

Friesland School

Nursery Avenue, Sandiacre, NG10 5AF

Inspection dates 13–14 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, supported by other leaders, has demonstrated a strong determination to raise standards. Leaders make sound judgements. As a result, teaching and achievement across the school, including the sixth form, are improving rapidly.
- Leaders' skill in using information about students' progress has developed quickly. This enables them to hold teachers to account and identify students at risk of falling behind.
- Governors responded decisively to the review of governance. They use their skills to support the school and provide an appropriate challenge to senior leaders.
- Students feel very safe in school. Their parents agree.
- Teaching is good. High expectations and clear explanations help students to learn well. Teachers check students' understanding regularly so that they can adapt their lessons, when necessary.
- Students' attitudes to learning are overwhelmingly positive. They appreciate the skill and care their teachers show, and they work hard. They behave well in lessons and during social times.
- Students make consistently good progress in almost all subjects, including English and mathematics. Attainment and rates of progress have risen markedly since the last inspection.
- Support for disabled students and those who have special educational needs is conspicuously well planned. As a result, these students achieve well.
- The sixth form is good. Sixth form students benefit from skilful teaching and good careers guidance.

It is not yet an outstanding school because

- Students are not always challenged enough to think for themselves and deepen their understanding.
- The work of a small minority of students is untidy.
- Some students, usually the less able, do not understand the guidance they are given on how to improve their work.
- Standards at Key Stage 3 and Key Stage 4 are not checked regularly against those in other schools.
- Leaders' focus on tackling weak performance has overshadowed efforts to celebrate and spread the outstanding practice in the school.
- Although attainment in the sixth form is now rising, the proportion of students attaining the top grades has been too low.

Information about this inspection

- Inspectors observed learning in 44 lessons, taught by 40 different teachers; eight observations were conducted jointly with senior leaders. Inspectors also observed students' conduct at break and lunchtimes.
- Discussions were held with senior leaders, other leaders, class teachers, other staff and governors. Inspectors also met with a representative of the local authority.
- Inspectors met with four groups of students, including three selected at random, and spoke with many others informally. Inspectors listened to students reading.
- Inspectors looked at books and folders in lessons. They scrutinised some Year 8 and Year 9 students' work in depth, and checked the standards against the teachers' assessments of attainment and progress. They also looked at information on students' targets and current levels of achievement.
- Inspectors looked at a wide range of documents. These included: development plans and their evaluations; records of how leaders check on teaching; minutes of governing body meetings; case studies; policies; records showing how the school supports vulnerable students and checks on their progress; and school publicity.
- Inspectors took into consideration the 62 responses to the online Parent View questionnaire and representations from individual parents. They also considered the 61 questionnaires completed by staff.

Inspection team

Martin Spoor, Lead inspector	Additional Inspector
Joan Deslandes	Additional Inspector
Tracey Lord	Additional Inspector
Roger Whittall	Additional Inspector
Steven Caldecott	Additional Inspector

Full report

Information about this school

- Friesland School is a larger than average-sized secondary school.
- Almost all students come from White British backgrounds.
- The proportion of disabled students and those who have special educational needs is well below average.
- The proportion of students who are disadvantaged and receive support from the pupil premium, which is the additional funding for students known to be eligible for free school meals and those in local authority care, is below average.
- At Key Stage 4, 53 students currently attend Clayfields House, Derby College, Children 1st Nurseries or Long Eaton School to follow work-related courses for one day each week. A very small number of Key Stage 3 students have recently taken up full-time placements at Kirk Hallam short-stay school, which offers alternative educational provision.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of students in English and mathematics by the end of Year 11.
- Since the last inspection, the school has restructured its leadership team. One assistant headteacher was appointed from September 2013. The special educational needs coordinator took up her post in April 2014, and the head of mathematics, business and computing joined the school in September 2014.

What does the school need to do to improve further?

- Further improve the quality of teaching by:
 - challenging students to be curious, think harder and deepen their understanding in lessons so they achieve more
 - making sure that all students, especially the less able, understand how to make good use of written guidance on how to improve their work.
- Further improve the effectiveness of leadership and management by:
 - ensuring that all teachers insist on the highest standards for the presentation of written work
 - developing links with other schools so that all subject leaders can check the accuracy of their evaluation of standards at Key Stage 3 and Key Stage 4
 - using the skills of the best teachers and leaders to develop rapidly the effectiveness of their colleagues
 - building on the recent improvements to leaders' checks on learning in the sixth form in order to increase the proportion of students who attain the top grades.

Inspection judgements

The leadership and management are good

- The headteacher has placed an unwavering priority on students' academic achievement. He and the other senior leaders have ensured that information about students' progress is collected regularly, analysed and communicated to all the staff. On this basis, they make sure that teachers and subject leaders are held to account for students' progress. Leaders tackle promptly any underperformance by teachers or by students. The result is a school culture fully centred on good achievement and effective teaching. The school initially focused on standards at Key Stage 4, but leaders have more recently extended their more rigorous scrutiny throughout the school, including the sixth form.
- The school has recently placed a greater emphasis on rewarding good behaviour. Staff and students report that this has led to a marked improvement in conduct.
- Leaders' evaluation of the school is objective, well-structured and accurate. Their judgements, both during the inspection and over time, accorded with those of inspectors. Leaders know where further improvements are required. They also know where there is outstanding practice in the school; for example, in giving students particularly detailed feedback to guide their learning and ensuring an impressive level of collaboration between students, but leaders are only now beginning to spread this excellent practice more widely.
- Subject and other leaders are effective at checking standards and making improvements. They share the commitment to high standards and greater consistency, and understand how they contribute to the progress of the school. They make sure that judgements made about students' work by different teachers are consistent. Leaders have made arrangements to confirm the accuracy of teachers' assessments by checking standards in the sixth form against those of other schools. However, they have not yet extended these arrangements to Key Stage 3 and Key Stage 4.
- The school has spent the pupil premium on providing additional teaching and to keep disadvantaged students fully engaged in their learning. Leaders are working with local primary schools to ensure that they help at the earliest opportunity those at risk of falling behind. The school evaluates the impact of its provision carefully and adapts its expenditure accordingly.
- Leaders have improved the education of disabled students and those who have special educational needs. They organise different forms of support effectively, and provide training for teachers on how to plan learning that is adapted to these students' starting points.
- Leaders help to create good relationships between students. Good support for disadvantaged students and the school's clear stand against any form of discrimination promote equality of opportunity effectively. Several students explained to inspectors how the school had shown flexibility and imagination; for example, in providing a tailored course of study.
- The school's curriculum is well balanced and a wide range of courses are offered at Key Stage 4. The school has clear plans to replace National Curriculum levels at Key Stage 3 with a set of assessments of students' readiness for GCSE, and it will introduce these in the next academic year. The school provides a good range of after-school sport and activities in the performing arts, and there are some exciting opportunities for foreign travel.
- The school promotes students' spiritual, moral, social and cultural development well through taught lessons in humanities, assemblies and multicultural special events in which all Key Stage 3 students take part. These include a Year 8 visit to a German market and an international languages day. The school made good use of recent elections to teach students about democracy and the value of participation. The well-coordinated programme of activities ensures that students are well prepared for life in modern Britain.
- The school's arrangements for safeguarding are effective and meet all statutory requirements. Staff keep meticulous records, and react immediately to involve other agencies to help potentially vulnerable

students. They are well trained to identify students who may be at risk. Regular maintenance, fire drills and clear procedures keep the site safe. The school work effectively with parents, including those who are initially distrustful of education. Parents are almost all very supportive of the school.

- Students receive good careers guidance both in the main school and in the sixth form, so that they feel well prepared for their next stage of their lives. As a result, almost all students find an appropriate place in further education or training. Staff monitor the progress, behaviour and attendance of students attending alternative provision rigorously and frequently. They amend the provision if it is not proving successful.
- Leaders have strengthened the way they evaluate teachers' performance. It is now effective and they use the results to make decisions about pay rises and promotion. Staff, including teachers at an early stage of their careers, report that training is proving very helpful in improving their skills.
- The local authority has provided good support for the school, particularly in strengthening the procedures subject leaders use to check on teaching and improving standards in mathematics.
- **The governance of the school:**
 - Governors are now providing effective oversight of the school. Following the last inspection, they conducted a review of governance with the local authority. As a result, several new governors were appointed, some with specific expertise. Governors are much more involved with the school, visit regularly, and report their findings to governing body meetings. Governors have made sure that they are well trained and informed. Meeting records show that they ask challenging and detailed questions to the headteacher and other senior leaders about students' attainment and attendance, the quality of teaching in the school and the impact of the pupil premium, in which they take a particular interest.
 - Governors have worked with the headteacher to establish a robust performance management scheme that rewards good teaching and identifies where there is weaker performance.
 - Governors check that senior leaders comply with all safeguarding requirements. They check on school trips and monitor the safety of the site. They are working with the local authority to eliminate the school's small historic deficit.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Students approach their learning with commitment and enthusiasm, bring the right equipment to class and work hard. They understand how their behaviour contributes to learning. Disabled students and those who have special educational needs learn to be resilient and overcome the barriers that some of their learning needs present. Students collaborate effectively in lessons; for example, sharing technical expertise in information and communication technology.
- During the inspection, students were universally polite and helpful. Their conduct at social times is orderly and responsible. They respect the school's facilities and they drop little or no litter.
- The school records behavioural incidents carefully. There have been a few name-calling incidents to which the school has responded with an appropriate degree of seriousness. A greater emphasis on rewards for consistently good behaviour has led to a significant reduction in fixed-term exclusions, and the rate is now below the national average. There have been no permanent exclusions this academic year.
- Students told inspectors that lessons are disrupted only on very rare occasions. Inspection evidence confirmed this.
- The school has high expectations for those attending alternative provision and, as a result, students' attitudes and behaviour are good or outstanding.
- Students' willingness to learn is generally reflected in tidy presentation of their work. In a minority of classes, however, some books are less well kept.

Safety

- The school's work to keep students safe and secure is good. Child protection procedures are robust, and staff are well trained and alert to the various risks to students' safety. Leaders check that visitors pose no risk to students. They take decisive action when needed. First aid and medical arrangements are strong. The school involves other agencies promptly to support potentially vulnerable students. All necessary policies and risk assessments are up to date and reviewed regularly.
- Students say that they feel very safe in school and almost all their parents agree. Students report that bullying is very rare. There is a simple procedure for raising concerns, and the school resolves any problems swiftly. Students are well informed about different types of risk, including those posed by substance abuse and the internet.
- The school receives daily updates on the attendance of students at alternative provision, and any absence is pursued immediately. Staff visit each alternative provision in advance of students' placements to check that it provides a secure environment, and they discuss any concerns with students regularly. As a result, these students feel safe and well supported.
- Attendance since the last inspection has been broadly average. The school has appointed new staff as it intensifies its efforts to tackle stubborn pockets of absence, but these measures are only just beginning to show results.

The quality of teaching

is good

- Teaching in the main school and in the sixth form is improving strongly because leaders hold teachers to account. Relationships between teachers and their classes are conspicuously good. Students value the fact that 'we know where we stand', as teachers explain clearly how well they are progressing. Classrooms exude a positive atmosphere. Teachers are knowledgeable and explain ideas in a clear and well-structured manner, so that students make secure gains in their understanding.
- Teachers plan work carefully so that it builds on what students can already do. During the inspection, activities were challenging for students of different abilities, even where the spread of abilities in the class was wide. Homework is often set at different levels to enhance its impact on students' learning. As a result, in the very large majority of lessons, students make at least good progress.
- In mathematics, expectations of what students can achieve are particularly high. Attention to routine calculation skills is combined with new and demanding topics. Teachers pay due attention to the practical application of mathematical ideas. They teach mathematical skills, such as the construction of graphs, effectively in other subjects. Across the school, students are making progress which is good or better.
- In English, teachers expertly show students how to read texts in detail and record their responses in a structured way. There is a good library and students receive every encouragement to read fiction, with the result that many take books home. Students report that they are also taught to how to respond to texts in other subjects, so that reading is developed strongly across the school. Students make good progress in structuring their writing and using a wider vocabulary in a range of subjects. In most subjects, teachers pay careful attention to ensuring accurate spelling, punctuation and grammar.
- Teachers provide well for disabled students and those who have special educational needs because teachers know how to provide work that is appropriate to students' different starting points. Leaders make sure that each individual's needs are carefully assessed and checked. Teaching assistants work closely with teachers to provide support in small groups.
- Teachers of Key Stage 4 classes explain clearly and precisely how students can maximise their marks in answering questions so that they are fully prepared for their examinations.
- Teachers routinely check on students' learning and use the outcomes to adjust the pace and direction of the lesson when necessary. However, they do not always challenge students to explain and show their understanding of the topic in sufficient depth. Consequently, students' understanding is not always fully

tested and their intellectual curiosity is not fully stimulated.

- Teachers generally provide detailed written guidance to students on how to improve their work. Students usually respond in line with the school's expectations by making corrections or addressing additional questions posed by the teacher. However, sometimes the impact of the marking is lost because instructions, especially for the less-able students, are too vague or complicated.

The achievement of pupils is good

- Students' achievement has improved considerably since the last inspection, including in the sixth form. Students who left in 2014 started Year 7 with attainment that was average. According to the published results, they left the main school with attainment that was broadly average. Achievement in humanities subjects was high.
- Leaders decided to enter Year 11 students early for GCSE examinations in English and mathematics in the winter of 2013 because they believed that, following detailed preparation, this provided students with the best chance of success. All students subsequently continued to study the subjects and were re-entered to give them the opportunity to improve their grades. This ensured that the school did not restrict the achievement of students, including that of the most-able students. The school no longer uses early entry.
- Published data are therefore based on the results obtained when the school entered all Year 11 students for English, and most students for mathematics, early. When students re-sat these examinations in the following summer, they achieved markedly better results. As a result of further good teaching, students currently in Year 11 are on track for much-improved results in 2015, including in English and mathematics.
- The rate at which students make progress has increased rapidly. In 2014, the published results show that the proportion of students who made expected progress and the proportion that exceeded expected progress in English were below the national average. In mathematics, the proportion that made expected progress was in line with the national average, and the proportion that exceeded expected progress below average. Data supplied by the school indicate that all these proportions will be higher and inspection evidence confirms this.
- In the very large majority of lessons across the school observed by inspectors, students made good progress and this was supported by the work in their books. In almost all subjects, work was challenging and accurately graded.
- Disadvantaged students left the school in 2014 with attainment half a grade on average below other students in English and three quarters of grade below in mathematics. Compared with students nationally, they were three quarters of a grade behind in English and nearly a grade behind in mathematics. School data show that disadvantaged students are now making good progress and attainment gaps are closing rapidly.
- Disabled students and those who have special educational needs make good progress, especially in Year 11. This is because leaders identify precisely their individual learning needs and staff build carefully on what students are already able to do.
- For students who join the school with below-average attainment, Year 7 'catch-up' funding has been spent largely on specialist literacy and mathematics teaching. This has been particularly effective in helping these students to catch up in their basic English skills.
- The most-able students are responding well to work that is appropriately challenging. They have the confidence and willingness to persevere on the occasions when they have to think out an approach for themselves. Work scrutinised by inspectors and the school's information show that the progress of the most-able students is increasing rapidly, especially in mathematics. This reflects the school's clearer expectations for this group and means that more of these students are attaining at the higher levels.

- Students undertaking work-related courses are making good or outstanding progress in acquiring the technical knowledge and skills required for employment. All students are on track to attain the qualification for which they are studying, and the majority intend to pursue a higher-level course in their chosen field when they leave school.
- The very small number of students attending the short-stay school are also making good progress from their starting points. This is because the alternative provision is helping them to overcome the social difficulties that were impeding their academic progress.

The sixth form provision is good

- The sixth form is a confident community in which learning is improving rapidly. It currently draws most of its students from the main school. The attainment of students when they join the sixth form has been below average, although the school expects this to rise over the next few years as standards improve in the main school. A large majority follow academic courses.
- In 2014, progress on academic courses was average, and above average on vocational courses. However, inspectors saw progress in sixth form lessons which was uniformly good or better. This confirms the school's data indicating that progress and attainment are expected to rise in 2015. In the past, students on academic courses have attained only a small number of top grades, but better teaching and closer scrutiny of progress mean that students are on track to increase this proportion in 2015, reflecting the school's success in dealing with this as a key priority for further improvement.
- In 2014, the school met the 16 to 19 interim minimum standards. The progress of the few disadvantaged students is exactly in line with that of their peers.
- Teaching in the sixth form is good. Teachers plan learning well to provide work that challenges all students, even where there is a wide spread of ability within the class. Students receive detailed and thoughtful feedback on their work, and this makes a significant contribution to their progress. Teachers have thorough subject knowledge. They are skilled at extending students' learning and encouraging reflection.
- The behaviour and safety of students are good. Students' attitudes towards their learning are very positive. Students appreciate that the school has clear expectations but is prepared to be flexible and tailor provision to the requirements of individual students. Students collaborate expertly with each other. They discuss moral issues with maturity. They rightly believe that the sixth form represents a very safe environment. They are able to explain how the school has helped them to consider important social and cultural issues.
- The leadership and management of the sixth form are good. The adoption this academic year of more rigorous procedures for checking the work of the sixth form has driven up both the quality of teaching and students' progress. Leaders have checked academic standards against those in other local schools.
- The school provides a good range of non-qualification activities and take-up is high. These include the Duke of Edinburgh award, Young Enterprise competition and various opportunities to help students in the main school. Teachers provide well-informed advice and guidance, so that students are confident that they have identified suitable courses for when they leave school. A high proportion of students stay on to complete their studies.

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	112994
Local authority	Derbyshire
Inspection number	462019

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1221
Of which, number on roll in sixth form	213
Appropriate authority	The governing body
Chair	Annette Noskwith
Headteacher	Peter Monk
Date of previous school inspection	15 May 2013
Telephone number	0115 9397326
Fax number	0115 9491730
Email address	enquiries@friesland.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted

. If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and *inspects* to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: [0300 123 4234](tel:03001234234)
Textphone: [0161 618 8524](tel:01616188524)
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

