

Fryent Primary School

Inspection report

Unique Reference Number	101531
Local Authority	Brent
Inspection number	355018
Inspection dates	28–29 September 2010
Reporting inspector	Raminder Arora

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	Ms Deborah Noel
Headteacher	Jean Thwaites
Date of previous school inspection	10 September 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons taught by 18 different staff. They held meetings with the Chair of the Governing Body, parents, staff and pupils. They observed the school's work and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from staff, pupils and 123 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Attainment, learning and progress in writing and mathematics, particularly for the higher attaining pupils.
- The extent to which lessons meet the needs of all pupils and how well teachers use assessment information to make sure lessons are challenging.
- The systems and processes that leaders use to monitor, develop and improve the quality of teaching and learning to raise the achievement of all pupils.
- The effectiveness of strategies to promote good attendance and behaviour.

Information about the school

This is a large primary school with a Nursery and two Reception classes. It serves a socially and culturally diverse community, and the proportion of pupils joining and leaving the school other than at the usual times is high. Most pupils come from a variety of minority ethnic backgrounds and a few pupils are White British. The proportion of pupils who speak English as an additional language is well above average with 35 different languages spoken within the school community. A large majority enter the Nursery at an early stage of learning English and a small minority enter the school speaking no English. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils identified as having special educational needs and/or disabilities is above average. The difficulties relate mainly to moderate learning and speech and language needs. After one year of sharing headship responsibilities with the previous headteacher for two days each week, the deputy acting headteacher was appointed as the acting headteacher in September this year. The school has achieved the Healthy Schools award and Activemark. There is a children's centre on the school grounds managed by the school. This centre is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Fryent is a satisfactory and improving school. It has many good features although the school acknowledges that there are areas that need to be improved. While achievement is satisfactory overall, it is inconsistent because teaching does not consistently make the same positive impact on pupils' learning throughout the school. Parents and carers and pupils recognise and appreciate the recent improvements and the good quality care and learning opportunities. The leadership team has worked hard to create a harmonious and positive working environment in which pupils are safe and happy. One parent summed up the views of the vast majority saying, 'The teachers have a compassionate way with the children who are treated as individuals and listened to.' Staff are committed and approachable, and they offer good guidance and support to children and parents and carers. Pupils unanimously agree that they enjoy school, they all feel very safe and they are encouraged to be healthy. They like their teachers because they are helpful and kind and appreciate the diversity within the school.

Attainment is variable in English, mathematics and science, but broadly average by the end of Year 6 with mathematics the strongest of the three. A clear focus on providing 'hands on' opportunities throughout the school has led to improved standards in mathematics. Most pupils make satisfactory progress in relation to their starting points during their time at the school. Pupils with special educational needs and/or disabilities make good progress and benefit greatly from individual personalised programmes and support.

The school has a number of key strengths.

- The school ethos is friendly and welcoming, relationships are good and pupils make good gains in their personal development.
- Provision in the Early Years Foundation Stage is good and greatly improved since the last inspection.
- Care, guidance and support are good so most pupils are confident and eager to learn
- The quality of teaching is improving and a growing proportion of lessons are good.
- Links between most subjects through the revised curriculum help make learning relevant and interesting.
- The acting headteacher and senior management team lead the school well and have a clear vision for its future improvement.

A restructured management team has empowered the middle and senior managers to be fully involved in monitoring the provision and pupils' outcomes successfully. More rigorous systems for evaluating the strengths and weaknesses of the school are playing their part in improving its performance, although a few middle managers are new to their role.

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Improvements since the last inspection, particularly in raising achievements in mathematics and improving provision in the Early Years Foundation Stage, have been good. A lot of the work done to raise achievement, and the effective action being taken to eradicate pockets of weakness, demonstrate the school's good capacity to improve. Child protection, risk assessment and safeguarding procedures meet statutory requirements effectively.

A number of key weaknesses remain.

- Progress in writing is inconsistent, especially for boys across the school.
- Teachers do not consistently have high expectations of pupils or use pupils' learning targets in marking to help them understand the next steps to improvement.
- Attendance is low, despite the use of a good number of strategies. Many parents and carers take their children abroad in term-time.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in writing, particularly for boys, by:
 - ensuring key skills in writing are taught consistently well
 - providing more consistent opportunities for pupils to use their writing skills across the curriculum
- Ensure that teaching is of consistently good or better quality by:
 - raising teachers' expectations of what pupils can achieve
 - ensuring consistency in the use of pupils' learning targets in planning and marking to help pupils know what they need to do to improve
- Ensure parents fully understand the need for their children to attend regularly.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning because lessons are well organised and strong relationships contribute to a positive climate for learning. Although outcomes in writing have not been as good as mathematics, some good teaching in Year 6 is contributing to improved outcomes recently. In 2009, results in mathematics were above the national average, but this good achievement is not yet consistent in all year groups. In the better lessons observed during the inspection, pupils made good gains in their learning; for example, in a Year 3 science lesson, they were able to talk knowledgeably about strengths of different materials and could confidently explain methods used to test and explore. The school's tracking and inspection data indicate at least satisfactory progress for all groups this year, with pupils on track to reach their increasingly challenging targets.

While achievement is satisfactory overall, there is an imbalance of achievement between boys and girls especially in writing. Initiatives such as 'Big Write' and other interventions are in place but have not had enough time to make a full impact. A small minority of pupils enter the school at various points during Key Stage 2 and these pupils do not always achieve as well as others. Some examples of good writing were seen in Year 2 and 6, but this is not yet consistent across the school.

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Pupils have good opportunities to do enough exercise. They are fully aware of the importance of eating healthily. Attendance is low, mainly due to some parents taking children to home countries during term-time, which affects their learning and progress. The majority of pupils say that they feel safe and secure at school, and that there is always someone to talk to if they have concerns. Behaviour around the school is satisfactory. Some pupils, mainly the boys, lack good self-discipline and become disruptive in lessons. In general pupils are responsive and helpful, and actively engage in charity work and recycling. The school council actively promotes improvements to the play areas. Pupils' positive attitudes, along with their improving literacy and numeracy skills and developing confidence in the use of information and communication technology (ICT), ensure that they are satisfactorily prepared for their next stage of education.

Pupils' spiritual, moral, social and cultural awareness contributes well to the strong sense of community within the school. Cultural diversity is valued and is a strength of the school; pupils are respectful and aware of the multi-faith community within their school. Events such as Black History Month contribute to pupils' good awareness of other cultures, ethnicity and religions.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall, with a number of lessons observed during the inspection that were good. The quality of teaching throughout the school is not yet consistent

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enough to ensure good learning. In most subjects, teachers use assessment information well to plan work that challenges most groups. However, not all teachers have consistently high expectations of all pupils within the class; for example, the boys are not always fully challenged. Consequently, the match of work to pupils' ability is not always precise enough to ensure consistently good progress, especially in English throughout the school. Lessons are generally well planned and have pace, but often time is wasted in disciplining pupils and this affects the pace. In most lessons, teachers use questions well to check pupils' knowledge and understanding and pupils have well-planned opportunities to discuss their ideas with others during 'talking partner' sessions. Teachers give good oral feedback but good marking is not yet consistent throughout the school. Pupils with additional needs are well supported by teaching assistants in class and small groups.

The good curriculum, which includes theme weeks and effectively planned activities, is much enjoyed by the pupils. The recent visits to London's different places of interest sparked a lot of enthusiasm and excitement for learning. The strengths of the curriculum lie in the personal and social education programme, which assists pupils' good personal development. Pupils enjoy the new curriculum and this contributes to their motivation for learning; for example, they talk enthusiastically about things they have learnt about Spain. The interactive whiteboards are well used to reinforce and introduce new learning. Opportunities to apply and develop numeracy and ICT skills in other subjects are well developed. Although more is being done to provide opportunities to write at length in a range of subjects, this is not yet fully established across the school. Curriculum enrichment is good and the range of clubs and activities are well attended.

Pastoral care is good because the staff understand the needs of those who require extra support to help them move on in their learning. Pupils with special educational needs and/or disabilities receive good quality care and gain confidence in their own abilities to 'have a go' and build competence to tackle new work. Support for vulnerable pupils in the 'Place2be' counselling sessions is effective and valued by pupils. All pupils feel well supported and cared for and parents and carers agree that this is a strength of the school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher's vision, strong sense of purpose and determination to move the school forward is shared by her senior colleagues and staff. Senior leaders work closely with middle managers and less experienced staff with the aim of working towards consistent practice to further pupils' progress. This cooperative working, which is effective, is also helping to develop a consistent approach, for example, to behaviour management.

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Some new initiatives for development are working well, but not enough time has elapsed for their impact to show. Over the last 12 months, marked improvements are evident wherever there has been a specific focus and drive to improve. School leaders have begun to evaluate pupils' progress rigorously and teachers are held accountable for this. As a result, the school is improving quickly and securely across several aspects of its work. The school improvement plan identifies areas for development, with well-thought out strategies to take the school forward. The leadership team is strong and is working hard with the local authority to strengthen areas of weakness. All safeguarding procedures and checks on adults are robust. The school adopts recommended good practice across all areas of its work and well developed security and risk assessment systems.

Partnerships with various agencies and professional organisations have proved extremely beneficial to the school community, especially the school's use of the services of the children's centre on the school grounds. Potential discrimination is tackled seriously and the school ensures equal access to provision for all pupils; however, differences in achievement between groups of pupils mean that this aspect is satisfactory rather than good. Governors understand the school's strengths and have extended their involvement in shaping its future. They are aware of the actions needed to bring about swift improvement. Governors ensure that legal requirements are met, including the good procedures for safeguarding pupils. The school is a cohesive community. It promotes community cohesion at the local and national level effectively, exemplified by its effective links with inter-faith and international communities. It is successful in evaluating the impact of school's work in the local community and extending its global links further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Most children enter Nursery with skills and knowledge well below those levels typically expected for their age and a significant number have weaker communication, language and literacy skills. Children make good progress in both the Nursery and Reception classes. On entry to Year 1 most children have achieved well in most areas of learning, but are still below average especially in language, communication and literacy. Children behave well and develop good relationships with others because adults make expectations clear and constantly encourage and challenge all children. They all enjoy the healthy fruit snack and the more able children know about the benefits of healthy food. Adults encourage children to respond individually to questions and to talk to each other, helping them to make good progress in their speaking and communication skills. The teaching of letters and sounds is good, as sessions build on previous learning effectively. The outdoor area is exciting and used well to extend learning, challenge and promote physical development and to use movement as a tool to develop language skills. The leader knows what works well and what needs to be improved. Care and welfare are good and contribute to children's positive achievement. Both Nursery and Reception classes are well integrated and share good practice. Transition from Nursery to Reception and Year 1 is very smooth.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The school has a positive relationship with all parents and carers. Communication between parents and carers and the school is effective, and some parents and carers comment on the warm and friendly atmosphere and the approachable acting headteacher and staff. A few parents and carers raise concerns about the behaviour and lack of progress of children. Inspectors found most children behaving satisfactorily in and around the school. A small minority showed lack of self-discipline in some lessons and were dealt with consistently. Inspectors found that most pupils make at least satisfactory progress in their work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fryent Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 123 completed questionnaires by the end of the on-site inspection. In total, there are 453 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	52	56	46	0	0	2	2
The school keeps my child safe	59	48	62	50	2	2	0	0
My school informs me about my child's progress	49	40	67	54	4	3	0	0
My child is making enough progress at this school	42	34	65	53	12	10	0	0
The teaching is good at this school	45	37	73	59	2	2	1	1
The school helps me to support my child's learning	45	37	69	56	7	6	0	0
The school helps my child to have a healthy lifestyle	30	24	83	67	7	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	24	73	59	6	5	0	0
The school meets my child's particular needs	26	21	81	66	10	8	0	0
The school deals effectively with unacceptable behaviour	26	21	65	53	14	11	4	3
The school takes account of my suggestions and concerns	15	12	78	63	14	11	3	2
The school is led and managed effectively	32	26	76	62	5	4	3	2
Overall, I am happy with my child's experience at this school	47	38	67	54	5	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 October 2010

Dear Pupils

Inspection of Fryent Primary School, London, NW9 8JD.

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were all very impressed by your friendliness and how clearly you expressed your opinions. The valuable information you gave us was a great help. You go to a satisfactory school. The teaching in the lessons is satisfactory. The curriculum in your school is good and adults care for you well. We were impressed by the positive attitudes that nearly all of you have to learning. You behave satisfactorily in lessons and around the school. Here are some of the other things we found.

- You have a good understanding of how to keep yourselves safe and you are learning to lead healthy lives.
- You make satisfactory progress in your lessons and enjoy the interesting activities your teachers plan for you
- The school gives good support to those of you who need more help with learning.
- You support the school and local community well.
- You are developing a good understanding of those who live in communities that are different from your own.

Some children, especially the boys, are not doing as well as they should in writing, so we have asked the school to make sure that boys make the same progress as the girls. Also, to help you to perform even better, we have asked your teachers to make sure that they use your learning targets when planning and marking your work. Because some of you are taken abroad during the school term by your parents and carers, we are asking the school to make your parents and carers aware of the need for your good attendance in school. You can help by always working as hard as you can.

We wish you well for the future.

Yours sincerely

Raminder Arora

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