



22 March 2007

Mr JD Wragg
Headteacher
North Frodingham Primary School
North Frodingham
Driffield
YO25 8LA

Dear Mr Wragg

OFSTED MONITORING OF GRADE 3 SCHOOLS

Thank you for the help which you and your staff gave when I inspected your school on 21 March 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to the staff, pupils, chair of governors and local authority representative who met with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in March 2006, the school was asked to raise standards across the school; use assessment systems consistently and rigorously to track pupils' progress; monitor teaching and learning to reinforce and extend recent improvements; write and use individual education plans for those children who need them; provide more opportunities for pupils and parents to express their views and influence school development.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

Standards at Key Stage 1 improved in 2006 compared to 2005. From broadly average standards on entry to Reception, pupils' achievement at the end of Year 2 was slightly above average in reading and mathematics and slightly below in writing. Over the same period, however, there was a slight decline in

the progress made by pupils in Year 6 relative to their start points on entry to Key Stage 2. Supported well by the local authority, the school has introduced a range of strategies to raise standards with a particular focus on improving literacy skills across the school and standards in mathematics at Key Stage 2. On this visit observations of teaching in all three mixed age classes demonstrated that teachers are working hard and to good effect to provide imaginative activities which engage and sustain pupils' interest in work intended to develop their speaking and reading skills. This approach reinforces positive attitudes to learning and is enabling all pupils to make at least satisfactory progress in lessons. Much of the monitoring of classroom practice is carried out informally by the headteacher. The school has yet to establish a formal lesson observation programme or a more systematic approach to the sharing of best practice as a strategy to further improve the overall quality of teaching and learning.

The school has done well to establish an assessment and tracking system. Staff now have access to information which shows, in an easily understood format, the termly progress of all sixty-five pupils in school towards their end-of-year targets. Pupils at risk of underachievement and in need of learning support can now be identified more easily. This information on individual pupil progress is not shared formally with parents. Pupils with specific learning needs and/or disabilities now have individual education plans (IEPs) which identify development targets and set review dates. This has formalised the tracking of much of the support work already done with these pupils. This system is relatively new and linking the IEPs into lesson plans is an area for further development.

The school operates an informal open door policy as a point of contact with parents at the start and finish of the school day. Two open forum sessions, scheduled in September and November as a means of involving parents more fully in school development, had few attendees. Undeterred, the school has recently sought parents' views of the school through a questionnaire. The school and governors are at present considering how best to respond the issues raised. The pupils' voice is now listened to more intently and has greater influence on school development. Elected members of the school council spoke with pride about their input in establishing and managing a healthy options tuck shop and a buddy stop at lunchtimes. They are looking forward to the building and completion of a new school hall when they will have further decisions to make.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Cathy Kirby
Her Majesty's Inspector