

# Inspection of Frizinghall Primary School

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

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Inspection dates: 2 and 3 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils say they love Frizinghall. All pupils inspectors spoke to said they are very proud to come to this school. The relationships between staff and pupils are positive and respectful.

Leaders are ambitious for the school. They have high expectations for what pupils should achieve. They have considered their community and pupil views when designing the curriculum. Pupils are very positive about their learning. They want to do well and try hard in lessons.

Pupils, parents and staff say that behaviour is good and that bullying tends not to happen. In the rare occasions bullying happens, pupils know what to do. Staff receive training to manage behaviour well. Inspectors saw calm behaviour in classes. Pupils like the different approaches staff take to reward behaviour. Pupils also say they feel safe at school. Inspectors agree with this view.

Parents are overwhelmingly positive about the school. They know Frizinghall has high expectations for all. One parent voiced the views of many, stating, 'I am so pleased that my children come here. They always have the best interests of the children at heart.' Parents expressed positive views on the school's response during the pandemic. They have felt well supported during this time. All parents who completed Ofsted's survey, Ofsted Parent View, would recommend the school.

## **What does the school do well and what does it need to do better?**

Leaders, including governors, are determined that pupils will achieve well. The curriculum is well planned and sequenced. New learning builds carefully on what pupils have been taught before. As a result, pupils remember what they have learned. Leaders have identified the essential knowledge that they want pupils to know in all subjects. They make timely checks on what pupils can remember.

The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have deliberately planned when pupils are introduced to new skills and knowledge.

Pupils enjoy learning and are keen to learn more. As a result, they are achieving success in subjects previously not seen as important. In music, for example, leaders have made careful choices about which instruments pupils learn to play. This ensures pupils have the necessary skills to be able to play a more difficult instrument in future years.

Reading is given high priority. Children start learning letter sounds as soon as they start school. Expertly trained staff have the skills to teach phonics well. In Year 1 and Year 2, adults build pupils' knowledge in appropriate steps. Reading is well planned and sequenced to build pupils' knowledge of sounds over time. When pupils

fall behind, adults spot this quickly and support them to catch up. The books pupils read are matched to the sounds they know. This means they are confident and motivated readers. Older pupils talk enthusiastically about stories they have listened to and authors they know. They love using their whole school library regularly. It is attractive and well organised.

The mathematics curriculum is ambitious. It is coherently sequenced and has made clear the important information pupils need to learn. Teachers build upon this in later years. Pupils could talk confidently about their learning in mathematics. Pupils demonstrate a wide range of mathematical knowledge and competence from an early age.

Children in the early years enjoy learning in welcoming and attractive spaces that prioritise language, reading and number. Children quickly become curious learners, enjoying the activities staff plan for them. Staff develop children's knowledge, understanding and skills well. While playing, children develop their social skills as well as their ability to read, write and count. This makes learning fun for all.

Pupils with SEND are well supported by staff. Pupils' needs are identified early and specific actions are agreed to help pupils progress. The support is well planned and managed. Parents of pupils with SEND are full of praise for the work the school does. Frizinghall is a very inclusive school.

Pupils are proud to contribute to school through the jobs they do, such as safety ambassadors or friendship buddies. Staff celebrate pupils' success in and out of school. Before COVID-19, leaders offered a wide range of after-school opportunities. Parents and pupils want to see these return. Leaders have ambitious plans to provide opportunities that exceed pre-COVID-19 levels.

Senior leaders, including governors, have been clear in their ambition for the school. This determination has been instrumental in the great improvements seen since the last inspection. Leaders have galvanised the school community, harnessing the talents of staff. Subject leadership is now significantly developed. Some leaders recognise there is more work to do to develop their plans and actions for improvement.

Governors know the school very well and hold leaders to account effectively. Governors make their own professional development, and that of the staff, a priority. Regular checks on staff workload and well-being are made by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a key priority for all staff. Leaders ensure that staff have had all the necessary training that they need. Staff are vigilant to risks that affect their pupils. This includes staff knowing the specific risks in the local area.

Staff quickly identify pupils who may be at risk and take appropriate action when required. Leaders follow up safeguarding issues appropriately. They work very well with external agencies and families to support pupils who need help.

Pupils are taught to keep safe in a range of situations, including when using the internet or social media. The school hold events to inform pupils of these risks and how to manage them.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Not all subject leaders monitor the impact of their curriculum plans and actions with enough rigour. As a result, leaders do not have the information they need to make improvements to their curriculum area. Leaders need to ensure that the pockets of stronger subject leadership are shared. All subject leaders need to receive time and support to monitor and evaluate the impact of their curriculum.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107204
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10212280
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	425
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Sayers
<b>Headteacher</b>	Victoria Merriman
<b>Website</b>	<a href="http://www.frizinghall.bradford.sch.uk">www.frizinghall.bradford.sch.uk</a>
<b>Date of previous inspection</b>	26 – 27 June 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is larger than the average primary school.
- Most pupils come from minority ethnic backgrounds.
- The proportion of pupils new to English, or in the early stages of learning English as an additional language, is above average.
- The school provides a breakfast club.
- The headteacher was appointed to the school in January 2019.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is higher than the national average.
- The proportion of pupils with SEND is above the national average.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors spoke with the headteacher, deputy headteacher, subject leaders, a range of school staff, a representative from the local authority, a representative from the teaching school hub and members of the governing body.
- Inspectors discussed the school's records on attendance and behaviour with leaders.
- During the inspection, inspectors spoke to pupils about their work and school life. Inspectors observed pupils' behaviour at playtime, lunchtime and during the whole school collective act of worship.
- Inspectors spoke to parents and considered the 17 responses to Ofsted's online survey, Ofsted Parent View. We also considered the 18 responses to the online staff survey and the 31 responses to the pupil survey.
- Inspectors carried out deep dives in reading, mathematics, English, music and physical education. Inspectors talked to leaders of these subjects, visited lessons, listened to pupils read, reviewed pupils' work, and spoke to teachers and talked with pupils.
- Inspectors considered a range of information and documentation provided by the school including curriculum planning for a wide range of subjects, the school self-evaluation documents, plans for improvement and governor minutes. Inspectors also looked at information available on the school's website.

## **Inspection team**

Nicola Shipman, lead inspector	Ofsted Inspector
Jo Robinson	Ofsted Inspector
Steve Wren	Her Majesty's Inspector
Gill Holland	Ofsted Inspector

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