

Frenchwood Community Primary School

Inspection report

Unique Reference Number	119231
Local Authority	Lancashire
Inspection number	358519
Inspection dates	4–5 July 2011
Reporting inspector	Declan McCarthy

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	281
Appropriate authority	The governing body
Chair	Ms Valerie Wise
Headteacher	Mrs Helen Almond
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons and saw 10 teachers teach. Inspectors held meetings with a group of 20 parents and carers, pupils representing the school council, four members of the governing body, staff and a representative of the local authority. They observed the school's work, and looked at pupils' books, whole-school data for tracking progress, safeguarding documentation, the school development plan, and a case study of a pupil. Inspectors also analysed the responses to questionnaires returned from staff, pupils and 74 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the current data and pupils' work show that they make at least the expected progress?
- The effectiveness with which teachers are using feedback in lessons, target setting and marking to challenge pupils' learning, to match tasks to different abilities and to inform pupils how well they are doing.
- The impact of partnerships within the curriculum on pupils' learning and achievement.
- The impact of the monitoring of teaching and learning by middle leaders on pupils' learning, progress and achievement at Key Stage 2.
- Whether there are any differences in the progress of boys and girls in the Early Years Foundation Stage.

Information about the school

Frenchwood is a larger-than-average sized primary school. Most pupils are from minority ethnic backgrounds. A large majority speak English as an additional language and many of these pupils are at an early stage of learning to speak English. The proportion of pupils who are known to be eligible for free school meals is well above average. The proportion of pupils identified with special educational needs and/or disabilities is well above average and the proportion who join or leave the school other than at the usual time of admission is above average. In the current Year 6, 42% of pupils entered the school part-way through Key Stage 2. There are very few looked after children.

Since the last inspection, the school has appointed a new headteacher, previously the deputy headteacher, and a new deputy headteacher. The school has received a number of awards including the Eco Schools Silver award, the Race Equality mark and the Activemark.

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?**2****The school's capacity for sustained improvement****2**

Main findings

Frenchwood is a good school. Under the strong leadership of the headteacher, and with good support from the senior and middle leaders the school has improved the quality of teaching, raised pupils' achievement and ensured outstanding care, guidance and support since its last inspection. The school promotes community cohesion exceptionally well, including through its outstanding partnerships. This has had a positive impact on pupils' excellent contribution to the community and their outstanding spiritual, moral, social and cultural development. Links with parents and carers are outstanding and are reflected in their strongly positive views.

Children make good progress, from their low starting points, as they move through the Early Years Foundation Stage. By the end of Year 6, pupils' attainment is broadly average, but is slightly higher in reading than it is in writing, mathematics and science. Pupils' learning, progress and achievement are good. The progress of pupils identified with special educational needs and/or disabilities, those who speak English as an additional language and those who are looked after is good because effective support is provided for them. A strength in the good curriculum is the bilingual support within the Early Years Foundation Stage and in Key Stage 1, which enables pupils who speak English as an additional language to acquire language skills quickly and make good progress in literacy as they move through the school.

Teaching is good. Teachers and support assistants work very closely together as a team to ensure that learning tasks, methods and resources are matched to different levels of ability. They have good relationships with pupils and good subject knowledge. Good use is made of assessment to plan pupils' work, to provide feedback to pupils on how well they have done and to ensure that tasks are matched to ability. However, occasionally, marking does not always inform pupils of how to improve their work or of the next steps in learning. Pupils' have very clear and challenging targets, but progress against these is not always referred to in lessons or in pupils' written work. Attendance is broadly average, although a few parents and carers take their children on holiday for more than 10 days during term-time.

Members of the governing body provide good support for the school, ensure statutory requirements are met and hold the school to account for its work. Middle leaders and the senior leadership team work together closely to monitor the impact of teaching and learning on pupils' outcomes, and this is then used to develop clear priorities for improvement. This has led to an accurate view of the school and good use of self-evaluation to raising achievement. Improvements in the Early Years Foundation Stage and in most aspects of provision across the school, and strong partnerships and links with parents and carers, all demonstrate the school's good capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment in writing, mathematics and science by:
 - – implementing the new initiative to develop writing across the school
 - – ensuring that marking always informs pupils of the next steps in learning and how to improve their work
 - – ensuring that in lessons and in their written work pupils receive regular feedback on how well they are progressing towards their targets.
- Improve attendance by working closely with parents and carers to reduce extended leave during term-time by:
 - – ensuring that any request for more than 10 days leave during term-time is referred to the governing body panel
 - – issuing a clear statement to all parents and carers at the beginning of the academic year, reminding them of the school's policy on attendance
 - – working closely with the local authority attendance team to enforce the school's policy on attendance.

Outcomes for individuals and groups of pupils

2

Children join the school with limited basic skills and nearly all are at an early stage of learning English. Those pupils in the current Year 6, who entered the school half-way through Key Stage 2, achieved particularly well. Inspection evidence indicates that all pupils are on course to meet their challenging targets and to make at least the expected progress. Boys and girls make equally good progress, with no significant differences in their attainment. Pupils with special educational needs and/or disabilities and those from the most vulnerable circumstances, make the same good progress as their peers because they receive good support in lessons. Teaching assistants carefully break down tasks into smaller steps and explain key words so that these pupils increase their understanding. Pupils, who are at an early stage of learning English, make good progress and often outstanding progress in literacy, particularly in the Early Years Foundation Stage and Key Stage 1. Skilled bilingual support staff interpret English words using pupils' first language with a variety of practical objects or activities to illustrate meaning. In lessons, all pupils made equally good progress because they were focused on their tasks, that were matched well to their different ability levels. They enjoyed learning because teachers made the work interesting. As a result of their good progress and achievement in literacy, pupils are well prepared for the next stage of learning.

Pupils' good behaviour has a positive impact on learning. They have a good understanding of a healthy lifestyle, and of diet and exercise. Pupils say they feel safe and can go to any adult if they have a problem. They adopt safe practices in moving around the school and using equipment safely. The school council was instrumental in establishing the school rules and organised fundraising activities to support numerous national and global charities, which have made a significant difference to the lives of people in Kenya and India. Pupils have a strong sense of morality and show the greatest respect for others no matter what their background or circumstances. They relish learning about, and experiencing, other religions and cultures. Pupils take advantage of opportunities for

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reflection and grow in confidence and self-esteem as they move through the school. Nearly all pupils attend regularly and there are few instances of unauthorised absence. However, holidays taken during term-time, by a few families, have an adverse effect on attendance.

These are the grades for pupils' outcomes

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

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?

There has been good improvement in the quality of teaching since the last inspection. Teachers make good use of well-chosen questions to challenge pupils. They work well with teaching assistants to ensure that learning tasks are both challenging and yet accessible to all groups of pupils. Well-chosen teaching activities, such as observation of naturally occurring spiral patterns in a mathematics lesson, and role play of a radio interview with the Beatles, enthuse pupils' learning so they remain focused and interested in their tasks. Assessment is used well in planning to match tasks to abilities and to set challenging targets for pupils, although occasionally pupils are not always provided with feedback of how much progress they are making towards their targets. Marking is generally good. Pupils always know how good their work is but there are a few missed opportunities to inform pupils of the next steps or how to improve their work.

The good curriculum is well matched to pupils' needs. It enriches their experiences and promotes good learning and well-being. It enables pupils to apply their skills of literacy, numeracy and information and communication technology progressively across a range of

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subjects. The very popular and wide range of extra-curricular activities supports pupils' learning and contributes strongly to their high levels of enjoyment. The schools' strong links with other schools and within the community, such as the emergency services, the Mosque and the Parks departments, extend and greatly enrich pupils' learning. The school has plans to implement a new initiative to promote writing across the school.

Outstanding provision for care, guidance and support makes a excellent contribution to pupils' personal and social development. They rapidly gain in confidence and self-esteem because staff know pupils very well and are highly successful in ensuring that all pupils, including those from the most potentially vulnerable circumstances, settle in quickly and are happy in school. Parents and carers are very positive about the way in which the school strives to meet the individual needs of every pupil and this is reflected in the consistently good provision for pupils with special educational needs and/or disabilities. Strong links with outside professional agencies ensure that those pupils and families in the most vulnerable circumstances receive excellent support.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, the senior leadership team, middle leaders and the governing body share the same vision for meeting pupils' individual needs in the school and work well together in driving improvements forward. They all monitor the school's work and contribute to school development. The regular monitoring of teaching by the senior leadership team and middle leaders to evaluate its impact on learning and achievement has led to good achievement. Middle leaders use the monitoring outcomes to plan sequences of lessons and set high expectations for learning across the school. The school's careful analysis of data has led to the development of initiatives to raise attainment, such as the establishment of bilingual support, which has resulted in rapid progress for those pupils learning English. Members of the governing body actively seek and act on parents' and carers' views on aspects of the school's work.

Parents and carers are actively involved in supporting the school and in their children's learning. Their high rate of participation at parents' evenings, weekly achievement assemblies, social activities and fundraising activities, and their strong support for the school reflect the outstanding links that the school has with parents and carers. Exceptional partnerships, with local schools and businesses within the local community and beyond have a very positive impact on pupils' learning and well-being. For example, the excellent partnership with a village primary school has impacted extremely well on the outstanding promotion of community cohesion. Pupils regularly visit each other's schools

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and work together on joint projects, enabling them to gain a deep awareness, respect and appreciation of their similarities and differences. During the inspection, pupils from both schools visited a Mosque together, played team games and took part in a range of exciting activities. The school ensures that any form of discrimination is tackled effectively and that all pupils have the same opportunities to succeed and participate fully in everything the school offers. The school's promotion of safeguarding is good. Systems to ensure pupils' safety and well-being are embedded, understood and applied consistently by all staff. All potential risks are thoroughly assessed, procedures for vetting staff and visitors are rigorous and the curriculum makes a very useful contribution to pupils' understanding of how to stay as safe as possible. The school provides good value for money in using its resources well to ensure good outcomes for its pupils.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage meets the needs of children well. They enjoy learning and achieve well. Boys and girls make equally good progress and the gap is narrowing between boys' and girls' achievement. Children settle into the Nursery quickly, they feel safe and make rapid progress in communication and language because skilled bilingual support is provided for them. All groups continue to make good progress in each area of learning and by the end of the Reception Year, they are closer to the expectations for their age.

Children learn to take turns and behave well. They respond well to the expectations of adults and are able to make choices in their learning. The good outcomes children achieve are founded on good provision. Assessment is based on thorough observations of how well children are learning and this is used to provide relevant learning experiences. Adults encourage children to be active and resources both indoors and outdoors are well

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organised. Teaching is good in the Nursery and Reception classes. Adults have good knowledge of how children learn and develop. Good leadership ensures effective procedures for safeguarding, strong links with a range of partners, parents and carers and effective team work with all staff. This good leadership has resulted in significant improvement in the setting since the last inspection. A current priority is the further development of opportunities for role play and the outdoor learning environment.

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

Parents and carers who returned their questionnaires expressed a very high level of satisfaction with the school's provision. This was also confirmed in discussion with parents and carers and in the very high return rate of recent school surveys of their views. Parents and carers praised the good quality of teaching and care which prepares their children well for the future, enables them to stay safe and promotes their children's good enjoyment of school. Nearly all parents and carers agreed that they are well informed about their children's progress, that their children make enough progress and that behaviour is managed well. There were very few concerns and all parents and carers believe the school is well run and they are all happy with their children's experience at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frenchwood Community 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	61	29	39	0	0	0	0
The school keeps my child safe	49	66	25	34	0	0	0	0
My school informs me about my child's progress	40	54	31	42	2	3	0	0
My child is making enough progress at this school	34	46	37	50	2	3	0	0
The teaching is good at this school	37	50	37	50	0	0	0	0
The school helps me to support my child's learning	34	46	38	51	1	1	0	0
The school helps my child to have a healthy lifestyle	28	38	42	57	3	4	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)	29	39	43	58	0	0	0	0
The school meets my child's particular needs	27	36	45	61	1	1	0	0
The school deals effectively with unacceptable behaviour	32	43	38	51	2	3	0	0
The school takes account of my suggestions and concerns	27	36	44	59	1	1	0	0
The school is led and managed effectively	39	53	34	46	0	0	0	0
Overall, I am happy with my child's experience at this school	37	50	37	50	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



6 July 2011

Dear Pupils

Inspection of Frenchwood Community Primary School, Preston, PR1 4LE

Thank you for making the inspection team feel so welcome when we visited your school. We were very pleased to see how well behaved you were and how hard you were working in lessons. I particularly enjoyed hearing you sing with great enthusiasm in assembly. You told us how much you enjoyed your school and how you helped to form the school rules and raised funds for good causes. We agree with you, that yours is a good school. Here are some of the other things we found out about your school.

You all make good progress in your learning because teaching is good. You are exceptionally well cared for and supported in school. Your spiritual, moral, social and cultural development is outstanding and you make an excellent contribution to the community. The school has extremely good partnerships with other schools and organisations to help you learn even more and the links with your parents and carers are very strong. You develop an excellent understanding of different communities in this country and throughout the world because of the excellent opportunities the school provides for you to learn about them. You all have an equal chance to learn and join in everything the school offers and you participate in all the lunchtime and after-school clubs.

I have made two suggestions to make your school even better.

- I have asked that the older pupils reach the same levels in writing, mathematics and science as they do in reading. You can help by doing your best.
- I have also asked the school to work closely with the few parents and carers who take holidays during term time for longer than the agreed time. You can help by encouraging each other to attend school regularly.

Yours sincerely

Declan McCarthy

Lead Inspector

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