

Frizinghall Primary School

Salisbury Road, Frizinghall, Bradford, West Yorkshire, BD9 4HP

Inspection dates 22–23 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils and children in early years achieve well: they make at least good progress from their different starting points in reading, writing and mathematics.
- Teaching across the school is good and some is outstanding. This means the majority of pupils of all abilities and different backgrounds learn quickly. Teaching is especially strong in Year 6.
- Most pupils learn to read quickly and reach the expected levels for their age because reading skills are taught well. Those that fall behind are quickly identified and effectively supported to catch up.
- Pupils at an early stage of learning English do well because all adults have high aspirations for them and provide good help and support.
- The school provides an interesting curriculum, which strongly supports pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is never less than good. They have positive attitudes to each other and are keen to learn.
- The school's systems for keeping pupils safe and secure are outstanding. Relationships between adults and pupils are strong. Pupils report the school is a very safe and caring place and they know who to talk to should they have concerns.
- Leadership and management are outstanding. The inspirational headteacher is very well supported by a strong team of leaders and an excellent governing body. They have ensured that standards have risen consistently in the last three years.
- Leaders at all levels have developed a strong sense of purpose among all staff and are very well placed to ensure the school improves further.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to drive pupils' progress even faster so that their achievement is outstanding. The presentation of work in pupils' books is not always neat and tidy enough.
- Work set in all subjects is not always at the right level of difficulty for the most able pupils and so their progress is not always fast enough.
- Leaders do not yet make the most of opportunities to share outstanding practice among staff.
- Attendance is improving, but is below the national average. Some pupils do not come to school on time.

Information about this inspection

- Inspectors observed 23 lessons in all areas of the school, five of which were observed jointly with the headteacher and deputy headteacher. In addition, inspectors made other short visits to classes and observed pupils' receiving extra help and support in small groups. Inspectors observed break and lunch times and listened to pupils read from Year 1 and Year 6.
- Meetings were held with the headteacher and senior leaders, subject leaders, school staff, groups of pupils, the Chair of the Governing body and three governors. A telephone conversation was conducted to seek the views of a senior local authority officer.
- Inspectors looked carefully at a range of documents, including safeguarding documents, information about pupils' progress, school self evaluation documents, monitoring reports, leaders monitoring of teaching and learning, policies and the school's plans for the future.
- The inspectors took account of the 28 responses to the online questionnaire, Parent View, and also took into account the responses to a school questionnaire placed on the school website. The views of parents were sought at the start of the day as they brought their children to school.
- Thirty-seven staff members completed the voluntary inspection questionnaire for staff.

Inspection team

Michael Wintle, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector
Katharine Halifax	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The vast majority of pupils who attend Frizinghall Primary School are from minority ethnic backgrounds, with a large proportion whose first language is not English. The largest ethnic group is from a Pakistani heritage.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well above average. The proportion supported at school action plus or with a statement of special needs is below the national average.
- The proportion of disadvantaged pupils who attend Frizinghall Primary School and known to be eligible for the pupil premium is well above average. The pupil premium is additional government funding to provide additional support for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The number of pupils who join and leave school at other than the usual times is well above average.

What does the school need to do to improve further?

- Improve the quality of teaching further so that pupils make even faster progress by:
 - ensuring that the work provided for the most able pupils challenges them to work even harder, and supports their learning better
 - ensuring that pupils' presentation of their work is neat and tidy at all times
 - sharing outstanding practice that is already in school so that teachers can learn from each other.
- Raise attendance even more and further reduce the numbers of pupils who are persistently absent or late for school each day by:
 - working even more closely with parents to ensure they better understand the importance of sending their children to school regularly and on time
 - maintaining and building upon current efforts to improve attendance while also seeking new ways of encouraging pupils to come to school and on time.

Inspection judgements

The leadership and management are outstanding

- The headteacher leads the school very well. Together with the full support of senior leaders, the governing body and all the teaching and support staff, she has created a culture of high expectations of good teaching, behaviour and achievement for all groups of pupils. The school is well placed to improve further. Morale in the school is high.
- Tracking systems designed to help senior and middle leaders and teachers see how pupils are doing are extremely detailed and accurate, enabling leaders to focus relentlessly on the impact of teachers' work on pupils' learning. Teachers are set performance targets that are closely matched to the school's improvement priorities. The headteacher and the governing body skilfully uses this information to decide whether teachers should be eligible for pay increases.
- Because of a thorough and detailed programme of support and training, teaching over time is good and a growing proportion is outstanding. However, leaders do not yet make the most of opportunities to share outstanding practice among staff so that they can learn from each other.
- The school's plans for improvement rigorously concentrate on the right areas. They provide leaders, including governors with an extremely accurate view of the school.
- The development of staff is managed exceptionally well by the headteacher. She has a very accurate view of the school's strengths and areas to develop for each member of staff. The headteacher and the deputy headteacher have created a very strong partnership that has resulted in middle leaders actively being involved in checking that pupils are achieving as well as they can over time in the different subjects they manage.
- The curriculum is exciting and prepares pupils well for life in modern Britain. The range of subjects and topics draws on pupils' interests and is designed to arouse their curiosity. Visits to places of interest, visitors and special events enhance pupils' experiences and promote their spiritual, moral, social and cultural awareness extremely well. For instance, Year 6 pupils spoke about their trip to Scarborough. They learned about different creatures and could remember visiting Sutton Bank and seeing the large white horse set in the hillside.
- The school spends its primary sports premium funding on qualified sports coaches and purchasing playground and Physical Education equipment. This provides access for a large number of pupils to experience a growing number of sports and includes pupils, and their parents, experiencing archery together. During the inspection, nine pupils visited Manningham Sports Centre and were involved in javelin, jumping, shot put and relay racing. They walked to the venue and were so proud to have won the 'Teamwork' shield, which will be presented to them during Friday's assembly. One pupil said 'My parents will be so proud of us.'
- Parents have a very positive view about the school and hold it in high regard. The large majority strongly agreed with the questions on Parent View.
- The school is committed to equality of opportunity for all its pupils and ensures very robustly that discrimination is not tolerated. As a result, pupils benefit from good quality teaching and learning that prepares them very well for their next stage of education.
- The local authority provides 'light touch' support to the school and has an accurate view of the school's performance.
- **The governance of the school:**
 - The governing body is highly effective and passionate about ensuring that pupils' achievement is continually improving. They are well informed and bring a wide range of experience to their work, including safeguarding support. Governors provide the right support and challenge for all leaders because they have a good understanding of the quality of teaching and use data to effectively monitor the school's performance. Governors know about the management of teachers' performance and make sure that pay rises are only awarded if they can be justified by pupils' progress. They know how additional funding is spent and study its impact on pupils' learning and progress, which they know is good. They ensure that safeguarding arrangements are exemplary.

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

- The behaviour of pupils is good. Pupils are keen to learn and have good attitudes to their work. Relationships between pupils and their teachers are strong. For example, a pupil said, 'I'm proud of my teachers because they teach us a lot.'
- Pupils' behaviour is good, both in lessons and around the school. Pupils co-operate well and are happy to help one another with their work. Pupil's behaviour is always well managed and well led by staff; occasions when they need to intervene, if behaviour falls short of expectations, are rare.
- The school has worked hard to improve attendance and although it is below the national average, school data and records show that attendance last year 'was the best in the school's history.' The numbers who are regularly absent has been reduced considerably but still remain too high. Leaders have reduced significantly the number of pupils arriving late for school, but some pupils still do not arrive on time.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of the different types of bullying, such as name calling. They report very few incidents and say that, if there are any, they know who to talk to and any issues are dealt with effectively.
- The school has very robust systems and routines in place to keep pupils safe and help them feel secure but not fearful. Pupils say that they feel very safe both inside and in the school grounds. Indeed one pupil remarked, 'My teacher takes great care of me at school.'
- Pupils know how to keep safe in a variety of ways. For example, they know how to keep safe on the internet and when using mobile phones.
- Pupils enjoy taking responsibilities such as being school 'buddies' and safety ambassadors. These roles help their classmates and other pupils in the school to play well together and stay very safe.

The quality of teaching is good

- Teaching has improved since the previous inspection as a result of the robust action taken by the headteacher and her leadership team to ensure that nearly all teaching over time is good or better. This is evident from both the school's outstanding monitoring records and evidence obtained during inspection.
- Teachers are skilled at making pupils think deeply about their learning, often through asking probing questions. Year 6 pupils were learning to write a biography of William Harvey and as a result of sensitive questioning by the teacher, they were able to talk about him as a 'revolutionary' and his contribution to the world of science. Pupils learned at a fast rate and showed good attitudes to their learning.
- Pupils' learning across the school is good because adults frequently check pupils' understanding through high quality reviews of how well pupils learn and make progress during lessons and in their books. However, pupils' work is not always neat and tidy and not enough is done to improve the way that their work is presented. This often masks the good progress they are generally making in their books.
- Reading skills are taught well. Pupils enjoy reading and say there are good books for them to choose from. They like the new and improved library. Reading skills are good because younger pupils are given lots of opportunities to learn about the sounds letters make. Older pupils understand how to try to read unfamiliar words and learn reading skills in other subjects. Occasionally, the most able pupils are not given books that could challenge them even more and say that they are sometimes too easy.
- Teachers ensure that pupils have plenty of chances to practise and improve their writing skills in different subjects and so pupils quickly see the links between subjects such as history, geography and religious education.
- Pupils' learning in mathematics is good because they have many opportunities to work together to solve mathematical problems and use their calculation skills.
- Teaching assistants are confident and trained well, which enables them to take the initiative in class and to make a valuable contribution to improving pupils' learning.
- Teachers' marking and feedback are good across the school as pupils are given detailed ideas from their teachers about how well they are doing and the next steps they need to take to improve. This makes a strong contribution to their continuing progress.

The achievement of pupils is good

- Pupils of all backgrounds and abilities, including those in early years, make good progress and achieve well from their different starting points. By the end of Year 6, pupils are well prepared for the next stage of their education.
- Standards at the end of Key Stage 1 are broadly average in reading and below average in writing and mathematics. However, from their starting points the vast majority of pupils make good progress across the key stage.
- Good progress is sustained across Key Stage 2. Standards by the end of Year 6 are above the national average in reading and writing and just below in mathematics. Standards have risen consistently in recent years. Standards for current pupils in all classes are also improving in all three subjects.
- The large numbers of pupils who join the school at other times than is usual and who are at an early stage of learning English settle into school life quickly. They make good progress from their individual starting points because their needs are evaluated quickly and good support is provided to help them learn.
- Phonics (the sounds that letters make) is taught well. In 2013 and 2014, the proportion of pupils who reached the required standard in the Year 1 phonics check was well above average. Pupils in Key Stage 1 tackle new and unfamiliar words confidently because they have a good understanding of letters and the sounds they make. This strong start is built upon through Key Stage 2 and ensures that by the time pupils leave the school in Year 6, those who have been at the school since Reception are confident, fluent readers.
- Pupils from the different minority ethnic groups and those who speak English as an additional language, make at least good progress, with some exceeding expectations by the end of Year 6 because of the good teaching they receive.
- Sometimes some of the most able pupils do not achieve quite so well as they could because teaching does not always challenge them well enough. From time to time, pupils are already able to comprehend the work they have been asked to do, rather than being provided with more demanding tasks.
- The well above average numbers of disadvantaged pupils achieve well. Compared to other pupils in the school attainment in 2014 was generally in line with other pupils in the class. These pupils benefit from well planned individual and group support which helps to accelerate their learning and progress and ensure that they catch up and make better progress than is seen nationally. In some cases their accelerated progress is better than their classmates and especially in reading.
- Disabled pupils and those who have special educational needs achieve as well as others. Inspection evidence shows that this is because the staff have a very clear awareness of the precise needs of these pupils and put effective support in place that helps these pupils make good progress from their different starting points

The early years provision is good

- Children make a settled start to their schooling because routines are very well established. They make good progress across early years, from their different starting points. This is because adults model learning very effectively and provide interesting and fun activities that quickly capture young minds.
- Children move into Year 1 ready for their next stage in their education, and with good improvement in their skills and knowledge especially those relating to communication and language.
- Children who are at an early stage of learning English catch up quickly because developing their early communication and language skills are given high priority. In Reception, for example, a group of children reading their main storybook 'Funnybones' began creating a collage of a skeleton using art straws. Concentration was intense and adults were skilfully adding language development to the activity. High quality support ensured children were communicating with each other as they worked. At the end of the activity children were confidently talking about 'their skeleton' and confidently showing off their work.
- Disabled pupils and those who have special educational needs make good progress in early years because their needs are quickly identified and support effectively implemented. Occasionally the most able do not learn as quickly as they could because their activities are not always sufficiently challenging.
- Children are extremely happy in early years, as a result their emotional well-being is well supported. Children can choose to learn from a range of high quality resources both inside and outdoors. They play well with each other and quickly establish good relationships with their class friends. This ensures their good spiritual, moral, social and cultural development.
- Leadership in early years is good. Leaders have a good understanding of the needs of every child and

ensure staff work confidently with all children, and so at times it is difficult to see who the teacher and the teaching assistants are. Leaders have a good understanding of their responsibilities and ensure that the provision meets safeguarding and welfare requirements.

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	107204
Local authority	Bradford
Inspection number	448337

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	David Servant
Headteacher	Pauline Chilvers
Date of previous school inspection	23 June 2010
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