

# Friezland Primary School

Church Road, Greenfield, Oldham, Greater Manchester OL3 7LN

## Inspection dates

25–26 April 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has worked with determination to secure improvements in the quality of education at the school. She is well supported by the assistant headteacher, governors and staff.
- Friezland Primary School is a happy school. Pupils feel safe and are well cared for. Relationships between staff and pupils are strong.
- The quality of teaching and learning is now good. Teachers use their good subject knowledge and questioning well to develop pupils' understanding. However, some of the most able pupils are not challenged sufficiently.
- Pupils, including disadvantaged pupils, make good progress in reading, writing and mathematics from their individual starting points. However, some pupils do not write well at length in English or other subject areas.
- Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are provided with tailored support. Consequently, these pupils make strong progress in their learning.
- Pupils' spiritual, moral, social and cultural development is strong. Consequently, they are well prepared for life in modern Britain.
- Parents and carers are overwhelmingly positive about the school. They appreciate the care and support that their children receive.
- Governance is a strength. Governors provide a good level of challenge and support to leaders.
- Pupils enjoy coming to the school. Pupils' attendance has been above the national average for the past three years.
- Pupils behave well in lessons and around the school. They are confident, respectful and polite towards others. Bullying is rare.
- Children get off to a strong start to learning in the early years provision. As a result, they are well prepared for Year 1. However, further improvements are needed to make sure the outdoor learning environment supports children's learning more effectively.
- Subject leaders are taking on more responsibilities across the school. They are in the process of developing their skills in improving their subject areas.
- The curriculum is well planned. There is a wide array of extra-curricular activities at the school, such as sport, music and dance. Pupils relish participating in sports, educational trips and residential visits.

## Full report

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

- Improve leadership and management, by further developing the skills of subject leaders so that they can improve the quality of teaching and raise standards in their areas of responsibility.
- Build upon the recent improvements in pupils' writing, so that they can write at length, and for different purposes and audiences.
- Improve the quality of teaching, by ensuring that staff plan activities which provide greater challenge for the most able pupils.
- Improve the effectiveness of the early years, by further developing the outdoor provision so that it contains rich and imaginative opportunities more closely linked to areas of learning.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher has wasted no time in bringing about improvements at the school over the past two years. She wants the best for children and pupils in the school. Her crystal-clear vision and high expectations are shared by the assistant headteacher, staff and governors. Leaders have worked effectively to improve the quality of teaching. Pupils now make good progress from their starting points, across the curriculum.
- Since her appointment, the headteacher has galvanised the staff into a united team. The school is a happy place for staff to come to work and for pupils to learn. Staff value the support that leaders provide to improve their knowledge and skills. They feel valued and are proud to work at the school. All parents who responded to Ofsted's Parent View survey said that they would recommend the school to others. Many of those who spoke to the inspector were delighted with recent developments. As one parent commented, 'My child loves going to school and has come on leaps and bounds.'
- Leaders have an accurate understanding of the school's strengths and the priorities for development. They ensure that regular checks are made on the quality of teaching and track pupils' outcomes closely.
- Subject leaders are enthusiastic about their subjects and are taking on more responsibilities across the school. They are being well supported by senior leaders in developing their skills in monitoring teaching and learning in their curriculum areas.
- Pupil premium funding is used effectively. Leaders and staff have a good awareness of the barriers that the few disadvantaged pupils currently in the school face. They ensure that these pupils receive timely and helpful support. As a result, disadvantaged pupils make good progress.
- Leaders have reviewed and improved the curriculum to ensure that it is broad, motivating and interesting. Pupils' learning opportunities are enhanced by a wide array of trips, visits and extra-curricular activities, such as sports, dance and drama. Pupils enjoy art and physical education lessons.
- The additional funding for physical education and sport is spent well. Sports coaches work alongside staff to provide additional expertise within lessons. Pupils also have access to a broader range of sports. Pupils have many opportunities to represent the school, such as in local netball and football competitions.
- Pupils' understanding of spiritual, moral, social and cultural development is a strength. Pupils enjoy learning about a range of faiths and cultures through lessons and visits to places of worship, including a church and a mosque. They also learn about democracy, diversity and respect. This prepares them well for life in modern Britain.
- Special educational needs funding is used effectively to support pupils with SEND. The headteacher, who is also the special educational needs coordinator (SENCo), involves parents and external agencies well. She provides regular training for staff and carefully evaluates the impact of additional support. As a result, pupils with SEND make strong progress from their individual starting points.

- Leaders and teachers have benefited from training and support from Dovestone Learning Partnership (DLP), the local authority and a range of external providers. This has helped to improve the quality of education in the school.

### **Governance of the school**

- The governing body has been overhauled following an external review of governance. A new chair and vice-chair have been appointed. Governors bring a good mix of experience and expertise to their roles. They are committed to helping the school to improve further. One governor commented: 'We want pupils to be well rounded, resilient and able to take responsibility for themselves.'
- Governors support and challenge school leaders effectively. They gain a strong understanding of the school's work through visits and meetings with subject leaders. A review of minutes of meetings confirmed that governors ask leaders probing questions. Governors and leaders value the close support from DLP of their work to improve the school in particular areas.
- Governors ensure that the school's safeguarding policies comply with current requirements. They also carry out regular health and safety checks to ensure that the site is safe for pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. The headteacher has improved safeguarding procedures and the security of the site. Leaders ensure that all appropriate checks have been carried out on adults who work at or visit the school.
- Staff receive regular and appropriate training. They are aware of the signs of abuse and know what to do if they have any concerns about a pupil's welfare or safety. Leaders keep detailed records and take timely and effective action. They work well with external agencies to ensure that pupils' needs are met.
- Staff say that the school is a safe place for pupils. All parents who responded to Parent View, Ofsted's online survey, said that their children feel safe and that their children are well cared for at the school.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching has improved since the last inspection and is now good across all year groups. Teachers foster positive relationships with pupils. Pupils are encouraged to do well across a range of subjects.
- Teachers have high expectations of pupils. They use questioning well to check pupils' understanding and promote deeper thinking.
- The teaching of writing is improving. Recent changes to the way in which writing is taught are having a positive impact on pupils' progress. Some high-quality written work was seen. The teaching of grammar, punctuation and spelling across the school is good. However, some pupils do not have enough opportunities to write at length or for

different purposes or audiences.

- There has been a strong focus on improving standards in mathematics. Teachers provide opportunities for pupils to apply their mathematical knowledge to solve problems. Pupils are developing greater confidence in explaining the calculations that they carry out. Mathematics books now show good progress.
- Phonics is taught well. The most able pupils read with fluency and expression. Additional support ensures that lower-ability pupils catch up. Pupils who read to the inspector used their phonics knowledge well to tackle unfamiliar words. Leaders have introduced high-quality texts to boost pupils' comprehension skills. Pupils say that they enjoy reading. Pupils currently in the school make at least good progress in reading.
- Most teachers set tasks that are matched well to pupils' learning needs. However, the work set for the most able does not always stretch them enough.
- Pupils have good opportunities to develop their knowledge and expertise of geography, history and science through memorable real-life experiences of places of interest.
- Pupils say that they receive regular homework. They enjoy completing online tasks which consolidate their learning.
- Teaching assistants provide a range of effective support, both in class and when supporting small groups and individual pupils. As a result, the small number of pupils with SEND make good progress from their starting points in reading, writing and mathematics.
- Leaders ensure that parents receive accurate information about how their children are progressing.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are happy and feel safe in the school. Leaders promote the emotional well-being and mental health of pupils. Pupils feel cared for and supported well. A typical comment was: 'Teachers encourage us to work hard and do well.'
- Pupils enjoy their lessons. Most pupils take pride in their work.
- Pupils told the inspector that bullying is rare. They trust staff to resolve any issues quickly, should they arise. Pupils have a good understanding of the different types of bullying. They know how to keep themselves safe when online because they are taught about risks.
- The school provides a range of additional opportunities to pupils. For example, pupils learn about ethical issues such as fair trade. Pupils develop their enterprise skills by forming small companies to make products, which they then sell to the local community.
- Pupils are developing their leadership skills in various roles, such as school councillors and sports leaders. Older pupils enjoy acting as a 'buddy' to younger pupils and support them when needed at breaktimes.

- Pupils participate in the Children’s University scheme, which encourages pupils to take responsibility for their own learning outside of the school day. Some of the most able pupils are given opportunities to attend workshops in specific subjects, for example mathematics workshops in Manchester. This raises pupils’ aspirations.
- Before-school and after-school clubs provide pupils with a range of experiences, including craft activities and physical challenges.

## Behaviour

- The behaviour of pupils is good.
- Leaders and teachers have high expectations of behaviour. Pupils who spoke with the inspector said that behaviour in the school has improved and is good. They know what to do if they have a worry. Staff said that they feel well supported by leaders in managing behaviour.
- Pupils are polite and confident. They behave very well during lessons and in the playground. The atmosphere around the school is calm and orderly. Pupils respect each other and adults.
- In lessons, most pupils show positive attitudes to learning and concentrate well. They support each other well. Pupils respond quickly to teachers’ instructions.
- Pupils enjoy coming to the school. Attendance has been above the national average for the last three years. Leaders monitor and track attendance carefully. They use rewards, such as termly certificates and book prizes, to celebrate good attendance. Persistent absence is well below the national average.
- Exclusions from school are very rare and the rate is well below the national average.

## Outcomes for pupils

**Good**

- Pupils’ achievement has improved since the previous inspection. At the end of key stage 2, pupils’ progress improved to be in line with the national average in reading, writing and mathematics in 2017 and 2018. Assessment information and inspection evidence show that current pupils are making good progress in reading, writing and mathematics.
- Pupils get off to a good start with their early reading. Over the past three years, the proportion of pupils who have achieved the expected standard in the Year 1 phonics screening check has been at or above the national average. Staff encourage pupils to develop a love of reading and reading for enjoyment from a young age. Pupils read widely across different subjects and with understanding. Standards in reading at the end of key stage 1 are improving and pupils made good progress at the end of key stage 2 in 2018. Current pupils make good progress in reading.
- Effective teaching has led to improvements to standards in mathematics across the school. The work seen in books shows that pupils are increasingly proficient in developing their reasoning skills. The proportion of pupils achieving and exceeding the expected standard in mathematics at the end of key stages 1 and 2 was above the national average in 2018.
- A review of pupils’ work and inspection evidence indicate that pupils’ progress in

writing is improving. Recently introduced strategies include a focus on developing pupils' grammar and punctuation. The proportion of pupils achieving and exceeding the expected standard in writing at the end of key stages 1 and 2 in 2018 was above the national average. This was an improvement on the previous year. However, some pupils do not write with confidence at length or for different purposes and audiences.

- The proportion of pupils working at greater depth or achieving the higher standard in reading, writing and mathematics is improving over time. However, inspection evidence shows that some work does not consistently challenge the most able pupils to achieve the standards of which they are capable.
- The number of disadvantaged pupils is too small to make meaningful comparisons with national averages for attainment and progress. However, it is clear that the very small number of disadvantaged pupils currently in the school make good progress from their differing starting points.
- Pupils with SEND make good progress over time from their starting points. This is because the SENCo checks their progress carefully and ensures that pupils receive effective additional support.
- Pupils' work shows that they make strong progress in science. This is because pupils have more opportunities to develop their scientific skills through investigations.
- Most pupils are well prepared for the next stage in their education.

### Early years provision

**Good**

- Children enter the Reception class with levels of skills, knowledge and understanding which are broadly typical for their age. Most children make good progress during their time in the early years. As a result, the proportion of children achieving a good level of development has been around the national average over time. In 2018, the proportion of children achieving a good level of development was above the national average. Consequently, children are well prepared to start Year 1.
- The quality of teaching is good. Leaders accurately assess children's progress and use this information to plan a range of interesting opportunities that enable children to develop their language skills and mathematical skills. Children's learning journals show that children improved their ability to write simple words.
- The indoor area provides children with a wide range of experiences across all areas of learning. The outdoor learning environment includes a woodland area, which enables pupils to develop teamwork through 'Forest School' activities.
- The early years leader has an accurate understanding of the strengths and areas for further development. Leaders have plans in place to develop the outdoor learning environment to ensure that a wider range of exciting activities is used to challenge all pupils, especially the most able.
- Children's relationships with each other and with adults are strong. Children are happy and enjoy coming to the school.
- Clear routines support children to behave well. Children show respect for others and take turns to share resources. They show high levels of concentration when carrying out activities. Children respond quickly to adults' instructions.

- Parents are fully supportive of the school. They were very positive about transition arrangements into the Reception class, such as the home visits that staff make. Parents spoke highly of the opportunities that they have to visit the school and learn about how they can support their children’s learning in phonics and writing.
- Leaders ensure that effective safeguarding procedures are in place and that welfare requirements are met. Adults keep children safe and care for them well.



## School details

Unique reference number	105666
Local authority	Oldham
Inspection number	10087819

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Jane Goodwin
Headteacher	Rachael Swaby
Telephone number	01457 872 601
Website	<a href="http://www.friezlandschool.co.uk">www.friezlandschool.co.uk</a>
Email address	<a href="mailto:head@friezland.oldham.sch.uk">head@friezland.oldham.sch.uk</a>
Date of previous inspection	29–30 November 2016

## Information about this school

- Friezland Primary is a smaller-than-average primary school and has three mixed-age classes. The early years provides for children of Reception age.
- The acting headteacher and acting assistant headteacher at the last inspection were appointed to permanent posts of headteacher and assistant headteacher respectively in April 2017.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils known to be eligible for support through the pupil premium is much lower than the national average.
- The proportion of pupils who receive support in school for SEND is below the national average. The proportion of pupils who have an education, health and care plan is

broadly average.

- The school is an associate member of Dovestone Learning Partnership but is still maintained by the local authority.
- There is a before- and after-school club run and managed by the school.

## Information about this inspection

- The inspector held meetings with the headteacher, assistant headteacher, subject leaders and support staff. He also met with members of the governing body, including the chair of governors, and a representative of the local authority. The inspector held a telephone conversation with the school's improvement partner.
- The inspector observed teaching, learning and assessment in all classes. Some of the observations were conducted jointly with the headteacher.
- The inspector looked at pupils' written work in subjects across the curriculum to evaluate pupils' learning over time.
- The inspector observed pupils' conduct during break and lunchtimes.
- The inspector met with a group of pupils formally, spoke with many more pupils informally and heard pupils read.
- The inspector spoke with parents in the playground before school. He also took account of the 73 responses to the online Parent View questionnaire and 71 free-text comments made by parents. He also considered the eight responses to the staff questionnaire and 40 responses to the pupil questionnaire.
- The inspector scrutinised a wide range of documentation, including: records relating to pupils' behaviour and attendance; safeguarding information; minutes of governing body meetings; information on the progress made by pupils; training arrangements for teachers and other staff; the school's checks on the quality of teaching; external reviews; and the school's self-evaluation and improvement plan.

## Inspection team

Ahmed Marikar, lead inspector

Her Majesty's Inspector

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