

Inspection of Friesland School

Nursery Avenue, Sandiacre, Nottinghamshire NG10 5AF

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Craig Patterson. This school is part of The Two Counties Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Wesley Davies, and overseen by a board of trustees, chaired by Karen Potts.

What is it like to attend this school?

Pupils know that the staff at this school have high hopes for them. All staff share the vision that they should be ambitious for each pupil. Other values such as teamwork, honesty and respect permeate through the school's work to develop each pupil in the widest sense.

There are respectful relationships between the majority of staff and pupils. Pupils know they can speak to staff about any worries or concerns. The pastoral capacity has increased in line with the needs of pupils. Pupils get a firm understanding of how to keep themselves safe. Pupils feel safe and happy here.

Pupils appreciate the trips and performances that they can take part in. Year 11 pupils talk positively about their recent trip to the battlefields in France to learn about history. Others are looking forward to performing in the sold-out 'Winter Concert' to raise money for charity. There is a clear endeavour to build active citizens.

Pupils and students benefit from a high-quality education. The school is in the midst of making further changes to improve the curriculum and embed a culture where high expectations are firmly understood. These are both in the best interests of the pupils.

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

Pupils study a breadth of subjects in Year 7 and 8. Subject specialists have identified the most important knowledge pupils need to know and remember. This is logically ordered so pupils can build on what they know. Teachers, pupils and parents and carers know exactly what the pupils need to learn as this is set out in the '100% curriculum companion'.

Pupils choose the subjects that they want to study in more detail at the end of Year 8. This enables pupils to study a wider curriculum in key stage 4. More than half the pupils study a language, all pupils study either history or geography, and many pupils study one of the arts. Pupils value that they can make decisions about the specific subjects they want to study and how this links to their future aspirations.

The curriculum is also well-constructed in keys stages 4 and 5. There are carefully planned 'stop the clock' events so that pupils have time to study aspects of a subject that they choose to stop studying in Year 9. There have been appropriate adaptations to the curriculum in some subjects recently. These are in the process of being embedded. Some pupils do not get the depth of knowledge that is set out in the curriculum.

Teachers have good subject knowledge. The 'Friesland lesson' is a toolkit which ensures that teachers know the most effective methods to use to teach. There has been significant training undertaken so that teachers use these methods well. It is

common to see strong modelling with the use of visualisers. 'Check and change' is used as a staple way to correct pupils' misconceptions. When teachers use these methods with fidelity, teaching is effective. However, this is not done consistently well by all teachers. Sometimes they model too much all at once and pupils do not learn as well.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Their needs are accurately identified. Teachers use 'pupil passports' to adapt teaching so that these pupils can achieve well.

Staff support those who are at the earlier stages of reading by teaching an age-appropriate phonics curriculum. Pupils read widely and often, including in form times. They all use the well-resourced library during library lessons. This supports pupils to develop an appreciation of reading. Reading is an integral and effective part of this school's curriculum.

Students in the sixth form benefit from the expertise of teaching staff. They value the support and feedback that they receive. They describe being well prepared for their future next steps.

Pupils know about the protected characteristics. There are ample clubs that they can attend. They speak highly of the careers education they get. They know every week they will learn about one new type of job. Pupils benefit from age-appropriate relationships education.

The school is calm and orderly. Lessons are typically disruption free. However, pupils feel that the behaviour policy is sometimes not followed consistently by all staff. They feel this is unfair and that some pupils get away with deviating from the high expectations that are set. This can lead to disruption in some lessons.

The school, with the help of the trust, has deployed resources in the right places to ensure that the school remains good. Trustees have strong oversight of the school's performance. Staff know their workload is well considered when leaders make the improvements that are needed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent and appropriate changes to the curriculum means that some aspects of the curriculum are not securely and consistently embedded. In these areas pupils do not get the depth of understanding that is set out in curriculum plans. The

school needs to continue to monitor the curriculum to ensure that the impact of these curriculum changes is fully realised.

- On occasions, teachers do not use the methods of teaching that the school has prioritised effectively enough. When this occurs, too much information is presented at once and pupils do not learn as well as they should. The school must ensure that teachers use the methods the school has prioritised effectively.
- Pupils feel that the behaviour policy is not consistently applied by some teachers. They feel that this is unfair and that some pupils disrupt the learning of others too often. The school must ensure that all staff follow the behaviour policy fairly and consistently.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145966
Local authority	Derbyshire
Inspection number	10288366
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1290
Of which, number on roll in the sixth form	176
Appropriate authority	Board of trustees
Chair of trust	Karen Potts
CEO of the trust	Wesley Davies
Headteacher	Craig Patterson
Website	www.friesland.ttct.co.uk
Dates of previous inspection	21 and 22 September 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Two Counties Trust.
- The school uses two registered alternative providers and six unregistered alternative providers to educate a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with the headteacher, other school leaders and members of the governing body and trust.
- The inspectors carried out deep dives in these subjects: science, mathematics, computing, geography, modern foreign languages and religious education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspectors observed pupils' behaviour in lessons and around the school site during breaktime and lunchtime.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff survey.

Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Mark Rhatigan	Ofsted Inspector
Javier Sanchez-Garcia	Ofsted Inspector
Damian Painton	Ofsted Inspector
Debbie Ridley	Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023