

Frizinghall Primary School

Inspection report

Unique Reference Number	107204
Local Authority	Bradford
Inspection number	336826
Inspection dates	23–24 June 2010
Reporting inspector	John Coleman HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Mr Dave Kennedy
Headteacher	Mrs Pauline Chilvers
Date of previous school inspection	13 June 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 19 lessons and 16 teachers were seen. Discussions were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, looked at data, the school development plan, pupils' work, policies, safeguarding procedures including the single central record for vetting staff, questionnaires from staff and pupils and 76 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rates of progress for all groups of pupils in the school
- the impact the leadership team's strategies for improvement, such as those for teaching, have on the attainment of pupils
- whether the school is doing enough to improve attendance rates including for pupils who are persistently absent.

Information about the school

Frizinghall Primary School is much larger than average. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are of a minority ethnic origin, the largest group being Pakistani and the second largest Bangladeshi. A large majority of pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is above average. Very significant numbers of pupils (transient pupils) join or leave the school other than at the usual ages of entry and departure. Since September 2009, 14 new staff have been appointed.

The school has received several awards including Investors in Pupils, Activemark, Healthy Schools and International School.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Frizinghall is a good school which is well led and managed. It has made significant improvement since the last inspection as a result of rigorous monitoring, incisive evaluation and appropriate targeting of the key priorities. A range of support and interventions ensures that the pupils whose circumstances make them the most vulnerable, many of whom join the school in the middle classes, settle quickly and make rapid gains in their personal development and in gaining basic skills. Pupils thrive because of the high quality of care, guidance and support. They enjoy school, make healthy choices and say they feel safe. Staff and members of the governing body have worked tirelessly to provide an environment in which pupils and visitors from the community feel welcomed and valued. Displays of pupils' work adorn the walls of classrooms and corridors which motivate pupils' interest, celebrate their achievements and communicate their success to parents and carers. Standards are rising, teaching is improving and more pupils are attending regularly; consequently, the school has good capacity to improve.

From very low starting points, pupils make good progress to attain broadly average levels of attainment by the age of 11 years. The progress pupils make is strongest in Key Stage 1 due to consistently good teaching which is well embedded. In the Early Years Foundation Stage teaching is satisfactory. In Key Stage 2 progress is good overall but good teaching is less well established and more variable because of significant changes to staff in the last two years. All groups of pupils make equally good progress but the high levels of mobility mean that attainment varies, especially in Key Stage 2. The progress pupils make in science and the standards they attain are better than those in English and mathematics. This is because there is very effective targeting of pupils' attainment levels which are seamlessly matched to a clear curriculum map. This is monitored closely by teachers and assessed rigorously by pupils and staff. Pupils make least progress in writing, especially the boys.

Due to effective professional development for staff, clear and decisive leadership and a high level of commitment from everyone in the school, the quality of teaching is good and improving. Teachers plan together to ensure that the parallel classes in each year, which are ability set, are taught well with equal opportunities for all pupils. The detail in the plans does, however, lack precise intentions for pupils' learning and in some lessons there is insufficient expectation from teachers about how quickly pupils can learn. There are very good relationships between staff and pupils and these result in pupils' good behaviour and good attitudes to learning. Teachers provide interesting activities which pupils enjoy. In the Early Years Foundation Stage many opportunities are provided for children to learn through their own play and self-initiated activities. This results in

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children making good progress in their personal and social development. Their progress in gaining language and communication skills is slower because teachers do not give enough emphasis to the structured guidance children need in these areas.

Rates of pupils' attendance are low. The leadership team utilises a wide range of strategies to improve this. The percentages of persistent absence and overall absence are improving but the school recognises there is much more to be done before an acceptable level is reached.

What does the school need to do to improve further?

- Raise pupils' attainment in English, mathematics and science by:
 - - further embedding the consistency of good-quality teaching, especially in Key Stage 2 and in the Early Years Foundation Stage, by increasing the pace of learning in lessons and raising teachers' expectation of how much pupils can achieve in a given time
 - - extending the good practice seen in science to have an impact on the attainment of pupils in English and mathematics
 - - improving lesson plans so that more precise intentions for pupils' learning are clear for all groups of pupils.
- Improve attendance by:
 - - evaluating the impact of the school's existing strategies and establishing a new set of actions to reinvigorate improvement in this area
 - - ensuring that all available deterrents and rewards are fully utilised to encourage parents and carers to make sure their children make a full attendance and arrive punctually to school each day.
- In the Early Years Foundation Stage, improve the children's acquisition of language skills by:
 - - strengthening the quality and regularity of teachers' engagements with children so that they are purposefully guided in their learning tasks and activities.

Outcomes for individuals and groups of pupils**2**

Overall, children entering the Early Years Foundation Stage have levels of skills and knowledge which are well below those found nationally. The significantly large numbers of pupils who join the school at other times similarly have well below average attainment on entry. Since the last inspection the progress made by pupils has improved which in turn has led to higher standards of attainment. Data from the results of national tests for pupils in Year 6 show a narrowing of the attainment gap to the national average during the period 2006 to 2009. The school's assessment and tracking data show that this year the trend of improvement has continued and levels of attainment are now broadly similar to those found nationally. Inspectors' observations in lessons and scrutiny of pupils' work confirm this.

All pupils achieve well, including those with special educational needs and/or disabilities. Pupils say they enjoy lessons. Inspectors' observations in classrooms show that boys

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and girls make similar progress. Transient pupils gain tremendously well from the small-group and individual support offered to them and their progress in reading is outstanding. Pupils who speak English as an additional language also benefit from specifically tailored support, make overall good progress and achieve outstanding gains in acquiring mathematical skills. This good progress emanates from very good deployment of specialist staff, such as teaching assistants with foreign language skills. Attendance is a problem involving a significant number of pupils and acts as a barrier to their learning and progress. Attendance rates are rising quickly and the school is successfully minimising this hindrance. The average levels of attainment now being achieved mean that despite low attendance pupils are satisfactorily prepared for life and the next stage of education and gain sufficient basic skills to prepare and equip them for the future. Pupils' social and cultural development is a strength of the school and is due to the wide range of involvement which pupils enjoy in their school and with the local community. Members of the pupil council who spoke to inspectors talked passionately about how their views are taken into account by the school. For example, they have been influential in deciding which extra-curricular clubs take place. The gardening club is a good example of pupils' involvement in the local community. An allotment is used by pupils and is part of the Frizinghall Partnership. Hanging baskets made by pupils help to improve the local environment. Older pupils act as buddies for younger children, act as 'peacemakers' and carry out everyday jobs around the school. Pupils engage in a good deal of charitable fundraising in local, national and international contexts.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Overall, teaching and the use of assessment are good. Classrooms are well managed and organised by staff. They are bright, well-displayed and cheerful environments which welcome pupils and inspire them to learn. Teachers prepare interesting lessons and work closely with each other and with teaching assistants to ensure that learning is purposeful. The setting of pupils for English and mathematics allows close matching of learning to the needs of pupils. This is further strengthened by the large number of support groups which operate in side rooms and the inclusion centre. Early identification of pupils' needs is made through rigorous assessments and this means that pupils whose circumstances make them vulnerable can be targeted for additional support. The result is that these groups of pupils make at least as much progress as other pupils and, in some areas, they make more progress.

The curriculum is well matched to pupils' needs. The support groups referred to above provide bespoke learning opportunities which promote pupils' learning of basic skills very well. The main curriculum enables pupils to make sense of their learning by providing good links between subjects. Extra-curricular opportunities are plentiful and much enjoyed by a large proportion of pupils, though there is a waiting list for some activities. Trips and visitors enrich the curriculum. A wide range of partnerships is used well to have an impact on pupils' experiences. For example, local community police officers give freely of their time attending residential visits with the staff and pupils.

Pupils are cared for outstandingly well. Staff know the pupils individually, listen to their concerns and act quickly to support and guide them. Procedures to safeguard pupils are good. Risk assessments are made to protect pupils and staff. Supervision of pupils is vigilant and caring. Robust assessments ensure that pupils' needs are identified early. A range of partnerships with external agencies are used effectively to protect pupils whose circumstances make them vulnerable and to support them. Child protection arrangements are appropriately in place and staff training for this and first aid is up to date. The school does all it can be reasonably expected to do to encourage good attendance and punctuality. Above all, the care of pupils is top of the leadership team's priorities. There is recognition of the challenging and sometimes difficult circumstances for pupils and every step is taken to provide high-quality support and guidance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides a clear direction for the school and she is well supported by the deputy headteacher. Together they have built a strong leadership team which effectively monitors the school's work and pupils' performance. Data is used well to track and analyse pupils' progress including the many groups of pupils in the school. Priorities for improvement arising out of the monitoring are used effectively to improve the school's provision and to raise standards. Since the last inspection there have been many staff changes including a significant number of new appointments. Good staff training, including the use of external consultants and local authority support, has ensured effective staff induction and is improving the quality of teaching. Good financial management and pupils' good achievement means that the value for money provided by the school is good.

The governing body is led by a knowledgeable and well-informed chair. Effective procedures are in place so that members of the governing body carry out their statutory duties well. A range of committees receive evaluations from the school and minutes show a significant degree of challenge in meetings to the leadership team. A very wide range of partnerships is in place which contributes well to the school's provision. These include local schools with diverse communities, a relationship with a community in Pakistan, a local Christian church and work with the Countryside Trust.

Safeguarding procedures are effective and governors promote community cohesion well and evaluate their actions studiously. The promotion of equal opportunities is successfully achieved through collaborative planning and a firm commitment to value all individuals irrespective of differences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Nursery with skills and knowledge which are well below those seen nationally. They make good progress and leave the Early Years Foundation Stage closer to national expectations in all areas of learning. Staff rightly prioritise developing children's communication skills and this gives them a sound foundation for their future learning. Writing skills are fostered imaginatively in well-resourced, interesting activities. Children are becoming independent learners and cooperate well together, sharing and taking turns. They learn about counting, shapes and capacity in both planned and child-initiated activities. They explore the school grounds for 'mini-beasts' which fosters their curiosity about the living world.

Parents and carers are welcomed into the Nursery each day, many staying to help their children write their names as they self-register. Parents and carers appreciate the care with which the school manages the transition between school and home. Behaviour is good. However, some activities do not challenge children's physical, creative or investigative skills sufficiently well. Outdoor equipment is not challenging enough to extend children's physical skills. Some activities have insufficient resources to engage all children's interest. Occasionally, staff questioning does not help children to think through problems. Outcomes are good and provision for children's welfare is satisfactory. Their learning and development are satisfactorily managed and the leadership team knows the strengths and areas of development of the provision and has focused its improvement activity on raising children's attainment and progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers who returned the inspection questionnaires are largely supportive of the school's work. A small minority of them raised concerns about pupils' behaviour and said pupils do not feel safe. Inspectors' judgements are that pupils behave well in

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lessons and around the school and they feel safe because of good procedures for safeguarding and the effective care and supervision of the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frizinghall Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	60	31	40	0	0	0	0
The school keeps my child safe	39	50	36	46	2	3	1	1
The school informs me about my child's progress	36	46	40	51	1	1	1	1
My child is making enough progress at this school	24	31	46	59	7	9	0	0
The teaching is good at this school	34	44	41	53	2	3	1	1
The school helps me to support my child's learning	34	44	39	50	4	5	1	1
The school helps my child to have a healthy lifestyle	37	47	38	49	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	47	32	41	4	5	1	1
The school meets my child's particular needs	29	37	42	54	5	6	1	1
The school deals effectively with unacceptable behaviour	25	32	41	53	10	13	1	1
The school takes account of my suggestions and concerns	22	28	45	58	8	10	2	3
The school is led and managed effectively	29	37	43	55	1	1	1	1
Overall, I am happy with my child's experience at this school	30	38	44	56	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 June 2010

Dear Pupils

Inspection of Frizinghall Primary School, Bradford, BD9 4HP

Thank you for the warm welcome you gave to the inspection team when we visited your school recently. We enjoyed being in your lessons and meeting with you, and were particularly impressed by your good behaviour and manners.

These are the things which we have judged that your school does well.

- Frizinghall is a good and improving school.
- The teachers deliver good lessons and you make good progress in your learning so that by the end of your Year 6 class you reach average standards.
- Everyone in the school cares about you and looks after you outstandingly well so that you feel safe and enjoy school.
- You are learning how to lead a healthy lifestyle through the good range of sporting activities which you take part in and by making the best choices for the food that you eat.
- Pupils are very involved in the school and local community and raise very important money for charity.
- The headteacher and all the staff and governors are good at finding out what needs to be better and improving it.

We have asked your headteacher to improve some things in the school, as follows.

- Raise the standards you reach still further in English, mathematics and science.
- Improve your attendance, which is still poor. You can play a big part in this by going to school every day and being on time.
- Improve the way teachers in the Early Years Foundation Stage guide the children when learning English and literacy skills.

Yours sincerely

Mr John Coleman

Her Majesty's Inspector

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