

Inspection of The Friars Primary School

Cannon Street, Salford, Greater Manchester M3 7EU

Inspection dates: 5 and 6 March 2024

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

What is it like to attend this school?

The Friars Primary School is a warm and friendly place to learn. Pupils are welcomed into school each day by adults who care for them well. They are happy and enjoy coming to school. Pupils have strong relationships with their teachers and with school staff.

The school has high expectations for what pupils can achieve, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Pupils study a broad and ambitious curriculum. In the early years, children experience exciting days of learning and discovery. Pupils make positive progress through the curriculum and learn well.

Pupils behave well. Their behaviour around school and at social times demonstrates the values of the school. During lessons, pupils try their best and show high levels of engagement with their learning. Classrooms are calm places to learn.

The school has the highest ambition for every pupil, regardless of their prior attainment or their background. It wants pupils to broaden their horizons through the rich set of experiences that is offered. Pupils spoke with relish about visits to local areas, including a trip to walk along a local river.

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

The school has designed a varied and balanced curriculum. Careful thought has been given to what pupils are taught and the order in which pupils should build their knowledge. Over time, pupils develop a rich body of subject knowledge. However, in a few subjects, changes to the curriculum are relatively new. On occasion, there is inconsistency in the way that some teachers organise learning while they become familiar with new expectations. Limitations in the school's checks on curriculum implementation mean that these inconsistencies sometimes go unchecked. In such circumstances, pupils do not achieve as well as they could.

The school has prioritised teachers' subject training to support them in delivering the curriculum. Teachers use effective assessment strategies to allow them to establish starting points for pupils and to shape future teaching. Teachers typically have strong subject knowledge and in most cases they choose activities that meet pupils' learning needs. However, this is not always the case. In some subjects, teachers do not choose the most appropriate activities to help pupils to learn new information. This means that, in these subjects, pupils are not making the gains that they should.

The school is dedicated to helping pupils to read. Staff are well trained to deliver the phonics programme. From the start of the Nursery Year, staff introduce children to a wide range of books, stories and rhymes. Early years staff use every opportunity to immerse children in a language-rich environment. Reception children are taught phonics from the start. This continues through key stage 1 with daily phonics lessons. Pupils read from books that are matched accurately to the sounds that they

already know. Those who find reading more difficult are quickly spotted and given help to catch up.

Across the school, pupils benefit extensively from the array of carefully selected books for the 'champion readers' class libraries. Older pupils enjoy a vast array of books that are reflective of the school and the wider community. Pupils of all ages talked enthusiastically about their favourite books.

Pupils with SEND, including pupils who attend the specially resourced provision for pupils with SEND (specially resourced provision), take part in all aspects of school life. The school accurately identifies the additional needs of pupils with SEND at the earliest opportunity. Staff make use of the information that they have regarding the learning needs of these pupils and adapt lessons accordingly.

In the early years, children are happy and motivated to learn. They play eagerly with their friends. During lessons, pupils are respectful to each other and towards teachers. Adults ensure that rules are fairly and consistently applied. Pupils are polite and warmly welcome visitors to the school. Attendance is a high priority. The school works closely with pupils and their families to support them in attending school regularly and on time.

The school provides an array of extensive opportunities to promote pupils' personal development. These are seamlessly interwoven into the curriculum. Pupils are taught about diversity, equality and respect for others' beliefs and perspectives. They understand that everyone is unique. There are ample opportunities for pupils to explore their own talents and interests. Pupils spoke enthusiastically about the abundance of clubs that they attend, including ukelele, boxing and yoga.

Staff are proud to work here and feel listened to. They appreciate the school's recent actions that help them to manage their workload and to support their well-being. Those responsible for governance have a clear understanding of their roles. They provide support to the school in making decisions that are in the best interests of pupils. This improves the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, where changes to curriculums are relatively new, there is some inconsistency in the way that some teachers deliver curriculum content. This variability goes unchecked. The school should check the quality and delivery of these subjects across the school more effectively.

- In a small number of subjects, teachers do not choose the most effective pedagogical activities to ensure that pupils, including those with SEND, learn new knowledge as well as they should. The school should support teachers to design learning that closely reflects the intended 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.

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	105896
Local authority	Salford
Inspection number	10294238
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair of governing body	Anne Kimber
Headteacher	Michael Earnshaw
Website	www.friarsprimaryschool.co.uk
Dates of previous inspection	3 and 4 March 2020, under section 5 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with SEND. This is funded by the local authority for pupils who have moderate learning difficulties. The specially resourced provision can cater for up to 12 pupils. At the time of this inspection, there were 10 pupils on roll. All pupils who attend the specially resourced provision have an education, health and care plan.
- The school supports a significant number of pupils who are new to the country. Many of these pupils are at the early stages of learning to speak English.
- There are high numbers of disadvantaged pupils at the school.
- The school does not use any alternative provision for pupils.

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 and with other leaders. An inspector also spoke with a representative from the local authority and a school improvement partner.
- Inspectors carried out deep dives in early reading, mathematics, history, science and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- An inspector discussed the curriculum and looked at samples of pupils' work in some other subjects.
- An inspector met with the special educational needs and disabilities coordinator and reviewed samples of documentation relating to pupils with SEND.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors took account of the views of parents expressed through Ofsted Parent View, including the free-text comments. They also considered responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Kate Bowker, lead inspector	His Majesty's Inspector
Moira Loftus	Ofsted Inspector
John Hanley	Ofsted Inspector

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