

# Frithwood Primary School

Carew Road, Northwood, HA6 3NJ

**Inspection dates** 4–5 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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 headteachers and school leaders are fully committed to providing a high standard of education for all pupils. They have been effective in maintaining good standards of teaching and achievement since the last inspection.
- Pupils in all year groups make good progress in reading, writing and mathematics because teaching is good. This ensures that pupils are well prepared for their next stage in education.
- Children in the early years achieve well. As a result of good teaching and the happy and stimulating environment in which they learn, they are ready for Year 1.
- Pupils who speak English as an additional language make consistently good progress because of the good, targeted support they receive.
- Parents are very happy with the quality of education and care provided for their children.
- Pupils' behaviour and conduct are exceptional at all times. They are enthusiastic and ready learners who show consistently high levels of care and consideration for each other. Their exemplary attitudes towards their learning across all subjects and years help them to make good progress.
- Pupils feel very safe in school. They know that all staff care for them. Pupils understand very clearly and are highly aware of how to keep themselves safe in a wide range of situations, including in relation to e-safety.
- The curriculum actively promotes the school's values through prominent displays around the school. Pupils appreciate these displays, which link directly to British values and help to promote pupils' good spiritual, social, moral and cultural development.
- Governors provide an effective level of support and challenge, and are ambitious for further improvement.

### It is not yet an outstanding school because:

- Pupils' progress is not rapid enough to secure outstanding progress in all year groups.
- Teachers' marking and guidance are not always consistent with the school's policy and, consequently, do not always help pupils improve their work. Teachers do not always check that pupils act upon the advice they are given.
- Leaders do not have consistently high expectations of what pupils, including the most able, can achieve. As a result, teachers do not set high enough targets for pupils' achievement. Work is not always hard enough to ensure pupils make outstanding progress from their starting points.

## Information about this inspection

- Inspectors observed teaching and learning in 17 lessons, nine of them jointly with the school's senior leaders. Inspectors visited the school's breakfast and after-school clubs.
- Inspectors held meetings with senior and other leaders, groups of pupils, a representative of the local authority and five members of the governing body, including the Chair of the Governing Body. Inspectors talked to pupils informally during lessons and at break times.
- Inspectors observed the school's work and looked at a range of evidence including the school's documents for self-evaluation, planning and safeguarding. They studied pupils' workbooks and scrutinised the school's own assessment information. They also listened to pupils read.
- Inspectors gained parents' views from the 131 responses to the Ofsted online questionnaire, Parent View. Inspectors talked to parents informally at the beginning and end of the school day and considered their views in the letters that parents sent to the inspection team during the inspection.
- Inspectors took account of the 41 responses to the staff questionnaires.

## Inspection team

Beverley Perin, Lead inspector	Additional Inspector
Gillian Bosschaert	Additional Inspector
Paul Smith	Additional Inspector

## Full report

### Information about this school

- Frithwood Primary School is much larger than an average-sized primary school.
- The school is led and managed by two co-headteachers.
- The proportion of pupils who are from minority ethnic groups or who speak English as an additional language is about twice the national average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average. The pupil premium is additional government funding to support pupils who are eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- Children start school in the early years in the Nursery and attend part time, either mornings or afternoons, from age three. Reception-aged children are in school full time.
- The school runs a breakfast club from 7.45am to 8.45am every day and an after-school club from 3.15pm to 6pm.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Make certain that pupils are consistently given clear guidance in marking that shows them how to improve their work and check that pupils act upon the advice they are given, in line with the school's policy.
- Ensure leaders have consistently high expectations of what pupils, including the most able, can achieve.
- Raise teachers' expectations of what all pupils can achieve by setting targets for outstanding progress and planning work that will enable pupils to reach the highest standards of attainment.
- Plan and set work that is hard enough for all pupils, including the most able, so that they make rapid progress from their starting points to reach standards of attainment that are above national averages.

## Inspection judgements

### The leadership and management are good

- The headteachers are determined to improve the outcomes for pupils and have a passion for further improving the school to outstanding. They are supported by a committed and strongly developing leadership team of senior and middle leaders and enjoy the confidence and support of all staff. As a result, there have been improvements in attendance, in the proportions of children achieving well in the early years and the proportions of pupils reaching the expected standard in the phonics check in Year 1.
- Leaders do not always, however, have consistently high expectations of what pupils can achieve, including the most able. This means that targets set are too low to enable pupils to make outstanding progress. It also means that teachers do not always plan activities that will enable pupils to make outstanding progress and reach the highest standards in their work.
- Leaders have introduced an organised way of teaching phonics. They have also implemented an agreed approach to the teaching of spelling, grammar and punctuation across the school. This has resulted in improvements in pupils' work in reading and writing. Boys and girls now make equally good progress across the school in these key subjects.
- Leaders have ensured there is a broad and balanced curriculum, which contains many opportunities for pupils to learn about other faiths, customs, traditions and the need to tackle discrimination. As a result, pupils are well prepared for life in modern Britain. The wide range of enrichment activities, including sports' clubs, the school choir and visits to museums and local places of worship extends pupils' understanding and contributes to their enjoyment of learning.
- Pupils' spiritual, moral, social and cultural understanding is well developed. Pupils see clear links between the school's core values and those of modern democratic Britain. For example, all pupils made their own clay poppies and painted them red as an act of remembrance, following their study of the First World War.
- Leaders manage the performance of staff effectively. Targets for improvement are well matched to where teachers are in their career and linked to their pupils' progress. Staff speak positively about how they are supported, the helpful feedback they receive about their teaching and the opportunities they have to work with each other. Teachers are encouraged to take responsibility for their own training and are clear about the school's priorities for further improving pupils' achievement.
- Leaders support new members of staff, including those who are newly qualified, as a result the quality of teaching is continuing to improve.
- Middle leaders, many of whom are new to their role, are developing their skills well. They have clear plans based on a good understanding of strengths and priorities in their areas of responsibility. This is as a result of the opportunities they have to work with each other and their commitment to ensuring that pupils' achievement continues to improve.
- The headteachers lead regular, rigorous and focused reviews of pupils' performance with all leaders and teachers. The focus on individual pupils' achievement ensures there is additional help given to any pupils who need it. External moderators check the school's assessment of pupils' work to make certain it is accurate.
- Leaders ensure that funding to support disadvantaged pupils is used effectively to accelerate their learning. These pupils benefit from extra classes, small support groups and a continuous focus on English and mathematics skills. Consequently, their attainment in 2014 was stronger than that of other pupils in the school and nationally.
- All leaders, including governors, do not tolerate discrimination of any kind and their promotion of good relationships is highly successful.
- The primary school sport funding provides pupils, including vulnerable pupils, with high-quality lessons and a wide range of opportunities to experience and participate in different sports.
- Safeguarding arrangements meet statutory requirements and are very effective. Leaders ensure that all staff receive frequent and detailed updates and training on how to keep pupils safe.
- The local authority provides 'light touch' support for this good school. It has been effective in commissioning an external review to support leaders' accurate evaluation of the school's strengths and in identifying areas for further development.
- **The governance of the school:**
  - Governors have a good understanding of the different strengths and areas for improvement in the school. This is because they regularly visit the school, meet with staff and pupils and observe all areas of the school's work. Governors know the strengths of the school's achievement data. They understand how teachers' pay progression relates to pupils' progress and the quality of teaching so that any

underperformance can be tackled and effective teaching rewarded.

- Governors effectively check the school's monitoring systems for safeguarding and are scrupulous about ensuring that pupils are kept safe. They manage the finances of the school well, including additional funding, such as the pupil premium funding. Governors ensure that the school actively promotes British values and develops pupils' spiritual, moral, social and cultural education. They are particularly proud that pupils' artwork has been displayed in two national art galleries.

## The behaviour and safety of pupils

are outstanding

### Behaviour

- The behaviour of pupils is outstanding. Pupils are exceptionally well behaved and very respectful towards each other, teachers and visitors. They behave consistently well around the school and at break times, showing consideration to each other and to adults. Staff, governors, pupils and parents all agree that pupils' behaviour is a strength of the school and inspectors concur.
- Pupils are proud of their school and say it is a friendly, safe place. One pupil described Frithwood as 'a school for different and unique people who respect each other and where any language is welcome'.
- Pupils' behaviour is exemplary in lessons. They are enthusiastic, help each other without prompting and are absorbed in their learning. This is, in part, because of the high expectations that teachers have of pupils' behaviour. Pupils listen attentively to adults and to each other, take a pride in their work and enjoy coming to school. Pupils' excellent behaviour consistently contributes to their good learning.
- Pupils rise to the challenge when asked to take on responsibilities. For example, pupils across Key Stage 2 eagerly describe the work of the school council, the meaning of voting and the importance of representing all pupils' views when making decisions. These are some examples of the way in which the school promotes British values in daily school life.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Parents agree that their children feel very safe at school and this is confirmed by the pupils who say they are well cared for by all adults and each other.
- Pupils are very well looked after at all times of the day and staff are highly trained in how to keep pupils safe. The breakfast and after-school clubs are good examples of where pupils of all ages and backgrounds play readily together in a stimulating, safe and secure environment.
- Pupils willingly take responsibility for the safety of others. Older pupils act as playground buddies for any children who are feeling lonely and Year 6 pupils facilitate games and activities for younger pupils to encourage them to play together. Year 5 pupils take pride in their role as 'peer mentors' for which they are especially trained. These pupils assist other children at lunchtimes to resolve any friendship issues and take a key role in preventing bullying. As such, pupils take a lead in ensuring that the school is a harmonious community where children encourage each other to welcome new pupils to the school. This extends to pupils showing high levels of care and consideration to children who arrive at the school speaking little or no English.
- The curriculum is well-planned to ensure that pupils understand how to manage risk. Pupils understand how to stay safe in a wide range of situations, including how to protect themselves when using the internet; they understand the importance of road safety, how to use public transport safely and keep themselves healthy.
- Strong and effective procedures are in place for ensuring pupils' safety with regard to any visitors to school.
- Pupils' attendance is above average. This is because the school works closely with parents to explain the link between attendance and achievement and because the school's leaders celebrate good attendance, whenever possible.

## The quality of teaching

is good

- Teaching is typically good in each key stage. This is evident from the quality of work displayed around the school, work in pupils' books, the progress pupils make and the observations made during the inspection.
- Phonics (letters and the sounds they make) is taught well and younger pupils are able to use their phonics skills effectively to break down unfamiliar words so they can read them. Pupils read enthusiastically and teachers encourage pupils' enjoyment of reading.

- Pupils have a good range of opportunities to write at length for different purposes. Work in books and displayed on walls shows that boys and girls enjoy writing and are making good progress. Pupils are taught how to apply their grammar, punctuation and spelling skills in their writing.
- Teachers consistently encourage pupils to use dictionaries and thesauruses to select and use alternative words to improve their writing. As a result, pupils extend their vocabulary and learn how to express themselves well, orally and in writing. For example, pupils in one lesson were able to discuss an 18th century poem with each other, using appropriate vocabulary that they had researched themselves.
- Mathematics is taught well and, as a result, pupils make good and sometimes outstanding progress in this subject. Pupils are able to use their knowledge and apply it to solve problems. In one lesson, pupils were applying their understanding of number and scale to interpret different bar charts. This enabled them to gain a deeper understanding of how to present and interpret information in different ways using their reasoning skills to test out their ideas.
- Teaching assistants work closely with teachers to support good quality learning when working with either individuals or groups. This helps to accelerate pupils' progress, including for disabled pupils and those who have special educational needs.
- Where the school's marking policy is applied, teachers mark frequently and give useful guidance so that pupils know what to do to improve their work. However, the policy is not always applied across all subjects or classes. This means that pupils do not consistently have the opportunity to act on the advice and guidance given by their teachers. This hinders the progress that some pupils make.
- Teachers' expectations of what pupils can achieve are not consistently high enough. As a result, teachers do not always plan work or activities that enable all pupils to make outstanding progress from their starting points, including the most able.

### The achievement of pupils

is good

- Pupils' achievement is good in all subjects and they are well prepared for the next stage in their education.
- In July 2014, standards at the end of Key Stage 2 were similar to those nationally in reading, writing and mathematics. The attainment of pupils seen by inspectors indicates that current Year 6 pupils are working at levels above those expected for this point in the year in all subjects. The achievement of current learners across the school is good in all subjects. High proportions of pupils are working at or above the expected level for their age, including those who speak English as an additional language.
- Children make good progress in the early years. By the end of the Reception, the proportion of children who make good progress is above average. Consequently, they are well prepared well for Year 1.
- As a result of the focused and improved teaching of phonics throughout the school, the proportion of pupils in Year 1 who achieved the expected standard in the most recent phonics check was just above the national average.
- The attainment of the most able pupils is the same as similar pupils nationally, in all subjects. In July 2014, they made good progress in writing and made outstanding progress in mathematics, where many attained the higher Level 6. These pupils did not make the same rates of progress in reading. Leaders are addressing this by increasing the levels of challenge in lessons and by providing additional small group lessons. They are also checking that work set in reading and writing is hard enough to enable pupils to reach the highest level.
- Disabled pupils and those with special educational needs make good progress from their starting points, including in the early years, because their individual learning needs are well understood and supported. Teachers and teaching assistants use effective and targeted questions to guide their pupils to work out their answers and process new ideas and information.
- The performance of disadvantaged pupils in reading, writing and mathematics in the 2014 national tests indicated that they achieved as well as or better than other pupils in school and nationally. This picture is the same for disadvantaged pupils across the school, who consistently make the same good or better progress as their classmates. Consequently, there are no gaps between the performance of disadvantaged and other pupils.
- Pupils are not yet making outstanding progress. This is because leaders do not have consistently high expectations of what all pupils can attain and, therefore, targets for pupils' achievement are not always ambitious enough. This means that teachers do not always set work that is hard enough. As a result, pupils of all abilities are not able to make outstanding progress and reach the highest standards possible in their work or in external tests.

**The early years provision**

is good

- Children make good progress and achieve well in Nursery and Reception because of good teaching. They start in the early years with skills and knowledge that are typical for their age. Teaching staff have recognised the importance of developing the children’s literacy skills and are now placing a high priority on the teaching of letters and sounds. As a result, children increasingly choose to practise their skills, learn to write independently and develop a love of books.
- Teachers and other adults model language well for children by challenging them to express themselves and extend their use of new words in speaking and writing. As a result, children’s vocabulary and confidence develop well and boys now make the same good progress as girls in Nursery and Reception. This is the same for children who speak English as an additional language.
- The early years provision is well led. Leaders and teachers demonstrate a good understanding of how children learn and develop. Staff know individual children well through thorough checking of how well they are learning and by observing their activities. Children benefit from maintaining a good balance between activities led by the teacher and those they choose themselves.
- Children behave very well and learn how to keep themselves safe, moving around in an orderly and calm way and playing well together. Parents value the communication between home and school and say that their children enjoy attending. This is making a positive contribution to the good progress that children are making.

## 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>	102414
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	448240

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Mansbridge
<b>Headteachers</b>	Dean Morse and Frances Saunders
<b>Date of previous school inspection</b>	17–18 March 2010
<b>Telephone number</b>	019238 25548
<b>Fax number</b>	019238 21461
<b>Email address</b>	frithwood@frithwood.hillingdon.sch.uk

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