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1 March 2013

Mrs J Thwaites  
Headteacher  
Fryent Primary School  
Church Lane  
London  
NW9 8JD

Dear Mrs Thwaites

### **Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Fryent Primary School**

Following my visit to your school on 1 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, I held meetings with you and other senior leaders as well as a range of staff from across the school, including the subject leader for mathematics and the teachers responsible for leading the Early Years Foundation Stage. I met with the Chair of the Governing Body and two other governors. I also met with the local authority's link adviser. I evaluated the school's post-Ofsted action plans, together with other documentation, including governing body minutes, the most recent analysis of pupils' achievement and the school's training records. We carried out a tour of the school together and this included short visits to lessons.

#### **Context**

Since the previous inspection a Year 5 class teacher has left the school and two members of staff have begun maternity leave. The school is covering these roles by employing temporary teachers on fixed-term contracts and agency staff.

## Main findings

The school has made very good use of the findings from the section 5 inspection to devise well-considered action plans. Staff share your determination for the school to become good as quickly as possible, not least because they were all involved in devising the action plans. All staff understand clearly how their work contributes to the school's improvement. The action plans set out clearly what needs to be done. They are regularly reviewed so that you and your colleagues can check if the actions are making a difference. Not all of the success criteria are linked enough to pupils' progress.

The school's records of lesson observations indicate that the proportion of good teaching has increased since the inspection. Good quality professional development - linked closely to the post-Ofsted action plans - is strengthening classroom practice. Teachers report that they are far more confident in planning lessons which meet the needs of different groups of pupils. A renewed focus on assessment is ensuring that teachers have a stronger understanding of how well pupils are doing. They are becoming more effective in identifying, precisely, what pupils need to do to raise their attainment in reading, writing and mathematics. The 'Reaching for the stars' prompts have helped create a culture in which staff and pupils are more ambitious about what pupils can achieve. Recent training has strengthened teachers' skills in teaching early reading and writing and is accompanied by regular monitoring of practice, collaborative planning and peer observation. Staff have responded with energy and enthusiasm to these changes.

Nevertheless, staff know that achievement across year groups remains inconsistent, particularly in Key Stage 2. You recognise that a relentless and successful focus on raising the achievement of pupils who have fallen behind will be crucial for the school to be judged good.

You and your senior leaders are working effectively to strengthen middle leadership through support and training and by delegating more responsibility to them. Middle leaders are becoming increasingly confident in fulfilling their strategic leadership roles. Governors continue to offer appropriate support and challenge to the school. Representatives from the governing body worked with staff to develop the post-Ofsted action plan. Recent training on the use of school performance data has strengthened governors' understanding of pupils' achievement relative to other schools nationally.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, I recommend that further action is taken to:

- ensure that actions taken to improve the school are measured against clearly defined success criteria linked closely to pupils' progress

- ensure that the training in mathematics and literacy due to take place this term has a clear and measurable impact in raising the attainment of the classes that have fallen behind.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The school has benefitted from good external support commissioned from the local authority. This has included regular monitoring by the local authority link adviser as well as training for staff, linked closely to the areas for improvement identified in the last inspection. The school also draws on support from other schools through the Kingsbury cluster, including through opportunities for teachers to share good practice.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Brent.

Yours sincerely

**Daniel Burton**  
**Her Majesty's Inspector**