

Frith Manor Primary School

Lullington Garth, Woodside Park, London, N12 7BN

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough pupils make good progress in English.
- Teachers do not always use information from assessments well enough to plan tasks and activities that challenge pupils, particularly those who are more able.
- Comments in teachers' marking are not linked to pupils' targets so that they know how to improve their work.
- There are too few opportunities for pupils to apply their skills in English, particularly in writing, in different subjects.
- Attendance and punctuality are not good enough.
- Leaders and managers, including governors, are not sufficiently focused on raising achievement and improving the quality of teaching.
- Leaders plans for making improvements are not sharp enough, so that all staff are clear about the school's priorities.
- The school does not do enough to communicate with parents and carers.

The school has the following strengths

- Standards in mathematics, maintained now over a number of years, are above national averages.
- The headteacher is clear about what the school needs to do to improve, and pupils' progress is tracked well.
- There is some effective teaching, particularly in mathematics.
- Pupils have good relationships with each other and with adults, and work well together in lessons and around the school.
- The school is a safe place and pupils feel safe.
- Pupils value the opportunities to go on trips, which help them with their work, particularly with their writing.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 25 part lessons, and observed most teachers.
- Discussions were held with the headteacher as well as with other leaders and managers, members of the governing body, an officer from the local authority and pupils.
- The inspection team looked at a range of documents, including the school's website, the self-evaluation and development plan, minutes of meetings of the governing body, safeguarding arrangements and work in pupils' books. They also heard pupils read.
- Inspectors took account of the views of parents and carers at the beginning and end of the school day, written responses, as well as those of the 58 parents and carers who responded to the Ofsted online questionnaire, Parent View.

Inspection team

Jennifer Barker, Lead inspector	Additional Inspector
Stephen Mellors	Additional Inspector
Juliette Jackson	Additional Inspector
Philip Littlejohn	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The headteacher was a deputy headteacher at the school at the time of the previous inspection and was appointed to her current post in September 2011. A new deputy headteacher started in September 2012.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children looked after by the local authority, pupils known to be eligible for free school meals and children of service families, is average compared to schools nationally. There are currently no children from service families in the school.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language.
- The number of pupils who enter or leave the school other than at the usual times is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below the national average. The proportion with a statement of special educational needs or at school action plus is well below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make at least good progress by:
 - ensuring that teachers use information from assessments to plan tasks and activities which are matched to pupils' different levels of ability, particularly for the more able
 - improving the way that teachers check on pupils' progress during lessons, so that misunderstandings are picked up quickly and activities are modified when necessary
 - improving the quality of marking with comments linked to pupils' targets so they know how to improve and pupils have the opportunity to respond to comments and correct any mistakes
 - developing the skills of teachers and support staff so that activities and resources used in lessons are adapted to support disabled pupils and those with special educational needs
 - providing regular opportunities for pupils to apply their literacy skills, particularly in writing, in different subjects.
- Improve rates of attendance and punctuality, through rigorously following up absences.
- Strengthen leadership and management by:
 - ensuring that the information gathered from monitoring activities results in better school plans for the future which have clear timelines and measurable outcomes so that all staff are clearer about the school's priorities
 - improving communication with parents, so that they know how their children are progressing, how they can support them effectively and so that any concerns are followed up quickly
 - ensuring governors provide more challenge, especially in checking on the impact of teaching on pupils' achievement .

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not achieve as well as they should in English, particularly in writing. Children enter the Early Years Foundation stage with skills that are at least in line with age-related expectations and some that are above. Standards at the end of Key Stage 1 have fallen in English since 2010, and since 2012 at the end of Key Stage 2. They are in line with national averages.
- Attainment in mathematics has been significantly above national expectations since the previous inspection.
- The development of reading across the school is improving. Pupils' achievement in phonics (the sounds that letters make) was below national levels in 2012. Leaders addressed this issue quickly through more systematic teaching. Younger pupils use their knowledge of sounds in order to work out unknown words in reading and improve their fluency in reading. Older pupils who read well are not always given sufficient opportunities to build on their reading skills and enjoyment of books, for instance by discussing authors and sharing books.
- Pupils from minority ethnic groups and those who speak English as an additional language make good progress in mathematics, but progress is less good in English. Teachers do not always provide additional resources to develop language skills more quickly, although progress is in line with national averages. Arrangements for additional support for these pupils and those who arrive other than at the usual times ensure they make a good start at the school. Progress is well tracked to ensure pupils are identified quickly if they fall behind.
- Those who benefit from the school's use of additional premium funding are making progress so that the gap is narrowing. They are about a term and a half behind others in the school in English and in line with those nationally, and a term and a half behind in mathematics, with standards above the national average by the end of Year 6.
- Disabled pupils and those with special educational needs make similar progress to others, although this varies across the school. This is because they make better progress when working on specific programmes outside the class rather than in lessons, as teachers do not always plan appropriate tasks and use suitable resources to meet their needs.

The quality of teaching

requires improvement

- The quality of teaching is too variable across the school. Teachers do not use information from assessments well enough to plan learning and, consequently, tasks and activities in lessons are not always matched well to pupils' different needs and abilities.
- Pupils' skills are developed well through the range of activities provided, when they enter the Early Years Foundation Stage. Strengths in the use of assessment information to plan future learning, the involvement of adults and engagement of parents are not practices continued into Reception. However, this issue is being addressed by changes currently in process.
- More-able pupils are not challenged well enough in English lessons. Sometimes the work set is too easy and, although the weekly opportunities to write at length are making a difference, the standards of writing across other subjects, for example in history, are not as good.
- Teachers do not always make careful checks on pupils' progress during lessons and so misunderstandings are not picked up quickly enough so that activities can be modified and misconceptions clarified.
- Marking is not consistently good and is not always linked to pupils' targets and next steps for learning. This is because targets are reviewed too infrequently and pupils are not clear about what they need to do in order to improve. Opportunities to respond to teachers' marking and correct mistakes are not always provided across classes.
- Teachers' planning and their deployment of support staff do not always ensure that the needs of disabled pupils and those with special educational needs are fully met. Appropriate tasks and the use of suitable resources are not planned well by teachers working together with support staff,

to ensure this group of pupils can make good progress.

- Some high-quality teaching was seen in English in Year 4, and mathematics is consistently taught well. In the best lessons, teachers' questioning builds well on pupils' prior knowledge, links to the development of key vocabulary, and activities give pupils opportunities to find things out for themselves. For example, in a Year 6 lesson about proportion in mathematics, pupils used the language of mathematics exceptionally well and were challenged by investigating ideas for themselves through practical activities and sharing them across the class.
- Planned trips linked to learning in different subjects are helpful in motivating pupils and stimulating their interests for writing. For example, a visit to Kew Gardens led to some good writing of a report about plants and involved pupils in researching information and in being better able to work by themselves.
- Reading is taught systematically, with regular opportunities for pupils to practise their skills. Recent initiatives are having an impact on improving the quality of writing in English, with weekly opportunities for pupils to extend their writing. However, these skills are not used as effectively across different subjects, so that pupils can apply their skills purposefully in a range of types of writing.

The behaviour and safety of pupils

require improvement

- Pupils' attendance and punctuality have remained at low average levels throughout the last three years. Although the school monitors attendance and punctuality, strategies to improve these areas are not sufficiently robust.
- Some parents have concerns about behaviour in the school. Inspectors found that in some lessons where pupils have to listen for too long to the teacher, or work is too easy, then behaviour is not as good.
- The majority of parents are positive that their children are happy and safe at school. Inspectors found that, overall, pupils engage and listen well in lessons and enjoy opportunities to work with others and on their own. Pupils behave well around the school and are courteous, polite and helpful. Their good relationships with each other and adults ensure they play happily together when outdoors, and they are well supported by staff.
- Pupils know how to keep themselves safe and are aware of different types of bullying. They say that teachers follow up on any concerns they have. Racist incidents are rare and are followed up. Pupils understand how to keep themselves safe from cyber-bullying when using the internet.

The leadership and management

require improvement

- While leaders and managers at all levels observe lessons and check pupils' books regularly, the information gathered is not coordinated well enough through effective school improvement planning. Although writing is a priority and new initiatives to promote extended writing are in place, the evidence gathered does not lead to sufficient further improvement, for example, in improving pupils' involvement in the marking of their work.
- The headteacher is leading the school through a process of change and building on the strengths of English and mathematics subject leaders. A restructured leadership team and new staff appointments are having an impact on improving the school. Support staff are well managed, with key responsibilities and additional training leading to improvements in the additional support programmes in literacy and numeracy and the rising achievement of disabled pupils, those with special educational needs and those learning English as an additional language.
- Leaders have correctly identified key areas for improvement, including communication with parents. While the majority of parents are positive about the school, some feel that concerns raised are not addressed early enough or systematically followed up by school leaders, including governors. Parents are not given good enough information about their children's progress and guidance about supporting them at home. Rapid changes in the Early Years Foundation Stage

caused some concern amongst parents, despite the ongoing weekly support from a consultant.

- Although the school requested support for the new headteacher, there was a slow response from the local authority until a review was carried out at the end of the last academic year. Support from the local authority to improve the quality of development planning has not been very effective.
 - The promotion of equal opportunities is a priority for school leaders, seen in the progress of different groups of pupils, including those eligible for free school meals, and the high levels of achievement in mathematics. Pupils are in some respects well prepared for the next stage of their education.
 - The highest-quality teaching was seen in lessons taught by English and mathematics subject leaders, who provide good models for others in the school. However, opportunities to share the best practice across the school are not yet well established or linked to partnerships with other schools and settings.
 - The school is enriched by the widening range of pupils from different cultural heritages. Music is a strength and many pupils learn musical instruments. Although, overall, pupils' spiritual, moral, social and cultural development is strong, there are too few planned opportunities which focus on spiritual and cultural aspects across the curriculum.
 - **The governance of the school:**
 - Governors' work is not well enough focused on achieving the key priorities in the school's plans for improvement. Meetings, discussions and governor visits to the school are not linked to a consideration of the quality of teaching and its impact on pupils' progress. As a result, governors do not provide good enough challenge to the school, for example, in ensuring performance management and that any salary progression as a reward for good teaching is related to pupils' achievement. They know how pupil premium funding is spent and the impact of additional support in improving rates of progress for those eligible for free school meals. Governors ensure that safeguarding procedures are in place.
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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

Unique reference number	101280
Local authority	Barnet
Inspection number	411776

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	710
Appropriate authority	The governing body
Chair	Mark Clingman
Headteacher	Leigh Carmichael
Date of previous school inspection	12 June 2007
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