

Friarage Community Primary School

Longwestgate, Scarborough, North Yorkshire, YO11 1QB

Inspection dates 2–3 July 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- From starting points that are generally below national expectations, and sometimes well below, the vast majority of pupils make good progress and achieve well.
- Most pupils who enter the school in the Early Years Foundation Stage, and who attend throughout Key Stages 1 and 2, attain average standards in writing by the end of Year 6. They attain above average standards in reading and mathematics.
- The large proportion of pupils who speak English as an additional language learn well. They become competent speakers of English.
- Pupils with special educational needs achieve well because all adults provide timely challenge and support, in and out of lessons.
- Teaching is typically good. Many pupils say how much they enjoy the practical learning experiences.
- Pupils' spiritual, moral, social and cultural development is strong. It is promoted effectively through the good relationships in school, and the wide range of exciting activities and visits, including the link with Nabukuyu primary school in Zambia.
- Arrangements to keep children safe are good. Parents and staff say how much this is a priority of the school. Behaviour is good.
- Governors provide good levels of challenge, and hold the school's leaders to account, particularly through the school improvement committee.
- The headteacher has managed well the many staffing changes, as well as the increasing numbers of pupils who join the school, throughout the year, with limited English. She has sustained the overall good quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- A minority of pupils, especially some of the most able, do not make enough progress in writing. There are shortfalls in some pupils' accuracy in spelling, use of grammar, choice of vocabulary, and sequencing of ideas.
- A minority of teaching requires improvement. This is when teachers do not check well enough the progress that all pupils make in lessons or that the marking of pupils' work has a good impact on their learning.

Information about this inspection

- Inspectors observed teaching and learning in 16 different lessons, of which two were joint observations with the school's senior leaders. Inspectors also observed the teaching of small groups of pupils outside lessons, and listened to pupils from Years 2 and 6 read.
- Pupils' work was sampled informally in lessons, and inspectors looked at a number of Year 4, 5 and 6 pupils' mathematics books in detail, to gain evidence about the quality of teaching and pupils' progress over time.
- Inspectors also reviewed a range of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Meetings were held with pupils, governors, and school staff, including those with management responsibilities. A discussion also took place with a representative from the local authority.
- Inspectors evaluated the responses of 105 parents to a recent school questionnaire. Inspectors also took account of the views of 12 members of the school's staff through the inspection questionnaires they returned. There were insufficient responses to the on-line survey (Parent View) for them to be taken into account.

Inspection team

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|--------------------------------|----------------------|
| Andrew Swallow, Lead inspector | Additional Inspector |
| Irene Lavelle | Additional Inspector |
| Barbara Martin | Additional Inspector |

Full report

Information about this school

- This is larger than the average sized primary school.
- The proportion of pupils eligible for support through the pupil premium is twice that seen nationally. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- A similarly above average proportion of pupils come from minority ethnic backgrounds when compared with national figures, although a higher proportion speak English as an additional language.
- The proportion of pupils supported through school action is broadly average, whilst the proportions of pupils supported through school action plus or with a statement of special educational needs are below those found nationally.
- A significantly large number of pupils join and leave the school during the school year.
- The school met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been significant changes in staffing, including new leaders and managers at all levels, and a new Chair of the Governing Body.

What does the school need to do to improve further?

- Speed up the progress of a minority of pupils, especially some of the most able, in writing, by:
 - making sure that all pupils understand what good handwriting looks like
 - making better use of opportunities for developing pupils' early writing skills and for writing at length in Key Stage 1
 - ensuring pupils pay greater attention to teachers' feedback about the spelling of common words, setting out their ideas in a logical manner, and using good punctuation, grammar and vocabulary to write better sentences and paragraphs.
- Eliminate the little teaching that requires improvement, ensuring more is outstanding, by:
 - ensuring teachers make more careful checks on pupils' understanding in lessons, so that pupils can concentrate better on their work and learn exceptionally well
 - ensuring pupils' respond thoughtfully to teachers' written and verbal comments about their work, to enhance further its quality
 - making sure all subject leaders are fully involved in making checks on teaching and learning.

Inspection judgements

The achievement of pupils

is good

- Overall, children achieve well in the Early Years Foundation Stage. From below, and sometimes well below the expected starting points, the vast majority develop good social and emotional qualities, and form strong relationships.
- A growing number of children in the Nursery and Reception Years are from minority ethnic backgrounds, with an increasing proportion who do not speak English. These children make good progress in linking letters to the sounds they make, in learning how to communicate in English, and in recognising and using simple numbers. Despite this, many still have below expected literacy and numeracy skills by the end of the Early Years Foundation Stage.
- English speaking children become confident readers by the end of the Reception Year, form basic letters and write simple words accurately, and develop good mathematical skills. Taken as a whole, most children reach the good overall level of development expected nationally, by the beginning of Year 1.
- Increasingly high numbers of pupils join and leave the school in Key Stage 1. As a result, rates of overall progress are uneven in reading, writing and mathematics, over time. The school's information on those pupils who remain in the school in Years 1 and 2 shows that they achieve well, with the vast majority attaining standards in reading and mathematics that are increasingly in line with those usually expected for their age. Overall, standards in writing are not yet as high. This is largely because the quality of pupils' handwriting is too variable. A small minority do not pay enough attention to the feedback from teachers about their spelling of common words and use of basic punctuation, and are not always challenged sufficiently to write at length.
- Attainment in the current Year 6 in writing is broadly average. It is now above average in reading and mathematics, as seen in pupils' work and the school's records of pupils' achievement. This represents overall good progress from pupils' previously lower starting points. Progress in writing remains, for a minority of pupils, uneven across Years 3 to 6. This is because they are not always challenged to set out their ideas in a logical manner, write fluently and expressively for different audiences, and use grammar and punctuation to good effect.
- Pupils' learning on most occasions is good. For example, they cooperate well, and make good use of opportunities to share ideas which helps them to consolidate their understanding.
- Pupils enjoy reading. They have daily opportunities to read throughout the school, and are encouraged to read at home.
- In mathematics, pupils make securely good progress. They are enthused by the many practical problem-solving opportunities, set in 'real life' contexts around Scarborough.
- Pupils who receive additional funding through pupil premium, including those eligible for free school meals, achieve as well as their peers. Data show that any gaps between their attainment in reading, writing and mathematics, and that of other pupils in the school, are closing in almost all year groups. In the Year 6 national tests in 2013, the gap in the attainment in these subjects of eligible pupils with their peers were approximately one term.
- The most able pupils also make generally good progress, although some are not consistently stretched by, or engrossed in, the work set for them. They are not always encouraged to amend and edit fully their initial written work.
- Overall, the school promotes equality of opportunity well, providing good additional support for those at risk of falling behind. Pupils with special educational needs make similar progress to their peers. Pupils from minority ethnic backgrounds, including those learning English as an additional language, and others who join the school at various points during the academic year, also make good progress in reading, writing and mathematics. This is due to the effective support from teachers and teaching assistants who understand very well their particular needs.
- Pupils' experiences in physical education and sport are good. They participate in a wide range of activities, funded from the government's national initiative for primary school sports.

The quality of teaching**is good**

- Teachers are keen to share good practice across the school and to improve their skills.
- They are conscientious and committed. The vast majority have high expectations, plan learning well and enjoy positive relationships, so that most pupils are eager to learn. For example, in a Year 2 mathematics lesson, pupils enjoyed giving instructions to one another, spurred on to locate buried treasure, by marking accurately their changing positions on the grids on pirate maps. Similarly, in Year 5, pupils concentrated well to multiply increasingly complex decimal numbers by single numbers, keen to challenge themselves further when the opportunity arose.
- In the Early Years Foundation Stage, children enjoy interesting indoor activities which cover all the areas of learning. Outdoor activities are equally well planned, although senior leaders recognise the need for a wider range of outdoor equipment to foster more curiosity, particularly in the Reception year. Children play well together, sharing equipment, taking turns, enjoying weighing parcels in the post room, and labelling correctly parts of a bicycle.
- The teaching of mathematics and reading are increasing strengths of the school's work. Pupils benefit from thoughtful daily teaching that hones their mental calculation skills, and regular opportunities to read to each other and to adults.
- Occasionally, pupils' progress in lessons is not checked accurately enough, particularly some of the most able, and work is not adjusted accordingly to challenge them further. As a result, a minority of pupils lose concentration, on occasions, and their attention drifts.
- Teaching assistants are deployed effectively and carefully guide pupils' learning. They have a very clear picture of the needs of different pupils, especially those with special educational needs and those who speak English as an additional language.
- Pupils' work is marked diligently and effective suggestions are provided about how to improve their work. Pupils do not always pay enough attention to the feedback provided about the spelling of common words and expressions, the use of punctuation and grammar and a wider range of vocabulary.

The behaviour and safety of pupils**are good**

- The school's work to keep pupils safe and secure is good.
- Pupils typically talk about the school as 'one big family in which everyone gets on well with one another.' Parents are very supportive. Almost all responses to the school's own questionnaires indicate that families believe their children enjoy school life, and that bullying is rare. Parents are very confident in the willingness of all adults to listen to their children's views, and to provide help and guidance, as needed.
- In the playground and in the dining hall, pupils look after each other, and behave maturely. They have a good understanding of the different types of bullying, including homophobic and cyber bullying, and actively seek to prevent it from occurring through their positive relationships. They take seriously their roles as school councillors, and say how much they enjoy their responsibilities as 'mini-mentors' and play leaders.
- The behaviour of pupils is good.
- Pupils are sociable with visitors, opening doors with a smile on their face, and showing real pride in their school. Pupils from overseas are welcomed. Pupils say how much they enjoy learning about the different countries their new friends come from. They are especially proud of their school's links with Nabukuyu primary school in Zambia, and take pleasure in learning of pupils' different cultures and lifestyles in different continents.
- In lessons, pupils enjoy working together and support each other well. On occasions, when activities are insufficiently motivating and challenging, some are less involved, lose interest and their attention drifts.
- Attendance has risen considerably recently and is now average. This is due to more home visits and direct links with individual families, and a significant reduction in the number of holidays taken during term time.

The leadership and management are good

- The school is well led by a determined headteacher who has high aspirations for all pupils. She is ably supported by senior leaders and all staff and by an ambitious and effective governing body.
- The school has an accurate picture of its strengths and areas for development and produces clear plans with actions to tackle these. There have been recent improvements in the attendance and overall achievement of pupils, and the quality of teaching. However, leaders know they need to ensure all pupils make good progress, especially a few of the most able, in writing.
- The headteacher and key leaders carry out regular and accurate checks on the quality of teaching and learning. Not all subject leaders are yet fully involved in these arrangements. Governors complement this work with their own evaluations of the school's work and accompanying notes of visit. Performance management of staff is well organised, and appraisal procedures identify precisely the training needs of individual staff.
- Training opportunities draw on the expertise of staff within school, local authority advisers, and 'expert' practitioners in local schools. The headteacher makes the right decisions about teachers' movement up the salary scale on the basis of robust information about their quality of teaching and its impact on pupils' learning.
- Leaders know the pupils as individuals very well. Information about pupils' achievement is gathered carefully and used successfully to reduce any barriers to learning. As a result, all pupils have an equal opportunity to do well. Historical gaps in performance between pupils in receipt of pupil premium funding, and their peers, are closing. In some years, the gaps are slight or have entirely closed.
- The curriculum has been carefully developed to provide first-hand, interesting experiences in the locality, and to broaden pupils' horizons through links with Nabukuyu primary school in Zambia. Visits to Scarborough castle, the Heritage museum and the lifeboat institution, deepen pupils' understanding of the environment in which they grow up. The Year 6 trip to London widens their horizons, in thought provoking and lasting ways.
- Pupils speak highly of the many extra-curricular activities on offer. They enthuse about the positive start to the day that the morning breakfast club affords, after-school activities such as the film and gardening clubs, and the many opportunities for competitive and recreational sports, such as climbing and archery. These experiences underpin pupils' good spiritual, moral, social and cultural development.
- Links with parents are good. The school's website provides regular updates of what is happening in school, and hosts a variety of activities that can be undertaken by pupils, at home, to enhance their learning.
- Safeguarding and child protection procedures are rigorous and meet requirements.
- **The governance of the school:**
 - Governors receive up-to-date information about the achievement of pupils. Through the regular meetings of committees, governors develop a good understanding of the quality of teaching and its impact on the progress of the different groups of pupils. Minutes of governing body meetings show that they are confident in challenging the headteacher and senior staff about these aspects of the school's work. Governors have discerning discussions about the value of spending decisions, in particular the allocation of pupil premium funding. For example, governors have authorised small-group teaching and additional resources for teachers to enhance pupils' reading, writing and mathematical skills. Governors have taken decisions to widen pupils' experiences of competitive and recreational sports to enhance the provision of physical education and sport in schools through making good use of the primary school sports funding. Governors receive detailed information about the salaries of all staff and decisions about teachers' applications for promotion. As a result, governors have a good understanding of the effectiveness of the management of teachers' performance throughout the school.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 121317 |
| Local authority | North Yorkshire |
| Inspection number | 439874 |

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 | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 365 |
| Appropriate authority | The governing body |
| Chair | Janet Jefferson |
| Headteacher | Eilis Siddall |
| Date of previous school inspection | 9 November 2010 |
| Telephone number | 01723 374244 |
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