

Greyfriars Primary School, King's Lynn

London Road, King's Lynn, PE30 5PY

Inspection dates

6–7 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is not enough good teaching, particularly in English and mathematics, to ensure that pupils achieve well in all classes.
- Attainment in reading, writing and mathematics is below average, and while it is improving at Key Stage 1, it is static at Key Stage 2.
- Not all teachers give pupils good guidance on how to improve their work, so they keep making the same mistakes.
- While the leaders evaluate teachers' lessons regularly, they do not always give them sufficient guidance on how to improve their performance.
- The governing body is not sufficiently involved in the systems to improve teachers' performance.
- In the Reception class, teachers make a good start at teaching early reading writing and number skills but do not always provide sufficient opportunities for children to build on these in their play, either inside or outside.

The school has the following strengths

- Pupils behave well, concentrate hard and persevere when given the opportunity to tackle challenging work.
- Pupils known to be eligible for free school meals, and those who speak English as an additional language, benefit from effective support and make good progress.
- Pupils feel safe and are free from any form of aggressive behaviour. They say they enjoy the family atmosphere and the way adults treat them with respect.
- There is some good and outstanding teaching that inspires pupils and gives them a pride in their achievements.
- The school does much to build strong partnerships with parents and carers, who appreciate the many good opportunities to learn how their children are taught.

Information about this inspection

- The inspectors observed 25 lessons, of which one was a joint observation with the headteacher. The inspectors also made a number of brief visits to lessons.
- Meetings were held with pupils, senior and middle leaders, members of the governing body and a representative of the local authority.
- The inspectors took account of the 16 responses to the online questionnaire (Parent View) at the time of the inspection.
- They observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, use of the pupil premium, behaviour records and documents relating to attendance and safeguarding.

Inspection team

Terry Elston, Lead inspector

Additional Inspector

Isobel Randall

Additional Inspector

Judith Harrison

Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The very large majority of pupils are of White British origin. A small but growing number of the pupils join the school from Eastern Europe and speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs, including those supported at school action and school action plus or with a statement of special educational needs, is above average.
- The school does not meet the government's current floor standards, which set the minimum expected for pupils' attainment and progress.
- Recent achievements include the Activemark, Artsmark, Eco-schools award and National Healthy Schools status.

What does the school need to do to improve further?

- Ensure that pupils make good progress so that attainment matches that found nationally by teachers:
 - showing pupils clearly how to build sounds into words
 - giving them more time to write in lessons
 - providing extensive work to speed up pupils' mathematical calculations
 - ensuring that pupils have more opportunities to use their reading, writing and mathematical skills in all subjects
 - all teachers giving clear guidance in their marking of pupils' work on how they can improve
 - providing more opportunities for children in the Early Years Foundation Stage to use their reading, writing and number skills in all activities, both inside and outdoors.
- Improve the effectiveness of leadership and management by:
 - ensuring that, following observations of teachers' lessons, leaders give clear guidance on how progress could have been faster
 - providing training to ensure that all teachers and teaching assistants are skilled at teaching reading
 - the governing body taking a more active part in evaluating teachers' performance.

Inspection judgements

The achievement of pupils

requires improvement

- Progress in English and mathematics is not improving fast enough to ensure that sufficient numbers of pupils attain nationally expected levels by the end of Year 6.
- Children join the school with skills well below those typical of their ages, particularly in respect of their spoken English and understanding of numbers. They make steady progress in the Reception class, and some achieve well in their early reading because of the recently introduced system to help them link the sounds of letters to words. Progress is not faster because they do not have sufficient opportunities to use their reading, writing and number skills in all activities.
- Attainment at Key Stage 1 is below average, but the latest tests at Year 2 show improvement on previous years. Pupils sometimes struggle with their reading because they are unsure of how to tackle unfamiliar words. In the recent phonics assessments at Year 1, attainment was well below that found nationally. In writing, pupils achieve well when recounting stories such as *The Three Little Pigs* but, often, their work is too brief and poorly presented. In mathematics, pupils enjoy practical tasks such as measuring objects and drawing graphs, but their basic calculation skills are weak.
- At Key Stage 2, most pupils read with reasonable fluency but few read with good expression. In writing, progress is best when pupils have the opportunity to produce long pieces of work about topics that capture their imagination. For example, pupils in Year 6 made their accounts of what it must have felt like to be involved in the First World War interesting for the reader by vivid descriptions of life in the trenches. Pupils' writing in science and topic work, however, is sometimes careless and they often miss out basic punctuation.
- In mathematics, even some older pupils find quick calculations difficult and have to add and subtract using their fingers. This affects the way they tackle all aspects of the subject, particularly when asked to solve problems. For example, in an investigation about mixing paint to achieve different colours, pupils found it hard to work out how much of each colour to add. They enjoy some opportunities to develop their mathematical skills in other subjects, and did well when using graphs to track the fall of temperature as water cooled. However, these opportunities are too few to help them close the gap in their attainment with pupils nationally.
- Attainment by pupils currently in Key Stage 1 and Key Stage 2 is showing improvement in both English and mathematics as a result of better planning of lessons and more rigorous use of assessment of pupils' progress.
- Disabled pupils and those who have special educational needs make steady progress. They benefit from effective support from teachers and teaching assistants and enjoy some opportunities to work independently.
- Pupils eligible for the pupil premium make good progress, and in the latest national tests achieved better than others in school. The school uses the designated funds well to support these pupils, including by providing 'booster' sessions, one-to-one teaching and training for support staff. By measuring the impact of these measures, the school ensures that the money is spent efficiently.
- The increasing number of pupils who speak English as an additional language achieve well. Teachers and bilingual staff support these pupils well, and their parents and carers speak highly

of their children's progress, particularly in learning English.

The quality of teaching requires improvement

- Inconsistencies in the quality of teaching explain why progress is faster in some classes than others. While there is some teaching of high quality, too much is just adequate.
- In writing, pupils often have to sit for too long listening to how their work should be done and have little time left to write. While teachers provide some exciting topics for pupils to write about, they sometimes limit the time for writing by asking even the oldest pupils to draw pictures to illustrate their work. The over-use of worksheets in some classes gives pupils little opportunity to write more than a few words.
- In mathematics, teachers make the work interesting by providing many practical tasks involving measuring or investigating shapes. However, while some teachers are very good at improving pupils' quick calculation skills with quick-fire questioning, others spend too little time on these basic skills and this restricts progress.
- The teaching of reading lacks the consistency necessary to ensure good progress. At its best, teachers and teaching assistants ensure that pupils learn the precise way to sound out letters and this helps them to tackle unfamiliar words. Where progress is slower, the sounds of letters are taught incorrectly and pupils find it hard to blend them together.
- Relationships in classes are very good and pupils appreciate the consistent way teachers manage behaviour. They say that teachers are, 'sometimes strict but always fair'.
- Teachers mark pupils' works promptly and, for the most part, give pupils clear guidance on how to do better next time. Pupils respond well to this approach and will often give their own comments on their work. One, for example, wrote, 'I liked this lesson. Can we do something like this tomorrow?' In some classes, however, teachers are quick to praise pupils for their efforts but say too little about how the work could have been improved.
- Teachers mostly ensure that disabled pupils and those who have special educational needs benefit from work that is matched well to their abilities. Occasionally, however, teachers teach the whole class for long periods and some pupils get left behind.

The behaviour and safety of pupils are good

- Pupils behave very well in class and in the playground because adults make their high expectations clear. They learn the rules quickly in the Reception class and soon learn to put their hands up and get ready quickly for learning.
- Pupils say how much they enjoy school because, as one said, 'It's a safe place where everyone gets on well.'
- Attendance is broadly average and improving very well, with rigorous systems to discourage unnecessary absences.
- Pupils feel free from bullying or racist behaviour of any kind. They say how well the adults

manage unacceptable behaviour, and records show a marked decrease in incidents over the last two years.

- Pupils appreciate the way adults care for them so well, and parents and carers of the pupils who join the school from different countries speak highly of the way their children are soon made to feel part of the community.
- Pupils grow into mature individuals and care deeply for the environment. The eco-committee leads the way in helping them to see the need to conserve energy, and pupils enjoy growing their own produce in the vegetable patch.
- Pupils develop a good awareness of health and safety and speak knowledgeably about the potential dangers of unsupervised use of the internet.
- Pupils are courteous and treat adults and one another with respect. They listen carefully to different views in class discussions and appreciate that not all think the same way.

The leadership and management

requires improvement

- The lack of rigour in the evaluation of teaching and learning helps to account for inconsistencies in the teaching and the rate of progress across the school. Leaders observe lessons regularly but do not always set teachers clear targets that are monitored in subsequent observations. Annual reviews of teachers are better, and targets for the year ahead are based clearly on the progress pupils are expected to make. Teachers know clearly that opportunities for promotion are determined by them meeting such targets.
- Training for staff is focused clearly on their needs, although, despite recent work on the teaching of reading skills, some staff still need further training in the skills necessary to ensure pupils make good progress.
- The headteacher is respected by pupils, parents, carers and staff, and sets ambitious targets for the school to achieve. She works closely with other senior staff to make rigorous analyses of pupils' progress and identify areas for improvement. This has helped to raise attainment in Key Stage 1, close the gap between the achievements of boys and girls in writing at Key Stage 2 and shows that the school has the capacity to improve further.
- Leaders make good use of local schools to provide joint, cost-effective training based on the school's needs. Good links with the local high school enhance provision for sport and help pupils make a smooth transition from Year 6.
- Safeguarding systems are robust and meet requirements. These are reviewed regularly by the leaders and the governing body, and records are kept meticulously.
- The school has a good partnership with parents and carers. Their comments to inspectors and responses to the online questionnaires were very positive, particularly in terms of the way the staff make every effort to listen to their concerns.
- Pupils find the activities provided for them interesting, and they enjoy the many visits and visitors that bring topics such as the Tudors to life. The school recognises shortcomings in the

provision for literacy and numeracy, and has plans to make improvements. Pupils enjoy a wide range of clubs after school, and the good provision for music enables many to learn a wide variety of instruments.

- The school gives pupils many opportunities to reflect on the world and consider how their actions affect others. Learning about people from different backgrounds and faiths, together with fruitful links with children in Malawi, help to give pupils a good insight into the diverse cultures in this country and beyond.
- The school has made good use of the expertise from the local authority to raise the quality of teaching and learning, and support those teachers who need extra training.

■ **The governance of the school:**

- The governing body has a good awareness of the school's effectiveness, including its performance compared with other schools, gained through regular visits and meetings with the headteacher and subject leaders. The governing body challenges leaders and takes a full part in school improvement. However, it is not sufficiently involved in the evaluation of teachers' performance or in making related decisions about their pay. Governors have benefitted from useful training based clearly on the school's needs. Governors have a good awareness of the school's budget and manage the funds well. They know how the funding for disadvantaged pupils is spent, why it is allocated in this way and the impact it has on pupils' academic and personal development.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121021
Local authority	Norfolk
Inspection number	405984

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair	Heather Garrod
Headteacher	Beverly Barrett
Date of previous school inspection	24 January 2011
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