

# Inspection of Friarage Community Primary School

Friargate, Scarborough, North Yorkshire YO11 1HS

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Inspection dates: 30 and 31 January 2024

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Cheryl Cappleman. This school is part of Coast and Vale Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Brian Crosby, and overseen by a board of trustees, chaired by John Riby. There is also an executive headteacher, Steve Owen, who is responsible for this school and one other.

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

Pupils at Friarage are proud to attend this school. They are happy and safe. Well-trained and committed staff ensure that this is the case through very effective procedures for safeguarding. Trusted adults help pupils with any problems they might have. Pupils are polite and kind to others. They understand the fundamental rules of the school, the 'Friarage 4'. Pupils carry out roles of responsibility, such as play leaders, confidently and proudly.

Bullying is infrequent. Staff deal with any incidents of bullying quickly. Pupils understand the behaviour systems that leaders have put in place. The new behaviour policy has had a positive impact on pupils' behaviour throughout the school.

Leaders across the school have a clear vision and high ambition for pupils' behaviour and achievement. While this ambition is being realised for behaviour, pupils' achievement does not match the school's intentions. Pupils do not achieve as well as they should. Some subject curriculums require further development.

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

In early years, there is a clear focus on children's communication and language. In Reception, skilled adults encourage children to develop their phonics knowledge. This prepares them well to become confident and fluent readers. Opportunities for children to develop a range of skills are well planned and implemented. Many children make accelerated progress. However, current published outcomes do not reflect the quality of many aspects of the early years provision. These outcomes are not high enough at present. Neither are those in key stages 1 and 2.

High-quality phonics provision continues in key stages 1 and 2. Additional support enables pupils to gain the skills and knowledge they need effectively. Pupils with special educational needs and/or disabilities (SEND) receive the support that meets their individual needs well. Pupils have very positive attitudes to reading. Leaders across the school ensure that pupils access a wide range of high-quality texts. These texts have been carefully chosen to reflect the very diverse pupil population within the school.

The school has recently reviewed and refined some of its foundation subject curriculums, including art and history. These have been tailored to the school's context. They are well planned and well sequenced. Although curriculum developments are only at the very early stages of implementation, pupils are beginning to benefit from the rich learning opportunities the school has built into these new curriculums. Leaders' high ambitions for the curriculum are not fully realised. Assessment is not used effectively to ensure teaching addresses gaps in pupils' learning or to gain an accurate understanding of pupils' progress.

Pupils enjoy coming to school. However, too many pupils are persistently absent. These pupils miss a great deal of curriculum content. They fall behind their peers and do not attend often enough to catch up. Leaders work with pupils and their families to identify and address the barriers to regular attendance. This partnership work is beginning to bear fruit.

The opportunities that pupils have for leadership are a strength of the school's provision. Young interpreters help those pupils who arrive in school with little spoken English. Play leaders help other pupils to play productively at breaktimes and lunchtimes. Pupils in Years 5 and 6 benefit from the activities provided by the Children's University, especially by receiving arts, academic, community and sports awards. Participation and graduation rates are high, particularly for pupils with SEND and for those who speak English as an additional language (EAL).

Pupils display tolerance and understanding towards those from different cultures and faiths. They speak confidently about the importance of equality. Pupils learn about a range of different religions. Their knowledge helps them to be prepared well for life in modern Britain.

Pupils are at the heart of all leadership decisions in the school. There are high expectations and ambitions for all, although these are not evident in current academic outcomes. The trust has taken effective action, including seeking external expertise, to address the areas of the school's work that require development. Governors and trustees receive the information they need to make informed and strategic decisions. These decisions have had a marked and positive impact since the school became a sponsored academy with Coast and Vale Learning Trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The planned curriculum is not delivered consistently. This means that pupils do not make the progress of which they are capable. The school must ensure that the curriculums are embedded to prepare pupils well for the next stage of their education.
- Some foundation subject curriculums have been put into practice recently. This means that the implementation of these curriculums is not secure and consistent. The school should check these curriculums regularly to ensure they reflect leaders' high ambitions.
- Assessment is not used effectively in some foundation subjects. This means that teaching does not consistently address gaps in pupils' learning. The school must develop its assessment procedures in these subjects to ensure gaps in pupils' knowledge are closed rapidly.

## 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

<b>Unique reference number</b>	147448
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10297485
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Riby
<b>CEO of the trust</b>	Brian Crosby
<b>Executive headteacher</b>	Steve Owen
<b>Headteacher</b>	Cheryl Cappleman
<b>Website</b>	<a href="https://www.friarage.coastandvale.academy">https://www.friarage.coastandvale.academy</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Friarage Community Primary School became a sponsor-led academy in September 2019. When its predecessor school, Friarage Community Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is part of Coast and Vale Learning Trust.
- The school uses one registered alternative provision.
- The school currently receives additional support from Yorkshire Endeavour Academy Trust.
- The proportion of pupils who speak EAL is well above average.
- The proportion of pupils who are entitled to receive the government's additional pupil premium funding is well above average.

## 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.
- 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 of the school.
- Inspectors met with the headteacher, school leaders, other school staff, representatives of the board of trustees, the CEO and representatives of the trust who provide additional support.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum planning and pupils' work in some other subjects.
- An inspector listened to some pupils from Years 1, 2 and 3 reading to a familiar adult.
- Inspectors met with pupils who hold roles of responsibility, such as pupil leaders, in the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views 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' interests first.
- The inspectors considered the responses to the staff and pupil online surveys and Ofsted Parent View, including the free-text comments.

## Inspection team

Richard Beadnall, lead inspector	His Majesty's Inspector
Paul Higginbottom	Ofsted Inspector
Richard Crane	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
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