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Mr Peter Monk
Headteacher
Friesland School
Nursery Avenue
Sandiacre
NG10 5AF

Dear Mr Monk

Requires improvement: monitoring inspection visit to Friesland School

Following my visit to your school on 4 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit I met with you, members of the senior leadership team, the school improvement partner and members of the Governing Body. I evaluated the school improvement plan and a range of documentation. This included the school self-evaluation form, data relating to students' attainment and progress as well as minutes of recent governing body meetings. You took me on a tour of the school and we made brief visits to a range of classes.

Context

Since the previous inspection in May, the senior leadership of the school has been re-structured to provide clear lines of responsibility and accountability for each of the key areas for improvement identified in the report.

Main findings

The senior leadership team has responded positively to the judgement that the school requires improvement. Senior leaders now recognise that the quality of teaching and students' achievement are not yet good because of the inconsistencies in these two key areas. It is now the school's clear aim to ensure that all teaching is good or better, and that most students will have made four national curriculum levels of progress across the school in all their subjects by the time they reach Year 11.

It was clear from our discussions and from your new school improvement plan that in the seven weeks since the inspection, you have focused on putting in place the foundations to tackle the right things, namely: the quality of teaching; the progress and attainment of the students; and consistency in the work of the heads of faculty. The plan is designed to get the school to be good by the next inspection, which demonstrates the school's ambition clearly. While much work has been done since the inspection, there is still more to be done before everything is in place for lasting improvement. Most importantly, you need to set out to the staff clearly why it is essential that lessons are planned to cater more effectively for students of all abilities, especially the more able. The new 'protocols for good teaching', together with the planned coaching and guidance to improve teaching across the school is a promising step. It is vital that you get on with this work immediately. We discussed your plans for investing in a stronger method of holding teachers to account, centred on effective scrutiny of teachers' work and students' progress. As a result, we agreed the recommendation set out below regarding the management of their performance.

Governors are fully involved in the efforts to improve the school. They play a key role in evaluating the effectiveness of the actions. They should be helped to do this through regular reports from you and your school improvement partner on the extent to which you are achieving the two main aims relating to good teaching and to good progress, described above.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take action to:

- publish summary targets in the action plan so that expectations are clear to all staff and governors of the quality of teaching and the rates of progress that are required for the school to become good
- maintain a tight focus on evaluating learning in lessons and student's progress over time
- accelerate progress in lessons by helping teachers break down learning objectives into a series of small steps
- strengthen the accountability of teachers by requiring each of them to ensure good quality teaching and good rates of progress in their classes

- strengthen the accountability of heads of faculty by requiring each of them to report back on the quality of teaching and the rates of progress in all subjects and in all year groups
- strengthen the accountability of senior leaders by requiring them to report to governors on the overall quality of teaching and the overall progress that students are making across the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection. I therefore intend to return in the autumn term to review the teaching across the school and report to governors on the progress that the school is making in relation to the six actions outlined above and their impact on school improvement. In a second visit in the summer term I will review provision and outcomes specifically in mathematics.

External support

The local authority has advised the school effectively on the development of its improvement plan. It has also arranged support from a local outstanding school to support improvements in teaching and learning, and aspects of leadership in mathematics. Further support is planned through the provision of regular consultancy support to the mathematics faculty and through other general training activities. The school improvement partner will also provide termly summary reports to the governors on the overall quality of teaching and students' rates of progress across the school.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Derbyshire and to the Education Funding Agency.

Yours sincerely

Trevor Riddiough
Her Majesty's Inspector