

# Greyfriars Primary School, King's Lynn

London Road, King's Lynn, PE30 5PY

**Inspection dates** 19–20 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is good and rapidly improving because of the good leadership of the headteacher, her focus on raising pupils' attainment and the positive culture that she has created.
- The headteacher has good relationships with parents, who talk very positively about how much they appreciate the way the school looks after their children and keeps them safe and happy.
- The school ensures pupils' safety well, and also promotes good behaviour and spiritual, moral, social and cultural development. This is preparing pupils well for the next stage in their education.
- Attainment is rising at the end of both key stages. The pupils who left Year 6 in 2014 made outstanding progress in reading and good progress in mathematics from their levels at the end of Year 2. Work in books supports this picture, and pupils throughout the school are making better than expected progress.
- Teaching is consistently good. Leaders and governors have improved the quality of teaching through the robust use of appraisal systems and training. This has had a positive impact on pupils' achievement.
- Subject and senior leaders play a full part in promoting the school's values and in spreading good practice. All adults at the school are proud of their involvement in its improvement and success.
- The governing body has improved the ways it holds the school to account since the last inspection. Their work is now good and governors are knowledgeable and very supportive of the direction the school is taking.
- The Reception classes provide children with a good start to their school lives. The range of activities provided for them, with a focus on their reading and imaginative development, is preparing them well for their future schooling.

### It is not yet an outstanding school because

- Teachers do not always provide sufficient opportunities for pupils to extend their speaking skills and to learn new words to improve the content of their writing.
- Pupils' spelling is not accurate enough.
- Teachers do not check regularly enough that the activities they provide are engaging all pupils or appropriate to support their learning.

## Information about this inspection

- The inspectors observed teaching in 15 lessons or parts of lessons. A number of lessons were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, a representative from the local authority, members of the governing body, staff, pupils and parents.
- Samples of pupils' work were examined, some with the headteacher present, and pupils read to the inspectors.
- Inspectors took into account the eight responses to the online parent survey, Parent View. The inspectors also talked to parents outside school and took account of the eight questionnaires completed by staff.
- The inspectors looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and minutes of their meetings, and the action plans for raising attainment.

## Inspection team

Geof Timms, Lead inspector

Additional Inspector

John Greevy

Additional Inspector

Vreta Bagilhole

Additional Inspector

## Full report

### Information about this school

- Greyfriars Primary School is larger than the average-sized primary school.
- Most pupils are White British. There is a broadly average and rising proportion of pupils from minority ethnic backgrounds or who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is average, at around 18%.
- An above-average proportion of pupils, around a third of the school, are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals, or who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend the Early Years Foundation Stage provision in the Reception class on a full-time basis.
- The school runs a breakfast club and after-school club for pupils whose parents are working.

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

- Improve the quality of pupils' writing by:
  - providing more opportunities for them to develop their vocabulary and improve their speaking skills
  - raising standards in spelling so that their writing is more accurate and easy to read.
- Ensure teachers check more regularly on how well pupils are learning in class and that the activities provided support different pupils' learning.

## Inspection judgements

### The leadership and management are good

- The leadership and management are good because leaders are having a positive impact on improving the quality of teaching and raising attainment. They have created a very positive atmosphere in which all pupils, including the most vulnerable, can succeed. The headteacher provides good, strong leadership and, because of this, the school has made rapid improvement since the last inspection. The senior leaders make an effective team and they provide good support and challenge through their work with staff.
- The monitoring of teaching and learning, and the taking of action where necessary, are good. Subject leaders have a role in checking the success of the teaching in the areas for which they are responsible. Leaders' skills are developing through appropriate training. The headteacher devolves leadership responsibilities appropriately, and staff respond to this trust very positively.
- The school's self-evaluation is accurate and identifies what remains to be done to improve the school further. Detailed improvement planning contains appropriate priorities to build on the current strengths, so there is clearly a strong capacity to improve further. All staff share the headteacher's ambition for the school's continued improvement. Staff make good use of data that show how well individual pupils are making progress. Information about pupils' achievement is analysed very well by senior leaders and used in discussions with staff so any underachievement can be rapidly addressed.
- Training to develop teachers' professional skills has been used effectively. For example, training to introduce a scheme for developing pupils' ability to write about their feelings has had a very positive impact on pupils' learning. Within the school, training to improve teachers' skills in delivering the new computing curriculum has been successful, as has work to develop the teaching of the links between letters and sounds (phonics).
- Internal and external checks on data are carried out to confirm the accuracy of teachers' assessments of pupils' work. The school is preparing well for the changes after National Curriculum levels are removed. This is also being discussed and shared with other local schools to ensure clarity of assessments when pupils transfer to the secondary school.
- The local authority has had a positive impact through its training, support and challenge since the last inspection. This has helped the school raise standards and address weaker aspects of its work robustly.
- Pupil premium funding is used to help disadvantaged pupils play a full part in school life, and benefit, where appropriate, from additional help from adults. The impact of this is evident in the above-average progress being made by these pupils.
- Good use is made of the extra funding available to promote physical education and sporting opportunities. There is increased participation in a wide range of clubs and sporting activities, such as fencing and archery. Staff training, accomplished by working alongside specialist coaches, is promoting improvements in teaching a variety of activities.
- The curriculum is broad and balanced and has been appropriately updated following recent changes to national expectations in different subjects. Pupils' spiritual, moral, social and cultural development is good. This ensures equality of opportunity. Pupils are prepared effectively for life in modern Britain by, for example, the opportunity to learn about democracy through the school council and the eco-committee. Pupils also learn about how people live in other parts of the world. The work in the creative arts has a very high profile throughout the school. The school provides a good range of clubs and extra-curricular activities which enhance pupils' learning.
- Leadership of the Early Years Foundation Stage is good. This helps children to make good progress. Effective use is made of resources. The outdoor areas are used well to promote learning to the full.

**■ The governance of the school:**

- The governing body has improved the way it carries out its statutory duties and now provides good support and challenge for the school's leaders. Governors are in the process of changing the way they manage their work to make it more efficient. They have carried out an assessment of their skills and this has led to training in areas such as safeguarding and safer recruitment. The governors are very enthusiastic and play a full part in the life of the school when special events such as the 'Aspirations' week are taking place. They have a good grasp of the school's data showing how well pupils are doing.
- Governors check the school's work through visits, such as to observe a writing workshop, and by accompanying school trips. Members of the governing body check how well school leaders improve the quality of teaching. Decisions about teachers' pay are appropriately linked to their performance and responsibilities.
- Governors track finances well and lead the school in deciding how to spend additional money, such as that to support disadvantaged pupils.
- The governing body ensures that all safeguarding requirements are fully met.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. The high standard of behaviour has a positive impact on their learning and progress. Pupils behave well in lessons, and in other settings such as in the dining room, at playtimes and when swimming.
- Pupils talk enthusiastically about lessons and other aspects of school life. They clearly like school a lot. One pupil, expressing the views of many, said, 'Staff are very friendly with you and help you if you are stuck.' However, there are times when a few pupils are less engaged and this is not always picked up by teachers. Because of this, their learning slows. Pupils show respect for the learning environment. They do not drop litter and they take pride in their work.
- Pupils' response to the school's expectations of their behaviour and social development is consistently good. Their horizons are widened through the good opportunities they are given to take responsibility, such as on the school council or as prefects. They take their responsibilities very seriously and are developing very mature and thoughtful attitudes. For example, one pupil wrote, 'Life is like school because you never know what you are going to learn.'
- Pupils are very polite and interested in other people. They work together well and show a very caring and accepting nature. Pupils are very supportive of disabled pupils and those who have special educational needs.

**Safety**

- The school's work to keep pupils safe and secure is good. Leaders and governors give high priority to the safeguarding of the pupils in their care both in school and when on school visits.
- Pupils say they feel safe in school and the large majority of parents spoken to, or who completed the online questionnaire, confirm this view. The school provides a good range of activities to help pupils learn to stay safe, and they are taught how to use computers and the internet safely. The pupils say there is little bullying, but that if it occurred they are confident it would be dealt with effectively. Pupils demonstrate a clear understanding of different types of bullying.
- The breakfast club provides pupils with a good start to the day, as well as a healthy snack, and good opportunities to develop social skills. This is extended into the after-school club.
- Until the last academic year, attendance had been well below the national average. It has risen as a result of the school's efforts and is currently above the national average. Most parents appreciate the importance of their children's full attendance. Pupils are punctual, both to school and to lessons.

**The quality of teaching is good**

- Pupils' work, the school's assessment data and evaluations of teaching, together with inspectors' direct observations of pupils' learning, all indicate that the quality of teaching is good. The teachers and teaching assistants form a strong and mutually supportive team, and this has a positive impact on pupils' learning. The good teaching has resulted in pupils' current good progress and rising standards.
- Teachers use assessment information to group pupils accurately by ability and to provide work that is usually appropriately targeted for their different capabilities. Teachers have responded well to recent changes to the National Curriculum. The thematic approach ensures the pupils are able to see the links between subjects.
- The learning environment throughout the school is tidy, and materials and resources are easily accessible. The accommodation for the Reception children, especially outdoors, has been much improved, and children benefit from a bright and colourful learning environment. Displays of pupils' work create good opportunities for teachers to support pupils' learning, as well as to celebrate their work.
- The marking of pupils' work is a very positive aspect of the teaching. The school has devised a system for sharing the objectives of lessons and how their learning will be measured with pupils. This system is being used as good practice by other schools. Pupils have good opportunities to comment on their own learning and to help decide their own next steps. They understand what their targets are and what they need to do to achieve them.
- Pupils throughout the school talk positively about how they enjoy lessons, especially literacy and mathematics. They describe the progress they have made and talk with pride about their work. Books are tidy and much of the work is well presented.
- In some lessons, teachers do not make the most of opportunities to develop and extend pupils' speaking skills or their vocabulary. This hinders improvements to the content of their writing.
- In a small number of lessons, teachers do not regularly check to ensure that pupils are fully engaged in their work. Although their attitudes and behaviour are good, a few pupils do not take as full a part in lessons as others. This slows the progress they make. However, one of the strengths of the teaching is the way teachers try to raise pupils' aspirations and to develop their thinking about learning through their emotional development. Other adults provide good support for pupils, especially for the disabled pupils and those who have special educational needs, and work closely with teachers so they understand what is expected. This helps all pupils to take a full and active part in lessons and school life.

**The achievement of pupils is good**

- Attainment at the end of Year 6 has risen since the last inspection because the headteacher has focused on raising achievement. For the last two years, pupils made progress in reading that was well above average. Their progress in mathematics was also well above average, although it was slower in writing. This good progress is evident in the school's data showing progress throughout Key Stage 2 and also in pupils' books.
- Standards in the national tests at the end of Year 2 have risen over the last five years, although they remain below average. This represents good progress in all three subjects from pupils' different starting points. Although progress is good, the school knows more is to be done to raise standards further, especially in writing.
- When they start school in the Reception classes, many of the children have knowledge, skills and understanding which are below those typical for their age, especially in communication, reading, writing, number and in being imaginative. Children make good progress in all areas of learning, although a below-average proportion reaches the expected level of development.
- Good teaching of basic reading skills means that pupils make good progress from their starting points.

They develop into good readers with an interest in a range of books. However, the results of the Year 1 check on pupils' skills in phonics were below average in 2014.

- Progress in reading and mathematics is good throughout the school. Pupils achieve well in other subjects such as art and design, history and geography. The effective use of the sports funding money has improved teachers' expertise and is raising standards in physical education.
- The progress made by children who are looked after by the local authority is outstanding and they are exceeding the expectations for their different ages. In addition, the pupils at an early stage of learning English also often make progress that is more rapid than their classmates.
- Throughout the school, the most-able pupils make good progress, although too few pupils attain higher levels in writing. In reading and mathematics, their attainment is close to that found nationally and this represents good progress from their starting points.
- Disabled pupils and those who have special educational needs make good progress overall because of the extra help they receive. In most years, they make progress that is in line with that of their classmates and better than that found nationally.
- The school is aware that progress in writing remains weaker than in reading and mathematics and is working hard, and with some success, to raise standards. One reason for this is that pupils have too narrow a vocabulary to make their writing more interesting. Pupils' spelling skills are not good enough and this often spoils their written work. Attainment in punctuation and grammar is improving but is still below that expected.
- The gap in attainment between disadvantaged pupils in Year 6 in mathematics, reading and writing and their classmates and pupils nationally is over a year. In 2014, the gap widened again slightly due to pupils with other specific needs. However, the gap is narrowing again, and the progress made by these pupils is often more rapid than that of their classmates or the expected progress for all pupils nationally. The current good provision and rapid progress are helping pupils increase the pace at which remaining gaps are narrowing.

### The early years provision

### is good

- Children make good progress from their different starting points. Children settle in well and quickly become used to the school's routines. They start the day happily and productively, and enjoy sharing their learning with adults. For example, they talked very enthusiastically about their paintings and how they are learning to write numbers. Children work and play cooperatively. They enjoy school and the range of activities provided for them, especially outdoors and in the 'garage'.
- The accommodation is used well by staff and enables children to learn well in all areas of learning. The outdoor area is used effectively to extend children's learning through a range of adult-led activities and those that the children choose for themselves. The range of wooden playhouses is used very effectively for different learning areas such as for reading.
- Teaching is good. Assessment is detailed and used very effectively to plan the next steps which children need to take to move their learning on. All adults are involved in observing and recording children's progress. Parents are regularly informed about children's progress, and they are invited to record their comments in the children's records of learning. Parents are also kept aware of what their children are learning so they can support them at home.
- All children, including disabled children and those who have special educational needs, make good progress. This is due to the good leadership and management of the early years provision. Staff are very aware of each child's prior knowledge and skills. Children's good progress helps prepare them well for the next stage in their education. They are clearly happy at school and are kept safe. Their behaviour is good.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121021
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	449017

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	278
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather Garrod
<b>Headteacher</b>	Beverly Barrett
<b>Date of previous school inspection</b>	6 December 2012
<b>Telephone number</b>	01553 773087
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