

# North Frodingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	117861
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379484
<b>Inspection dates</b>	26–27 September 2011
<b>Reporting inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Crabtree
<b>Headteacher</b>	Jane Moat
<b>Date of previous school inspection</b>	29 April 2009
<b>School address</b>	North Frodingham Driffield YO25 8LA
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited 11 lessons and observed five teachers. The inspector held meetings with members of the governing body, staff and pupils. He observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, and pupils' work. The inspector examined questionnaires from 20 parents and carers, as well as those from pupils and staff.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The standards and rates of progress made by all pupils, especially high attainers and boys in reading and writing, across school.
- The extent to which pupils use information and communication technology to enhance their learning and understanding across all subjects.
- The quality of teaching across Years 3 to 6.
- How well governors challenge the school's performance.
- The extent to which significant changes in leadership and management are fully embedded and able to sustain continuous improvement.

## Information about the school

All the pupils at this very small rural school are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below average. The number of pupils with special educational needs and/or disabilities is lower than that seen nationally. Pupils are taught in three mixed-age group classes, with a separate Early Years Foundation Stage.

Since the last inspection the school has entered into collaborative arrangements with another local primary school, and an executive headteacher of the two schools has been appointed. Roles and responsibilities of senior leaders have been reviewed. Amongst the school's awards are the Active Sports Mark and Healthy School status.

**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

North Frodingham Primary is a good and improving school. It is a happy and inclusive school where pupils behave well and develop very strong relationships, due to the good care and guidance shown by all adults. All staff know individual children and their families well and, as a consequence, pupils say that it is a safe environment in which to learn. Parents and carers are highly supportive and confirm how much they feel welcomed in school. They say typically that the school has, 'gone from strength to strength in recent years' and that it 'exceeds all expectations'.

Adults promote pupils' understanding of what it means to belong to a community outstandingly well. Consequently, their all round spiritual, moral, social and cultural development is good. The good curriculum provides a range of stimulating activities that the vast majority of pupils take full advantage of. They particularly benefit from the many sporting events which make a positive contribution to their good understanding of the importance of living healthily, and from regular opportunities to play musical instruments, sing, dance and perform in front of audiences.

Children enter the Early Years Foundation Stage with skills that vary from year-to-year, but that are broadly typical for their age. Nonetheless, some begin with less well developed personal qualities and insecure recognition of numbers and shapes. They get off to a good start, gaining significant confidence in their social and emotional qualities. Across Key Stages 1 and 2, pupils make good progress in reading and writing, particularly the higher attainers and boys. Overall attainment is above average. Progress in mathematics is less consistent although standards are at least average, and in some years above. Overall outcomes vary from year-to-year because year groups are very small, and the performance of one pupil can have a disproportionate impact on overall results. Teaching and learning are good. Information and communication technology is used particularly well to support pupils' learning. Provision for pupils with special educational needs and/or disabilities is a strength.

Collaborative arrangements with a local primary school are making a marked contribution to improvements in the quality of the school's work and pupils' outcomes. Self-evaluation is accurate. Subject and senior leaders across both schools play an increasing role in developing teaching and learning. Governors are very supportive and highly visible in the school community. They have a general understanding of strengths and areas for future development, but are at an early

stage in challenging the school about pupils' outcomes. Nonetheless, the executive headteacher and all staff have high aspirations for all young people. The right priorities to raise achievement and attainment have been identified, and targeted actions have made a substantial difference since the last inspection. As a consequence, the school has good capacity for sustained improvement.

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

- Ensure all pupils make at least expected rates of progress in mathematics across Years 1 to 6 by:
  - ensuring all teachers check rigorously the quality of pupils' learning in lessons, particularly when they collaborate in pairs and small groups to work things out for themselves
  - using teachers' assessments about pupils' achievements more consistently and robustly to pinpoint and tackle underperformance earlier.
- Strengthen the work of the governing body by:
  - providing governors with regular information about the progress of individual and groups of pupils, in all years
  - ensuring focused discussions about the impact of teaching and the curriculum on pupils' outcomes
  - providing training to ensure that all governors are confident in challenging the school about the achievements and standards of all pupils.

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

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Pupils achieve well and enjoy their learning. They readily collaborate to pool ideas and develop each other's thinking. For example, pupils in Years 5 and 6 interrogate different restaurant menus to work out the costs of various meals for different customers, sharing their calculations to deepen each other's understanding. Year 3 and 4 pupils use computers to type up notes about 'Charlie the Hedgehog', jointly editing their work. They cooperate well to find more effective language and improve their punctuation and spelling, to produce a fluent account. Pupils of all abilities engage equally well in such tasks. Their positive responses help to narrow the attainment gap between different groups, particularly for those with specific learning needs.

Progress is good and overall attainment is rising and is above average. Reading and writing are real strengths. Attainment is regularly above average for many pupils, particularly those who enter the Early Years Foundation Stage and remain in school across Years 1 to 6. However, standards fluctuate from one year group to another. This is because year groups are small. Some year groups have a significant number of pupils with special educational needs and/or disabilities, and the performance of one pupil can have a disproportionate impact on overall outcomes. Nonetheless, teachers meet effectively pupils' varying needs and ensure that the vast majority achieve well by the end of Year 6, including boys and high-attaining pupils. Of particular note are the above average standards in English, where pupils' writing skills are enhanced through 'real life' scenarios that stimulate learners to talk to each

other and widen the range of language used. In mathematics, standards are at least average and often above average, but not all pupils make the progress they should and reach the outcomes of which they are capable. Historically, some assessments of pupils’ progress in mathematics have not been secure. Consequently, teachers have not identified underperformance early enough. New tracking arrangements have already introduced more rigour into these processes. Pupils who have special educational needs and/or disabilities make particularly good progress. This is because they are involved well in general learning experiences and benefit from successful support from other adults in one-to-one and small group situations.

Pupils develop good individual skills and qualities. Most attend well, although despite the school’s best efforts a small number of families persist in taking holidays during the school year. Many pupils show a good understanding of how to eat healthily and a desire to stay fit. They behave well and say they feel safe in school, knowing who to turn to with problems. Through their work on the school council, fund-raising for national and global charities, responsibilities as playground leaders, and experiences in helping run the healthy tuck shop, pupils’ spiritual, moral and social qualities develop well.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching has improved since the last inspection and is now consistently good. Teachers create an extremely supportive environment that ensures all pupils feel cared for and involved. The use of relevant and meaningful scenarios regularly invite pupils to explore, talk, and work together, extending their ideas and viewpoints. For the most part, teachers and other adults assess accurately the developing levels of knowledge and understanding, using a range of questioning techniques to encourage pupils to think for themselves. The quality of written, as well as oral, feedback is increasingly effective. As a result, most pupils understand what they are aiming for, how well they are doing, and what they need to do next. The information gathered about individual pupils is used carefully to match activities

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

closely to the wide range of pupils’ needs, particularly in reading and writing. In mathematics, some adults allow activities to last too long without intervening to address misconceptions. Information and communication technology is used selectively to enhance pupils’ communicating, research and recording skills. Many pupils are proficient in using digital cameras, computers and film-making equipment.

The curriculum is good. A range of visits and visitors into school extends what is on offer. For example, pupils benefit from specialist music tuition and extra-curricular activities that include art, gardening, cooking and sport. The curriculum to promote pupils' social and emotional development is particularly strong. Good use is made of the local environment to stimulate pupils’ learning. This affords exciting opportunities to learn about the countryside and village traditions. At the same time, teachers use links with a school in Sierra Leone, and local people with families in India and Africa, to stimulate pupils’ understand of life in a global society. Clear links across all topics for pupils to practise their literacy, mathematical and information and communication technology skills are increasingly developing and starting to make a positive difference.

Pupils receive good pastoral care and support. They are known as individuals and have confidence in all adults. All staff ensure high levels of welfare, especially for the most vulnerable. Well-targeted support enables those with specific needs to make the best of the opportunities provided by the school. Effective links with families, children’s centres and secondary schools, mean that induction and transition processes result in all pupils moving smoothly through the different phases of their education. Adults have high expectations, resulting in regular attendance for most pupils, consistently good behaviour and harmonious relationships.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The executive headteacher is ambitious on the part of all learners and sets a clear direction and tone for the school’s work. Senior leaders and all teachers are fully committed to achieving high outcomes for all pupils and morale is good. Self-evaluation is accurate and there are appropriate procedures in place to keep the school's work in check. The more rigorous systems to monitor progress in mathematics are starting to make a difference as there is a clearer picture of the progress of all pupils, both during and across years. The formal collaboration with a local primary school has enabled more flexibility for subject leaders to work alongside each other to share and develop good practice.

Procedures to safeguard pupils are good. They include rigorous arrangements for recruiting and training staff and for assessing and managing risks. The school works

effectively with key agencies involved in the care and welfare of pupils, and the curriculum is well planned so that pupils develop a good understanding of how to keep themselves safe. Governors meet regularly with the executive headteacher to review the impact of safeguarding procedures. The governing body carries out its statutory duties efficiently and provides satisfactory support. It has been influential in determining the long-term direction of the school, especially in driving forwards the recent collaboration with a local primary school. Nevertheless, governors do not challenge the school fully and systematically about the progress that all groups of pupils are making during the school year.

The good links the school has with the church and families of pupils enhances the quality of learning experiences for all pupils. Parents and carers are kept well informed about pupils' progress and well-being through regular meetings, questionnaires and newsletters. The school provides equal opportunities for all pupils to achieve and more rigorous tracking is enabling the school to tackle any discrimination more efficiently. The promotion of community cohesion is excellent because it is carefully planned and evaluated. It leads to a strong sense of unity within the school which is extended by national and international fund-raising, contributions to village events and concerts for local community residents. Links with schools in Sierra Leone and in nearby cities in England, together with regular visitors who have families overseas, provide excellent opportunities for pupils to appreciate the rich and divergent backgrounds of people across the world.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. The small numbers of children in this age group each year means that starting points vary enormously. On the whole, children's skills are typical for their age, although some start school with underdeveloped social qualities and low confidence in recognising numbers and shapes. Nevertheless, all integrate well and quickly learn to listen attentively and concentrate on their work.



From the outset, adults provide very strong support for children’s welfare, learning and development. Relationships with pre-school settings and families are very effective. A good flow of information and regular communication about individual children’s needs and developments ensure activities stimulate learning. Teaching is imaginative and activities carefully planned to respond to all of the key areas of learning. There is a good balance of teacher-directed and child-initiated experiences. Stimulating resources, both indoors and outdoors, invite children to develop their own ideas and understanding through constant talk and activity.

Many children are enthralled by the exciting contexts for learning, such as the focus on the senses. This led to children experimenting enthusiastically with specially scented play dough, constantly asking questions, and guessing eagerly different foods when blindfolded, relying on taste and touch. Behaviour is good and children respond positively to clear expectations and appropriate levels of praise and encouragement. Consequently, the vast majority gain social and emotional confidence, with a large number reaching securely the overall goals expected for their age, and some going beyond. This is primarily due to good observations and detailed planning by adults that meet children’s needs well. Increasingly effective leadership of the Early Years Foundation Stage ensures that adults work as a team, constantly sharing ideas, with a common sense of purpose.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

One third of the small number of parents and carers responded to the inspection questionnaire. All responses were highly supportive of the school. These comments reflect the good feedback from the school’s own surveys. Inspectors share the many positive views expressed by parents and carers, in particular about the good quality of care, guidance and support that all children receive, and particularly those with specific needs.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Frodingham 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	55	9	45	0	0	0	0
The school keeps my child safe	11	55	7	35	0	0	0	0
The school informs me about my child's progress	10	50	8	40	1	5	0	0
My child is making enough progress at this school	4	20	16	80	0	0	0	0
The teaching is good at this school	7	35	12	60	0	0	0	0
The school helps me to support my child's learning	10	50	10	50	0	0	0	0
The school helps my child to have a healthy lifestyle	11	55	9	45	0	0	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)	6	30	13	65	0	0	0	0
The school meets my child's particular needs	8	40	11	55	1	5	0	0
The school deals effectively with unacceptable behaviour	6	30	11	55	3	15	0	0
The school takes account of my suggestions and concerns	7	35	11	55	1	5	0	0
The school is led and managed effectively	12	60	7	35	0	0	0	0
Overall, I am happy with my child's experience at this school	13	65	7	35	0	0	0	0

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



28 September 2011

Dear Pupils,

### **Inspection of North Frodingham Primary School, Driffield, YO25 8LA**

Thank you for your very warm welcome when I visited your school. I really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what I found out.

North Frodingham Primary is a good school. You get off to a good start in the Early Years Foundation Stage, where you learn well. You make good progress across Years 1 to 6, with many of you now reaching above average standards, particularly in English. Many of you, and your parents and carers, told me how kind the adults are and how much you enjoy school; I agree with you. You behave well and are very supportive towards each other. Many of you set a good example by participating enthusiastically in the daily 'wake up and shake up' sessions, promoting healthy snacks and raising money for worldwide charities. I was really impressed by your enthusiasm for learning about the lives of people from all over the world, including those who live in cities in England. The contributions of the school council to school and village life are equally important. You clearly enjoy the opportunities to sing, dance, play musical instruments and take part in concerts and performances. Your successes in local and national sporting events, particularly cricket, are remarkable. All the adults take good care of you. These things happen because your executive headteacher and governors work hard to improve what is happening in school. One reason for the inspection was to see what your school could do even better. I have asked your executive headteacher, governors and teachers to work on some things. I would like them to:

- ensure you all make enough progress in mathematics across Years 1 to 6
- strengthen the contributions of governors in checking the quality of the school's work and in making sure that everyone is learning as well as they can.

You can all help by continuing to work hard and supporting each other to reach your targets

Yours sincerely

Andrew Swallow  
Lead inspector

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