

Frisby Church of England Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique reference number | 120130 |
| Local authority | Leicestershire |
| Inspection number | 379962 |
| Inspection dates | 27–28 June 2012 |
| Lead inspector | Sue Hall |

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

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|--|---|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 95 |
| Appropriate authority | The governing body |
| Chair | Simon Bailey |
| Headteacher | Stuart Northedge |
| Date of previous school inspection | 21 February 2007 |
| School address | Hall Orchard Lane Frisby-on-the-Wreake Melton Mowbray LE14 2NH |
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Introduction

Inspection team

Sue Hall

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed four teachers and a higher-level teaching assistant in eight lessons. She observed guided reading activities and heard a sample of pupils of mixed abilities from Years 2 and 6 read individually. The inspector talked informally to several parents and carers, held meetings with groups of pupils, senior leaders and representatives of the governing body. The inspector observed the school's work, looked at data about achievement across the school and examined samples of pupils' recent work. She scrutinised documents, including self-evaluation information and a sample of whole-school policies. The inspector examined evidence regarding the safeguarding of pupils. She analysed 57 questionnaires received from parents and carers, 16 from members of staff and 40 from pupils.

Information about the school

This is a school that is smaller than the average size. The large majority of pupils are of White British heritage and a very small number speak English as an additional language. The percentage known to be eligible for free school meals is well below average. The proportion of pupils supported by school action plus is below average, as is the number with a statement of special educational needs. The school meets the current floor standard, the minimum expectations for attainment set by the government. There is provision for children in the Early Years Foundation Stage from the age of four. There is before- and after-school care available for the pupils but this is not managed by the governing body and is therefore inspected separately. The school holds a Healthy Schools award and numerous local sporting awards.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- This is a good school. It is not outstanding because not enough pupils reach the higher levels in their writing and there is inconsistency in the quality of teaching. The school has many strengths, including the ethos of valuing everyone, and parents and carers believe their children feel part of a happy extended family.
- Pupils of all abilities make good progress as they move through the school. They achieve well, especially in reading and mathematics. Standards in writing are not quite as high because some pupils do not develop the skills to write in greater detail and at length. At times, the spelling and handwriting of some pupils are not well enough developed for their age.
- The quality of teaching is good and especially strong for the youngest and oldest pupils. Staff have close working relationships with their charges which spurs them on to do well. Pupils know their targets for improvement and what to do to make their work even better. On too many occasions, though, tasks are the same or very similar for pupils of all abilities within a mixed-aged class, and this does not always offer sufficient challenge for the higher attainers.
- The behaviour and safety of the pupils is good. Pupils get on very well together. They have a good understanding of how to keep safe in and around school.
- Leadership and management are good. The headteacher's calm but quietly determined leadership ensures an effective focus on improving teaching and further raising standards through the management of performance. Senior staff provide high level teaching skills and effective leadership of the Early Years Foundation Stage and for disabled pupils and those with special educational needs. Governance is good and the school has good capacity to improve further.

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What does the school need to do to improve further?

- Raise standards in writing by:
 - providing more opportunities for pupils to practise and develop their skills in writing at greater length and in detail
 - ensuring that pupils improve their spelling and handwriting skills and that they check their work carefully.
- Improve the consistency of teaching by ensuring that the level of challenge in tasks matches the different abilities of pupils, especially the higher attainers.

Main report

Achievement of pupils

Pupils' attainment on entry varies from year-to-year because of the small number in some year groups. Generally, it is just above expectations for their age, especially in personal and social development, and in speaking and listening. Some cohorts, including the current Reception group, have more variable skills. All children make good and sometimes very good progress in the Early Years Foundation Stage. This is because the curriculum is well planned and provides interesting and challenging activities that move learning forward well. Staff have high expectations of what the children can achieve. Very good progress was seen when children used laminated speech bubbles to record why an animal could not be 'monkey's mummy'. Because the children are given lots of encouragement, they try hard and grow in confidence, becoming happy and enthusiastic learners who want to be like their older siblings and friends.

In Years 1 to 6, boys and girls make good overall progress. Standards in reading and mathematics at the end of Key Stage 1 are broadly average. At the age of 11, standards are above average in reading and mathematics. Most pupils read confidently, with enjoyment and skill. Pupils do well in mathematics because they have a secure understanding of numbers and calculations and are confident in solving problems. This was well illustrated when pupils in Years 5 and 6 made outstanding progress in identifying and using the appropriate number operation to research a problem. This was based on developing skills for their future by identifying what types of cakes, toppings and decorations to use when making batches of cakes for the summer fair. The added complications of different batch sizes, quantities and selling prices spurred the pupils on to work closely together, sharing ideas with real enthusiasm to identify which options resulted in the most profit.

In recent years, standards in writing have been around average at age seven and just above average at the age of 11, though not as high as in other subjects. This is

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largely because fewer pupils reach the higher levels in their writing. Recent work shows that pupils are taught the mechanics of how to write for a range of purposes and in different styles, but there are relatively few opportunities for them to write at length and in depth to reach the higher levels in their work. The spelling and handwriting of some pupils is below that expected for their age.

Disabled pupils and those with special educational needs make good progress. Their individual needs are identified early and the school ensures that pupils have a good amount of well-focused support that meets their specific needs well. The very small number of pupils who speak English as an additional language make similar progress to their classmates. Parents and carers are right to believe that, overall, their children make good progress in their learning and personal development.

Quality of teaching

A key strength in teaching is that, across the school, staff have warm working relationships with pupils. They use praise well to raise self-esteem, which enables those of all abilities to grow in confidence. This was seen in Years 5 and 6 where staff and pupils' mutual enjoyment of working together spurred everyone on to do their best. The support for disabled pupils and those with special educational needs throughout the school is well organised with, for example, separate activities for pupils with the most profound level of additional needs.

Where teaching is most successful, staff have high expectations of what the pupils can achieve. For example, in Year 1 pupils wrote about animals in the story 'Monkey Puzzle' and focused on using different joining words to make their work more interesting. With encouragement, they determinedly and enthusiastically produced several sentences of well-presented and accurate work.

As a lead assessment school for the local authority, the school has put much time and effort into establishing routines where pupils assess their own work and that of their peers. They use 'steps to success' to identify what they have done well and what could be improved. This works well and all pupils can identify their own targets for improvement. During the last year, teaching has also focused on developing pupils' speaking skills. Teachers use questions well to check pupils' understanding and most provide well-considered opportunities for pupils to discuss their ideas with a partner. Occasionally, though, staff do not check well enough that quieter pupils or those whose attention has wandered are sufficiently involved.

The teaching of reading is good and well supported by parents and carers. Teaching promotes pupils' spiritual, moral, social and cultural development effectively through well considered topics, celebrations of their own culture and finding out about other societies. Extra-curricular activities are valued, and parents, carers and pupils all note with pride the many sporting achievements. The quality of planning of tasks is, however, inconsistent. Where teaching is best, this is detailed and the purpose of tasks is made clear to pupils; and this is used in their work to help identify if individuals have achieved their targets. The work seen in pupils' books, though,

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indicates that often similar tasks are planned for all pupils, with the only difference being the support they receive or the amount of work produced. This does not always ensure that the best level of challenge is provided, particularly for the higher-attaining pupils.

Behaviour and safety of pupils

The typical behaviour over time of the large majority of pupils in and around the school is good. A noticeable feature is the strength of relationships and how well most pupils get on together. They are polite, caring and enthusiastic young people who enjoy their time at school. Many have positive and sometimes very enthusiastic attitudes to learning. This was well illustrated in a Years 5 and 6 mathematics lesson where pupils enthusiastically bounced ideas off one another when working on a problem-solving task. Several parents, carers and staff commented that, 'We are one big happy family.' The strong focus on sporting activities helps pupils develop their social and moral understanding and enables them to work together as a team. During the inspection, pupils particularly enjoyed their sports day and gained pleasure from working as part of a mixed-aged team.

Pupils have a good understanding of how to stay safe. Most recognise that in crowded school playgrounds they need to be aware of others, for example when running around with a basketball. Discussions with pupils show that they understand what bullying is and recognise some of the issues related to cyber-bullying. They know that misbehaviour is not tolerated and that sanctions, such as missing part of their playtime, are applied if this occurs. A few think there is some name-calling and teasing but are confident that adults will take action to deal with this. Attendance is above average and pupils arrive punctually.

Leadership and management

There is a strong focus on teamwork within the school. Staff and pupils are valued for their contributions to the school community. The headteacher provides effective leadership, and helps focus the school's vision for improvement by transmitting clear expectations of achievement and behaviour. He is very ably supported by the Early Years Foundation Stage leader and the senior teacher as special educational needs coordinator. Through their high-quality teaching skills, this contributes significantly to improving pupils' achievement and the quality of teaching. Professional development opportunities and performance management is making a positive impact, particularly in developing more opportunities for pupils to discuss their ideas.

Governance is good. The governing body is well led and there is a clear focus on pupils' achievement and their well-being. School self-evaluation procedures are accurate, with all the main inspection judgements matching those of the school. While the school has appropriate monitoring procedures to check teaching and learning, this has lacked evaluative rigour in some areas.

The school provides a broad and balanced curriculum which meets the pupils' needs

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well, especially those with additional needs. The curriculum promotes the pupils' spiritual moral, social and cultural development well through carefully planned cross-curricular topics. The care and support of pupils is very strong, seen in the immediate response of staff to the pupils' needs in a violent thunderstorm. The school fully meets the requirements to safeguard the pupils. All adults promote equality well and help tackle discrimination, particularly through their focus on the achievement of different groups of pupils.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

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|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



29 June 2012

Dear Pupils

Inspection of Frisby Church of England Primary School, Melton Mowbray, LE14 2NH

Thank you very much for making me feel so welcome when I visited your school recently. I enjoyed talking to you and listening to your ideas, especially when chatting to groups of you, hearing readers and looking at your questionnaires. I enjoyed seeing the younger children improving their writing about animals and their work on the rainforest. I was also particularly impressed with how enthusiastically the Year 6 pupils were solving mathematical problems. Like you, I will never forget the awful hail stones that fell during the storm on Thursday!

The school provides you with a good education: here are some of its strengths.

- Your behaviour is good and many of the oldest and youngest pupils try particularly hard with their work.
- The standards you reach when you leave school are above average and you make good progress, particularly in reading and mathematics.
- The teaching in school is good and there are some interesting things for you to find out about and to do.
- The leadership and management of the school is good and all the staff work well together as a team to keep improving things for you.

These are the things I have asked your school to do to make it even better.

- Help you to improve your writing by giving you more opportunities to write in greater detail and to help some of you improve spelling and handwriting.
- Make sure that all activities are just hard enough and are not too easy for some of you.

You can help your school improve by always trying to join in discussions and by making sure that your work is neatly presented.

Yours sincerely

Sue Hall
Lead Inspector

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