from minority ethnic groups and those who speak English as an additional language are above average. The percentage of pupils who have special educational needs and/or disabilities is also a little higher than found in most schools but the proportion who have a statement for their particular special needs is much higher than average. The school has achieved National Healthy Schools Status and the Activemark. There is a breakfast club that is managed by the governing body.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Whitefriars Primary School provides its pupils with an outstanding quality of education. This is a school in which everyone is valued and their progress and achievement celebrated. Lessons are exciting, capturing pupils' interest and enthusiasm and helping them to achieve to the best of their ability. The school celebrates the rich diversity of the cultures it serves and its contribution to community cohesion is outstanding. Many parents and carers, in discussion and in their questionnaire responses, made positive comments about the work of the school. One said, 'All my three children have progressed more than I could have hoped. I am really happy with the school and all the teachers and teaching assistants.' Another said, 'My children have recently joined the school. Their progress has been remarkable. I cannot praise the school highly enough for what they done for my children.'

Pupils make exceptional progress in their learning. Attainment, by the time pupils leave at the end of Year 6, is broadly average. Teachers are currently focusing closely on ways of helping more pupils to attain at higher levels as they strive for above average attainment. There are clear signs in pupils' work that this drive is being successful. The school's current focus on developing pupils' speaking and listening skills in all subjects is paying significant dividends. Many pupils are becoming increasingly confident speakers and attainment is rising in reading and writing. While this approach supports the progress of all pupils, it is having a particularly positive impact on those pupils who speak English as an additional language, who are supported very well and make exceptional progress in learning English so they have full access to the curriculum.

Historically the poor attendance of a few pupils has restricted their progress. Attendance is now average. Efforts by the school, such as providing incentives and reminding parents and carers about the importance of their children attending school regularly, have resulted in improvements. Even so, the school recognises the importance of ensuring that the improvements in attendance are sustained.

The strong and very effective leadership and management of the headteacher and senior managers, supported well by the governing body, lie at the heart of the school's success. Its capacity to improve in the future is outstanding. This is exemplified by the continuing trend of rising attainment and pupils' excellent progress. It is evident from the work seen in pupils' books in Years 3, 4 and 5 that the current pattern of rising attainment, which is a result of significant improvements in teaching, is set to be maintained.

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

- Further raise attainment in English and mathematics by:

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- embedding and extending the successful initiatives to improve standards, particularly in maximising challenge for the most-able pupils.
- Build on the momentum that has resulted in significant improvements in attendance, in order to ensure that the school's target of 95% is met consistently.

## **Outcomes for individuals and groups of pupils**

**1**

From starting points that are often much lower than those expected for their age, all groups of pupils make outstanding progress and achieve well. A consistent pattern of year-on-year improvements in attainment was reflected during the inspection in lessons and the work in pupils' books, particularly in Key Stage 2. The pupils currently in Year 6 are on course to reach above average attainment by the time they leave, and the most-able pupils are increasingly fulfilling their potential. The number of pupils who come from a minority ethnic background has risen over recent years. These pupils, and especially those who join the school speaking little or no English, settle quickly because the support provided for them is outstanding. Similarly pupils who have special educational needs, including those who have a statement for their particular need, are also supported exceptionally well, particularly when working in small groups or individually with teaching assistants. These pupils also make outstanding progress.

Pupils are very well informed about how to stay safe, and have an excellent understanding of the importance of eating healthily and the value of taking regular exercise. Pupils are enthusiastic and committed learners who throw their heart and soul into their work. They make an outstanding contribution to the school and to the wider community. For example, they contribute to decision making about school development and were involved in the appointment of the current headteacher. They have also helped to design a community playground. They are currently contributing their views to a consultation, led by a nationally known designer, about the regeneration of the locality.

Pupils acquire the basic skills of literacy, numeracy and information and communication technology effectively and are well placed to benefit from the next stages of their education. Their spiritual, moral, social and cultural development is outstanding. This is exemplified by the pleasure they show in reading and writing and the seamless way in which pupils from different cultures and backgrounds integrate and play and work together. One pupil, who speaks English as an additional language, encapsulated the views of many when saying, 'I enjoy everything about my school. We all work hard and everyone makes lots of friends.'

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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	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Teaching is outstanding. Expectations are high and pupils rise to the challenge, although this is a relatively recent success for the most-able pupils and not yet routine. Lessons are planned precisely to meet the full range of needs and abilities in each class. Teaching assistants and staff with specialist language expertise make an outstanding contribution to the learning of pupils who have special educational needs and those who speak English as an additional language. Pupils' attainment is assessed accurately and their progress monitored closely. The learning needs of any pupil who shows the slightest sign of falling behind are soon identified and very effective programmes of support put in place. The carefully targeted one-to-one support provided for those who are not achieving as well as expected soon ensures they are back on track. Pupils are also very aware of the progress they are making and what they need to do to improve. This was exemplified by a Year 2 pupil who earnestly declared, 'I enjoy everything, but I know I need to improve my handwriting.'

The curriculum meets pupils' learning needs very effectively. Carefully planned topics create meaningful links between subjects and pupils are clear about the purpose of the work they are doing. This is exemplified by the topic about chocolate, which captured the pupils' interest and capitalised on learning opportunities in every subject. The school's approach to promoting speaking and listening and developing opportunities for pupils to write in every subject is proving to be particularly successful. Learning is also enhanced

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very effectively by an excellent range of additional activities and educational visits. A recent residential visit to an outdoor education centre made a very effective contribution to pupils' personal development. After-school clubs, such as the English as an Additional Language Club, make a valuable contribution to pupils' progress.

The care provided for pupils and the liaison with parents and carers about their children's personal and social development are exemplary, creating a partnership that enables pupils to flourish. This applies particularly to pupils whose circumstances make them most vulnerable. The support and guidance provided enable pupils to become confident learners who clearly enjoy their time at school. They know they can share any problems they might have with the staff, and can rely on receiving the support they need to meet any challenges they might encounter. The daily breakfast club, managed by the governing body, helps to get the day off to a good start for many pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Over recent years many aspects of the school's work have improved significantly. The school benefits greatly from the strong leadership provided by the headteacher and by senior managers. Potential areas for improvement are identified and their impact and success measured by thorough and accurate self-evaluation. Ambitious targets are set, for example for raising attainment, and the whole staff are united in the drive to achieve them. The leadership of teaching and learning is exceptional. Teachers unite behind initiatives such as improving the quality of pupils' writing, and even where teaching is identified as excellent teachers and teaching assistants still search for ways of making it even better.

The school is exceptionally good at involving parents and carers in its work. Many frequently volunteer to help. The excellent work of the parent support adviser and learning catalyst is greatly appreciated by parents and carers for the ways in which it enables them to help their children to learn successfully. The school's promotion of community cohesion is a shining example of outstanding practice. Pupils and parents and carers from all heritages and backgrounds are welcomed into school without discrimination. Pupils from the different ethnic groups show great respect for each other. They value the qualities that each of them bring and celebrate their differences.

The governing body is knowledgeable about the school and an enthusiastic advocate of its work. Some of its members are relatively new to the role. However, they are benefitting from some good training opportunities. They support each other well and fulfil their role effectively. For example, they ensure that outstanding arrangements for safeguarding

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pupils are fully understood, regularly reviewed, and rigorously applied by all. The school's liaison with a wide range of partner providers who help pupils to learn successfully and ensure their well-being is exemplary. Resources are used wisely, and staff expertise is carefully targeted to where it is most needed. The support for pupils who speak English as additional language provides a fine example of this, reflecting the school's outstanding success in tackling all forms of discrimination and ensuring equality of opportunity for all. Initiatives designed to bring about improvement are evaluated rigorously to ensure that the best possible value for money is achieved.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

When pupils enter the Reception class, their attainment is much lower than expected for their age. Children soon settle in to the exciting and vibrant learning environment. Their behaviour is excellent and they quickly become enthusiastic learners, clearly enjoying every minute of their time in school. Every aspect of children's development is assessed in detail and each child has a learning programme that recognises their needs and builds on their strengths. Expectations are high and staff have a total belief that every child will be a successful learner. This belief is shared with parents and carers, who are provided with excellent support and guidance for helping their children to learn.

Children's progress is currently outstanding across all the areas of learning. By the time they join Year 1 standards are broadly average, but an increasing proportion of children are exceeding nationally expected levels. The rising proportion of children who come from minority ethnic groups and who start school speaking no English are making remarkable progress as they become steeped in the excellent work to promote their speaking and listening and their early writing skills. During the inspection children wrote about their experiences when visiting the nearby fairground. The quality of their writing far exceeded



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that expected for their age. This excellent progress is underpinned by a carefully structured approach to promoting children's emotional and social development which results in them becoming increasingly confident learners. Children are also involved in making important decisions, such as where to site the bird feeders they have made.

Leadership and management are excellent and no stone is left unturned in the quest to maintain high standards and the best possible provision.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The proportion of returned questionnaires was very low for a primary school. Responses show that parents' and carers' views of the school are very positive and they are pleased with the quality of education provided for their children. A very small number of parents and carers feel that the school does not manage instances of unacceptable behaviour well. During the inspection pupils' behaviour was excellent, and staff have highly effective systems to deal with any challenging behaviour that may arise.

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

Ofsted invited all the registered parents and carers of pupils registered at Whitefriars Church of England 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 39 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	22	56	16	41	0	0	0	0
The school keeps my child safe	23	59	15	38	1	3	0	0
My school informs me about my child's progress	19	49	17	44	3	8	0	0
My child is making enough progress at this school	21	54	16	41	1	3	1	3
The teaching is good at this school	25	64	14	36	0	0	0	0
The school helps me to support my child's learning	21	54	18	46	0	0	0	0
The school helps my child to have a healthy lifestyle	18	46	20	51	1	3	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)	12	31	25	64	1	3	0	0
The school meets my child's particular needs	19	49	20	51	0	0	0	0
The school deals effectively with unacceptable behaviour	11	28	23	59	4	10	0	0
The school takes account of my suggestions and concerns	13	33	24	62	2	5	0	0
The school is led and managed effectively	19	49	18	46	1	3	0	0
Overall, I am happy with my child's experience at this school	23	59	15	38	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



17 February 2011

Dear Pupils

**Inspection of Whitefriars Church of England Primary School, King's Lynn, PE30 5AH**

You may recall that we recently visited Whitefriars to conduct your school inspection. I would like to thank you for your courtesy and kindness while we were in school and for telling us how much you enjoy learning at Whitefriars.

We concluded that yours is an outstanding school. We were very impressed by your excellent behaviour and by the way you work hard and show enthusiasm in lessons. We noted that you benefit from teaching and care, guidance and support that are excellent. This means that you are able to do your best and attain at levels that are improving each year. When you join the Reception class you are given a superb start to your education and your outstanding progress continues throughout your time at Whitefriars.

We very much like the ways in which your school supports your parents and carers in helping you to learn. We also admire the way in which you all work together and help each other so well. This applies particularly to the ways in which you welcome fellow classmates who come from other parts of the world and help them to settle in and do well.

Even though yours is an outstanding school there are still things that Mr Stevens, the staff and the governing body want to make even better. They rightly want more of you to attain the higher levels for English and mathematics. By continuing to work hard and doing your best you can help this to happen. The school has also worked very hard to improve attendance and for many of you attendance is good. Even so, a few of you, with the help of your parents and carers, still need to improve your attendance.

I would like to wish you all the very best for the continued success of your education.

Yours sincerely

Godfrey Bancroft

Lead inspector

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