

Frizinghall Primary School

Address: Salisbury Road, Frizinghall, Bradford, West Yorkshire, BD9 4HP

Unique reference number (URN): 107204

Inspection report: 6 May 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ●
Needs attention	● ●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders have established a consistently inclusive environment, ensuring that pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged receive well-coordinated academic and pastoral support. Leaders' commitment to inclusion is reflected in the clear systems they have put in place, which are understood by staff and applied consistently. These systems help pupils to feel safe and supported and enable them to make meaningful progress from their starting points.

Early identification of needs is a clear priority. This means that pupils with SEND or those who are disadvantaged receive timely and appropriate support. This support is carefully planned and is monitored and reviewed regularly to ensure it remains effective. Pupils and their parents or carers are involved throughout the process, contributing to decisions about support and provision. This ensures that support is closely matched to pupils' individual needs. Inclusion is underpinned by a collaborative approach, with staff working together to support pupils' learning, wellbeing and wider development. Where appropriate, leaders engage with external agencies to strengthen provision and secure additional specialist support.

Staff receive training to help them meet pupils' needs. Effective questioning supports learning and helps staff identify areas for further development. Teachers adapt the curriculum so that pupils can access learning successfully. This includes adult support, the use of different resources or small adaptations to tasks.

Leaders use evidence-informed approaches to help design their strategy for the use of the pupil premium funding. This supports disadvantaged pupils' learning, wellbeing and personal development. The provision for disadvantaged pupils is carefully tracked, with targeted interventions and wider opportunities available to support strong foundations in learning and personal development.

Personal development and wellbeing

Strong standard ●

The development of pupils' personal development and wellbeing are priorities in this school. Leaders place children at the centre of their work. They know the pupils and families well and understand the needs they may have. The wider pastoral support is valued by pupils and families. This support is proactive and responsive, helping vulnerable pupils and their families to feel supported and included within the school community.

Leaders have established a cohesive and ambitious personal development offer that supports pupils academically, socially, emotionally, and culturally. The inclusive and nurturing ethos supports pupils to develop confidence and resilience. This helps pupils to prepare for life beyond primary school.

Leaders have created a broad, inclusive, and carefully sequenced personal, social, health and economic education curriculum, which includes relationships and sex education. This successfully integrates academic learning, pastoral care, enrichment opportunities and personal development. It also considers the community's context and specific challenges.

The school's wider enrichment offer is extensive and carefully planned to ensure equitable access for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Leaders systematically track participation and use this information strategically to increase engagement where needed. Pupils and parents speak enthusiastically about the broad range of clubs, trips, leadership opportunities, sports provision, and outdoor learning experiences available. These opportunities significantly enhance pupils' cultural capital, confidence and enjoyment at school. Leadership opportunities such as school council elections and pupil monitor roles further reinforce democratic values and responsibilities.

Pupils speak confidently and thoughtfully about their experiences in school. They demonstrate high levels of respect, tolerance, and understanding of diversity, fundamental British values, and protected characteristics. Pupils have a secure understanding of how to keep themselves safe, including online and within the local community. They have an understanding of, and respect for, world religions and faiths.

Expected standard

Curriculum and teaching

Expected standard

Leaders have prioritised developing pupils' language and vocabulary, starting in the early years and continuing beyond. This underpins the writing curriculum and support. Leaders have ensured that the teaching of phonics is accurate. This means that pupils at the very early stages of reading do so with increasing accuracy and fluency. Books are well matched to pupils' phonic ability. Mathematics is taught in a structured way. This results in pupils being able to apply their learning in problem-solving activities.

In key stage 1, there is high ambition and high expectations for pupils. Basic skills of pencil grip, letter formation and handwriting are explicitly taught. In key stage 2, however, this is not as sharp as it could be.

In the wider curriculum, leaders have prioritised curriculum development and subject leadership. This has resulted in a curriculum that reflects the context and community of the school. Leaders have woven local history and geography into the curriculum. They have oversight of each subject area through monitoring and specific training for staff.

Pupils with special educational needs and/or disabilities and disadvantaged pupils are supported in their learning. Staff make adaptations to lessons so that pupils can access the curriculum.

Early years

Expected standard

Provision in the early years is caring, inclusive and generally appropriate to the needs of the children, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Children are happy, settled and demonstrate positive relationships with staff and peers. Clear induction and transition processes and effective

partnerships with families support early identification of need and help vulnerable children and those with SEND to receive timely and appropriate support.

Leaders have developed a well-sequenced and thoughtfully planned early years curriculum. This is responsive to the needs, interests and starting points of the children. Language development, storytelling, rhymes, songs, mark making and phonics support early writing development. Leaders demonstrate a clear understanding of children's attainment and development, and care and welfare arrangements are in place.

The whole-school priority of language development starts in the early years through interactions between adults and children. Effective teaching and behaviour management, underpinned by familiar routines, help children to respond positively to adult guidance. Targeted interventions in gross and fine motor skills, as well as language development, demonstrate a clear awareness of children's needs and how to support their development.

Leadership and governance

Expected standard 

Leaders demonstrate integrity, professionalism and a clear commitment to improving outcomes for pupils within a complex community context. They are compassionate, committed and rooted in a clear understanding of the school's context and community. Leaders are ambitious for pupils and families and work to ensure pupils receive a positive start in life. Relationships with parents are positive. Families value the approachable and supportive nature of leaders and staff, as well as practical support. Leaders work with external agencies and the wider community so that families receive appropriate support when needed.

Leaders demonstrate an accurate understanding of the school's current position and have prioritised appropriate actions for improvement. They are supported by a governing body that provides support and challenge as necessary. They are aware of and successfully fulfil their statutory duties. Systems, reflective practice and a culture of support and accountability help the school to continue to improve.

Professional development is a priority. Staff feel supported both professionally and personally, and leaders are viewed as role models who maintain high expectations. Leaders remain mindful of staff workload and wellbeing. Induction, mentoring and support for newer teachers are planned and delivered. Leaders provide hands-on coaching, quality assurance and personalised professional development.

Needs attention

Achievement

Needs attention 

Achievement across school is variable. Outcomes for the end of key stage 2 are not consistently in line or above national averages. Disadvantaged pupils' outcomes are also not as high as they could be. Leaders recognise this and are implementing plans to increase these outcomes.

The systematic approach leaders have taken to the teaching of phonics means that outcomes in this area are positive. The year 4 multiplication check results are also positive and are above national averages.

Writing in key stage 1 reflects ambitious expectations, with many pupils producing well-developed writing at length. Letter formation is generally secure, indicating that foundational writing skills are being established effectively from an early age. However, moving into key stage 2, this emphasis lacks the same rigour.

In the wider curriculum, pupils generally show a secure knowledge and understanding in a range of subjects. There is a clear development of subject-specific vocabulary, particularly in science and geography, suggesting that curriculum planning builds both knowledge and language over time.

Attendance and behaviour

Needs attention 

Attendance remains inconsistent across the school and between different groups of pupils. Leaders recognise this and have made attendance a high priority. They demonstrate a clear awareness of attendance patterns and have worked proactively to improve rates this year. Leaders have worked with external agencies to promote attendance and have introduced a range of rewards and incentives to encourage pupils to attend more regularly. They have also engaged with families to support improvements in attendance. As a result, attendance has improved this year and the number of pupils who are persistently absent has reduced. However, these improvements are not yet consistent across the school, between different groups of pupils or over time.

Leaders have established clear routines and expectations that contribute to a calm, orderly and welcoming environment. Transitions around the school and the start of the day are managed effectively. Behaviour across most lessons and social times is positive, with pupils generally demonstrating good levels of engagement in their work. In key stage 1 particularly, pupils are industrious and can work independently. This is because classroom routines and support systems are established. Where incidents of disengagement do happen, this is usually addressed quickly. Pupils with additional needs are supported to help them regulate and manage their behaviour successfully. Behaviour at social times is harmonious and inclusive. Pupils are happy and feel safe. Bullying or unkind behaviour is rare, but pupils are confident that adults would address any issues should they arise.

What it's like to be a pupil at this school

Frizinghall is an inclusive school. It is a beacon within the local community. Staff work in partnership with families to support pupils' learning, wellbeing and pastoral care. Staff take time to understand the barriers to learning or development that some pupils may face. Staff identify concerns early and put support in place to help pupils make progress. Many pupils make progress from their different starting points. Leaders are working to ensure that the achievements of older pupils in particular are strengthened.

Pupils benefit from positive relationships with adults in school, who get to know them well. This means that pupils feel valued, cared for and safe. This nurture and care begin when children start in the Nursery. Pastoral support is an important part of daily school life. Staff guide pupils' social, emotional and personal development from a young age. Adults encourage pupils to develop confidence and resilience as they learn and play. There is a very clear sense of belonging at Frizinghall, which is underpinned by the caring ethos of the school.

Staff welcome pupils into school at the start of the day. Leaders have established routines that help pupils move calmly between activities. Many pupils attend school regularly, but some do not. However, attendance is improving. Leaders use rewards and incentives to encourage regular attendance, and many pupils say they enjoy coming to school. Pupils enjoy learning and take pride in their school and their work. In many lessons, pupils are attentive and take part in activities set by their teachers.

Around school, behaviour is calm and orderly, with pupils treating the adults and children with respect and care. At social times, pupils' play is joyous and fun. Bullying is rare. Pupils know that there are trusted adults in school who will help if needed.

Pupils benefit from a wide range of trips, visits, visitors and experiences to enhance the curriculum. This brings learning to life and pupils talk animatedly about these opportunities. They also value the wide range of clubs and responsibilities on offer for them. These activities help pupils develop interests beyond their academic learning.

Next steps

- Leaders should ensure that effective classroom practice is implemented consistently, particularly as pupils move into key stage 2, so that achievement is sustained across the curriculum over time.
- Leaders should ensure that their approaches to improving attendance lead to sustained improvement over time, particularly for different groups of pupils.

About this inspection

The chair of the board of governors in this school is Mr Pete Sayers.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body and a representative from the local authority. Inspectors spoke with some pupils, staff and parents and carers.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Victoria Merriman

Lead inspector:

Lorraine Bamforth, His Majesty's Inspector

Team inspectors:

John Davie, Ofsted Inspector

Karen Smith, Ofsted Inspector

Helen Stout, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

School and pupil context

Total pupils

404

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

24.46%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.22%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.34%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	40%	61%	Below
2022/23 (final)	51%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	74%	Below
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	57%	74%	Below
2022/23 (final)	56%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	62%	72%	Below
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	73%	Below
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	64%	73%	Below
2022/23 (final)	66%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	46%	Close to average
2024/25 (final)	35%	47%	Close to average
2023/24 (final)	40%	46%	Close to average
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	62%	Below
2024/25 (final)	47%	63%	Below
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25 (final)	47%	59%	Below
2023/24 (final)	52%	58%	Close to average
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	60%	Close to average
2024/25 (final)	41%	61%	Below
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	45%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	68%	-29 pp
2024/25 (final)	35%	69%	-34 pp
2023/24 (final)	40%	67%	-27 pp
2022/23 (final)	41%	66%	-25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (final)	47%	81%	-34 pp
2023/24 (final)	56%	80%	-24 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	78%	-26 pp
2024/25 (final)	47%	78%	-31 pp
2023/24 (final)	52%	78%	-26 pp
2022/23 (final)	55%	77%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (final)	41%	81%	-39 pp
2023/24 (final)	64%	79%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	45%	79%	-34 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.7%	5.2%	Above
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	7.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	21.5%	13.0%	Above
2023/24 (3 term)	20.1%	14.6%	Above
2022/23 (3 term)	23.1%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright