



# Frisby Church of England (C) Primary School

Inspection Report

**Unique Reference Number** 120130  
**Local Authority** Leicestershire  
**Inspection number** 291640  
**Inspection date** 21 February 2007  
**Reporting inspector** Brian Holmes

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

<b>Type of school</b>	Primary	<b>School address</b>	Hall Orchard Lane
<b>School category</b>	Voluntary controlled		Frisby-on-the-Wreake
<b>Age range of pupils</b>	4-11		LE14 2NH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01664 434429
<b>Number on roll (school)</b>	98	<b>Fax number</b>	01664 434429
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	J Ketley
		<b>Headteacher</b>	E Russell
<b>Date of previous school inspection</b>	23 September 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 21 February 2007	<b>Inspection number</b> 291640
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Frisby is a smaller than average primary school near Melton Mowbray. A significant minority of pupils live outside the catchment area of the school. The proportions of pupils eligible for free schools and those with learning difficulties or disabilities are below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which has maintained a good rate of improvement since the last inspection because of the 'dedicated and hardworking staff' who operate well as a team. It provides good value for money and has a good capacity to improve further. The efforts of the staff have produced an ethos within the school which one parent described as 'a caring, family atmosphere'. This has resulted in pupils with positive attitudes to learning who clearly enjoy their time in school and who prosper.

Pupils' achievement and their personal development and well-being are good. Children make satisfactory progress in the Reception class and good progress in the rest of the school. In the Reception class, most children reach the goals expected of them by the end of the year and a small number exceed them. Pupils' standards of attainment are well above average at the end of Key Stage 1 and well above average in mathematics and science at the end of Key Stage 2. In English, standards are above average at the end of Key Stage 2, but not as many pupils attain the higher levels they do in mathematics and science.

Pupils demonstrate good spiritual, moral, social and cultural awareness. They know how to stay safe and their understanding of how to live healthily is outstanding. They think that 'exercise is fun'. Through the school council they make contributions to the life of the school in a number of ways, for example, collecting Harvest food for senior citizens in Melton. Their good achievement and development of personal and social skills prepare pupils well for the future. As another parent commented, 'The school turns out well-rounded children ready to face the challenges of life.'

Pupils receive satisfactory care, support and guidance. They are well supported and guided in their personal development. However, the academic guidance they receive is satisfactory. Pupils in Years 4 and 5 do not understand the targets they are set and how to improve their work.

Pupils achieve well because the leadership and management, teaching and learning and the quality of curricular provision are all good. The staff have a clear focus on raising achievement, and their analysis of test results leads to them seeking to further improve teaching and learning and the curriculum in order for pupils to achieve well. Provision for reception children in the mixed-age class is satisfactory, but they do not have full access to all aspects of the Foundation Stage curriculum. The use of assessment has improved and provides staff with good information about pupils' learning. The school provides a lot of activities that enrich pupils' experiences and add value to their education. Sporting achievement is a particular strength of the school.

### What the school should do to improve further

- Increase the proportion of pupils attaining Level 5 in English by the end of Key Stage 2.
- Improve the access of children in the Reception Year to the full Foundation Stage curriculum.

- Improve pupils' awareness of their targets and how to achieve them in Years 4 and 5.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Children enter the school with skills and experiences that are in line with what is normally expected for their age. They make satisfactory progress in the Foundation Stage and nearly all children reach the goals expected of them by the end of the Reception Year with a small number exceeding them.

In Years 1 and 2, pupils achieve well and attain standards that are well above average. Standards in writing have improved since the last inspection. This good progress is maintained in Years 3 to 6, particularly in science and mathematics, where pupils attain well above average standards. Standards are above average in English but not as many pupils achieve the higher levels as they do in mathematics. Pupils with learning difficulties or disabilities make good progress because they receive adequate support to meet their needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils are keen and eager learners who want to do well. Good levels of attendance show how much they enjoy learning and coming to school. Pupils are highly confident individuals who take full advantage of all that is offered to them. They accept responsibility maturely and carry out jobs they are given conscientiously and happily. Members of the school council are pleased that they are able to make a difference. For example, they have enabled the whole school to now have fruit each day during break times. Pupils of all ages speak confidently about the necessity to eat healthily and take regular exercise. A large proportion of pupils take advantage of the opportunities they are given to take part in the many sporting activities on offer. They clearly understand the importance of a healthy lifestyle and the success of school teams in football and basketball shows that this is benefiting the pupils' well-being.

Pupils' spiritual, moral, social and cultural development is good. They know how to behave well and treat each other and adults who help them or visit the school with great respect. Particular strengths are the way all pupils develop personally and socially. They talk enthusiastically of how they contribute to the local and wider communities and are proud that they have raised money for people who are less fortunate than themselves.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Behaviour is managed well and relationships are good. In lessons, there is a good balance of teacher-led and pupil-focused activities. Teachers use a good range of strategies to stimulate pupils' learning, including the use of information and communication technology (ICT) and opportunities for pupils to discuss issues in small groups. In a good mathematics lesson, for example, pupils were challenged to identify complex shapes by questioning other pupils. These strategies have a positive effect on pupils' attitudes and they respond with interest and enthusiasm. Teachers have high expectations of what pupils should achieve. Where teaching is satisfactory, the match of work to pupils' different abilities is not always as clear as it could be. The use of assessment by teachers to plan pupils' learning has improved. Marking of pupils' work is satisfactory but does not link clearly enough to pupils' learning targets in informing them how to improve their work.

### Curriculum and other activities

#### Grade: 2

The curriculum promotes pupils' personal development well and is effective in making sure that pupils leave the school with good literacy and numeracy skills. The few children in the Foundation Stage work happily alongside older pupils in Year 1. The provision they receive is satisfactory and enables them to make sound progress. However, a limit on the amount of classroom support available to the teacher makes it difficult to ensure that these children have full access to the Foundation Stage curriculum.

The curriculum is being developed to help improve achievement. For example, texts are being introduced that are more appealing to boys, and the use of ICT is increasing to stimulate and motivate pupils' interest in their learning. Teachers are developing more thematic approaches where subjects are linked together and this is having a positive effect on pupils' achievement. Every pupil has good opportunities to learn from visits to places of interest and activities that take place outside the classroom, particularly in sport where pupils achieve well. Pupils speak proudly of these achievements. The school has good links with the local church and with other local schools to improve its provision, for example, in the arts and music.

### Care, guidance and support

#### Grade: 3

Provision for pupils' care, guidance and support is satisfactory. Procedures for safeguarding pupils are satisfactory. Child protection and health and safety procedures are all in place. Pupils say they feel safe and are confident that if they have a problem it will be sorted out. In all classes, the way pupils are guided and supported personally

is good. Effective procedures ensure that attendance is good and unauthorised absence is low.

Academic guidance is satisfactory. Teachers are beginning to use targets in Year 6, which are helping those pupils to be more involved in their own assessment. Pupils in Years 4 and 5 are not fully aware of what their targets are or how to achieve them. At present, targets are having little impact on raising standards for most pupils in Key Stage 2.

## **Leadership and management**

### **Grade: 2**

A strength of the leadership and management of the school is the teamwork of the staff, led effectively by the headteacher and supported well by the governing body. The staff have a common purpose focused on improving pupils' achievement and personal development. They have improved their leadership of subject areas since the last inspection and become much more involved in checking the quality of teaching in their areas of responsibility and in assessing the performance of their pupils.

Effective systems of self-evaluation have been introduced for checking the quality of teaching and for checking the progress pupils make. These procedures have led to changes in teaching through the introduction of more ICT and through a more thematic approach to the curriculum. All of these changes have been factors in improving the achievement of pupils. There has been a lot of recent change within the governing body. The governors are very supportive of the school and hold it to account adequately in all aspects of its work. Parents' views of the school are extremely positive and they have full confidence in the work of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and listening to what you had to say about the school. We think that Frisby is a good school. We really liked the stained glass window in the hall and looking at all the sports trophies you have won this year. These are the main things we found out that your school does well.

- You behave well and really enjoy your time in school.
- The school provides you with a lot of interesting activities.
- You achieve well in your lessons and make good progress.
- Your teachers teach you well and take good care of you to keep you safe and healthy.
- Your headteacher, the governors and all the adults are helping the school to get better all the time.

In order to make the education you receive at school even better, we have asked the headteacher and the rest of staff to:

- help some of you reach even higher standards in your work in English
- make sure that the children in Reception learn all the things they need to
- help those of you in Years 4 and 5 understand your targets better and what you need to do to achieve them.

You can help your teachers by continuing to work hard and doing your best to make the school even better.