

Frith Manor Primary School

Lullington Garth, Woodside Park, London, N12 7BN

Inspection dates 23–24 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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.

- Leaders and governors have taken effective steps to improve the quality of teaching and pupils' achievement since the last inspection so that these are now good.
- Pupils make good progress in reading, writing and mathematics to reach standards that are above average, often significantly so.
- Teachers work together well, sharing best practice and listening carefully to leaders' advice. Staff appreciate the quality of training they receive.
- Governance has improved significantly since the previous inspection. Governors are now very knowledgeable about the school and regularly challenge leaders to make further improvements.
- The school promotes British values exceptionally well, which contributes well to pupils' spiritual, moral, social and cultural development.
- Provision is particularly strong for the most able because teachers plan activities that really challenge them.
- Leaders and governors have ensured that attendance has risen sharply since the previous inspection.
- Pupils behave well. They enjoy learning, make playtimes harmonious and attend school regularly.
- The work the school does to keep pupils safe is effective. Teaching about road safety, for example, starts with the very youngest pupils.
- Disadvantaged pupils are now making equally good progress as others in the school.
- Early years provision is good. Children make good progress from their starting points because staff plan interesting activities that help them develop key skills.

It is not yet an outstanding school because

- Pupils do not make rapid and sustained progress in all year groups.
- Expectations of the quality of pupils' writing are not as high in other subjects as they are in English.
- There are not enough opportunities for pupils to apply their knowledge of mathematics to real-life situations or other subjects.
- Leaders do not always pinpoint where they can intervene quickly to improve behaviour, especially for pupils with particular behavioural needs.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons. Five of these observations were observed jointly with senior leaders. Most of these observations were of mathematics, reading, writing or phonics (letter patterns and the sounds they make).
- Inspectors looked carefully at the work pupils were doing in class as well as work they have completed over time in their books.
- The inspection team attended assemblies, listened to pupils' reading and held meetings with pupils, staff, a representative from the local authority and a large group of governors, including the Chair and Vice Chair.
- Inspectors took account of the 125 responses to the online survey 'Parent View' as well as the views of parents that they spoke to during the inspection and letters and emails they received. They also considered the 41 questionnaires completed by staff.
- The inspection team scrutinised a range of documents including those relating to safeguarding and child protection, logs of behaviour incidents, information about pupils' academic performance, the school's checks on the quality of teaching, attendance figures and the school's self-evaluation and development planning.

Inspection team

Jeanie Jovanova, Lead inspector	Additional Inspector
Elizabeth Cole	Additional Inspector
Evelyn Riley	Additional Inspector
Andrew Markham	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is slightly below the national average.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium grant (additional funding for pupils known to be eligible for free school meals and children looked after by the local authority) is below average. A high proportion of these pupils have special educational needs.
- Over three quarters of pupils are from minority ethnic backgrounds, which is a high proportion. One in five pupils are of White British heritage with 16 further different ethnic groups represented in varying proportions.
- Over half of pupils speak English as an additional language, with some joining the school at a very early stage of English acquisition. This is well above average.
- Children attend the Nursery on a part-time basis; the school offers flexibility if parents want more than the statutory hours. Children attend the Reception class full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been a number of changes in staffing since the previous inspection. The make-up of the governing body has also changed. A new Chair of the Governing Body took up post this term.

What does the school need to do to improve further?

- Improve teaching to outstanding in order that pupils make rapid and sustained progress in all year groups by:
 - ensuring expectations are as high for pupils' writing in other subjects as they are in English lessons
 - creating more opportunities to link mathematics to real-life contexts or to other subjects.
- Strengthen the leadership of behaviour by ensuring that leaders analyse incidents to pinpoint more effectively where they can intervene, especially for pupils with particular behavioural needs.

Inspection judgements

The leadership and management are good

- Leaders and governors have been highly effective in their approach to tackling the recommendations from the previous inspection report. They have high expectations which they communicate with clarity and passion. This has resulted in a range of improvements, from higher attendance to better quality teaching and increased achievement.
- Senior leaders set teachers challenging targets based on how well pupils are doing and are clear what is expected of staff at different stages of their careers. In this way they manage their performance very well.
- Middle leaders fulfil their roles effectively. They check how well pupils are achieving in the subjects they lead and support teachers to improve their practice.
- Safeguarding is taken very seriously and is effective. Governors check that all statutory requirements are met. They support and challenge leaders to ensure that training is up to date. All staff know how to keep pupils as safe as possible.
- Across the school, there are far more disadvantaged pupils on the special educational needs register than pupils from other groups. This makes attainment comparisons appear skewed. Importantly, so far this year, disadvantaged pupils in all year groups are making at least similar progress to others. In most cases, they are making better progress. This is because leaders and governors use the pupil premium judiciously and check carefully that it is resulting in good achievement.
- Leaders are fully committed to equal opportunities and promote this through the inclusive ethos of the school. It is also evident in the thorough way that they check progress and attainment to ensure that all pupils are given an equal chance of achieving success. Pupils are clear that discrimination has no place in their school.
- The school fosters good relationships well. Pupils have a strong voice in the running of the school. For example, they campaigned for a swimming pool, which is now being built. They volunteered to be peer mediators, which have been introduced successfully to iron out any minor disagreements at playtime. Pupils realise that adults listen to them and take them seriously. This underpins mutual respect which helps the school run smoothly.
- Parents really appreciate the range of enrichment activities, in particular the strong music provision. While there are still some concerns among the parent body, as expressed both in Parent View and when speaking to inspectors, the school has done much to improve communication. For example, the website is particularly informative and there are regular workshops, class assemblies and special events, such as 'Dad's breakfast' in the early years.
- The good quality curriculum helps promote pupils' spiritual, moral, social and cultural development well. There is a good range of clubs which enrich and augment the subjects taught. Leaders have ensured a strong focus on British values permeates teaching and learning. Pupils are introduced to the language and concepts of parliamentary democracy while still in Key Stage 1. Quality resources are used to cement understanding and pupils see democracy in action when the school council's requests are met.
- The languages, faiths and cultures of the school's diverse community provide a backdrop for learning to respect similarities and embrace differences. This prepares pupils well for life in modern Britain.
- The school uses the primary physical education and sport funding well to enhance pupils' physical well-being. Leaders identified areas where further improvement was needed and bought in expertise to address this. For example, teachers stated that they did not feel as confident at teaching gymnastics as other elements of physical education. They undertook specialist training and the quality of gymnastics in the school is now very high.
- The local authority has provided an appropriate and effective level of support which has contributed to the school's successful improvement. Senior officers know the school well and are clear where its strengths and current priorities lie. The school continues to access training for staff but the frequency of visits by advisers has diminished as is to be expected now that the school is good.
- **The governance of the school:**
 - Governance has improved significantly since the previous inspection and is now highly effective. Governors have a very clear understanding of the school's strengths and are fully involved in planning actions to address remaining areas for development. They regularly use a range of information to check on pupils' academic performance and challenge senior leaders to improve achievement. By comparing the school's performance with national data, they have a secure benchmark against which to measure success. Governors know that teaching has improved and have a detailed understanding of the systems to manage teachers' performance that underpin this improvement. They know, for example, that teachers have to meet stringent targets to receive a pay increase. Governors are also keen to support

leaders in rewarding exceptional performance and tackling any underperformance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils show respect to each other and the adults around them. Playtimes are harmonious; pupils of all different backgrounds and ethnic groups get along well.
- In lessons, pupils show good levels of engagement. They talk about their learning enthusiastically and knowledgeably. For example, they can explain the strategies they use to read complex texts and use the targets teachers set to improve their work.
- Pupils are positive about behaviour in lessons and around the school. They say that it is the norm to follow adults' instructions. The large majority of parents agree that the school makes sure that its pupils behave well.
- Pupils learn how to collaborate well with each other, and how to focus and plan their own work. This prepares them well for the demands of secondary school.

Safety

- The school's work to keep pupils safe and secure is good. Routines and policies that underpin safeguarding are all solidly in place and clearly understood by staff and governors.
- Pupils say they feel safe in school. They are very clear about why this is the case. For example, they talk about how new systems for securing the building make them safer. Most parents agree that their children feel safe.
- Pupils of all ages are taught how to stay safe. Children in the early years learn about road safety and hygiene. By the time they get to the upper juniors, this has been complemented by, among other things, very detailed guidance on how to navigate electronic chat rooms and social media safely.
- Pupils show a good understanding of bullying. They know that it can manifest itself in many ways, such as verbal and physical abuse and through the use of the internet and other mobile media. They are very clear that no such repeated and deliberate behaviour takes place in school.
- Behaviour and safety are not outstanding because leaders do not analyse information about incidents of poor behaviour well enough. These incidents are relatively few in number. Nevertheless, leaders sometimes miss opportunities to help pupils improve their behaviour in as timely a manner as possible, especially those pupils who have particular behavioural needs.

The quality of teaching is good

- Leaders have successfully addressed all the recommendations from the previous inspection which has improved the quality of teaching so that it is now good.
- Pupils make good progress in lessons because teachers regularly check their understanding and clarify any areas that they may be struggling with. This also means that teachers move pupils on to harder work as soon as they are ready.
- Pupils know how to improve their work because teachers give them useful guidance. Pupils' books show that they respond to this guidance with notable impact on their progress.
- Leaders have ensured that the teaching of phonics has improved. Consequently, the proportion of pupils reaching the expected standard in the Year 1 and Year 2 checks is well above average. This underpins their ability to read increasingly complex texts in Key Stage 2, including classic novels written for adults such as those by Jane Austen.
- Pupils have a clear understanding of the importance of reading and use it to develop knowledge and understanding across subjects. This was evident in many lessons seen and pupils reinforced this in their discussions with inspectors. 'Life is nothing without reading,' sums up their views.
- Pupils have ample opportunity to write. Strong links across different subjects strengthen the quality of their writing. For example, in a series of English lessons, pupils had to write poems with difficult rhyme patterns. They were using what they had learned in science and geography about the rainforest and its flora and fauna. Consequently, they were very confident about their subject matter, which freed them to concentrate on the tricky features of the poem. The language they used was vivid and evocative and their finished work was of a very high standard.
- However, when pupils write during lessons in other subjects, expectations of the quality of writing are not

always as high. Pupils are not as well supported to use technical features in their writing and, therefore, their finished work is not always of the same high calibre.

- Mathematics lessons are well planned to contain a strong element of challenge for pupils of all starting points. Teachers have high expectations of what pupils can achieve and plan activities that stretch pupils. Teachers and teaching assistants then support any who are finding the learning hard. This may entail the use of practical apparatus so that pupils have concrete examples to help their understanding. For example, when learning about probability, about two thirds of the class were using coloured cubes to gauge the odds of picking out one colour over another. This made it much easier for them to grasp the concept, which they initially found difficult.
- Pupils relate really well to lessons or tasks that are set in real-life situations. In a mathematics lesson on negative numbers, pupils engaged wholeheartedly because they had to work out a personal overdraft, something they could see might be needed in later life. However, not all lessons capitalise on this level of interest by including similar real-life scenarios. Furthermore, the links between mathematics and other subjects are not as strong as they are for writing.

The achievement of pupils

is good

- Pupils make good progress so that many of them reach the higher levels of attainment by the end of Key Stage 2, especially in mathematics and grammar.
- The most able achieve particularly well because lessons really challenge them. Teachers are keenly aware of their potential and plan tasks specifically to stretch them. Consequently, they are above similar pupils nationally by up to three terms when test scores in mathematics, reading, writing and grammar are compared at the end of Year 6.
- Disabled pupils and those who have special educational needs achieve well because teaching assistants support them well in lessons to access the tasks teachers have carefully planned for them. This means that the education the school provides for them meets their needs well.
- Gaps between disadvantaged pupils and others in school and nationally are improving this year. In national tests in the summer of 2014, disadvantaged pupils were just under five terms behind others in school in mathematics, three terms behind in reading and just under four terms behind in writing. When compared to other pupils nationally, disadvantaged pupils were just over two and a half terms behind in mathematics, just under two terms in reading and just over two terms in writing. They made the greatest improvement in the grammar test, where the gap narrowed from over five and a half terms in 2013 to just under three and a half last year.
- Leaders look carefully at the achievement of different ethnic groups to make sure there is no discernible pattern of underperformance. They take appropriate swift action if any emerges. This ensures that all groups make similarly good progress from their starting points.
- Pupils who speak English as an additional language make good progress because teachers put a strong focus on vocabulary development. Those who join the school at the early stages of learning English are given excellent support to help them access lessons.
- Achievement is not outstanding because teaching is not yet strong enough to ensure an equally high rate of progress in all year groups.

The early years provision

is good

- Children get off to a very good start in Nursery because staff work closely with parents to ensure children settle quickly so they can begin learning. They make good progress from their starting points in the early years. More of them leave Reception well prepared for Year 1 than is the case nationally.
- The school continues to work with parents well throughout the early years. Parents regularly contribute to their children's learning and planning takes into account parents' comments. For example, in Nursery, parents said they would like their children to learn about the local community. The school designed a comprehensive topic with trips and visitors, including a visit from the school crossing patrol, to teach children about crossing the road.
- Parents and grandparents are welcome into the early years setting. They can stay and play with their own child or grandchild, but they also share important aspects of their culture and traditions with all children. For example, during the inspection, children were learning to prepare chapattis. These are flatbreads commonly eaten as an accompaniment to curry.
- Parents really appreciate the flexibility the Nursery offers in terms of the hours their children can attend.

They are very positive about the school and how well their children are doing.

- Behaviour is good. Children quickly learn to share and take responsibility for tidying up. They enjoy the activities and resources available for them so concentrate well, which help them develop a range of skills securely.
- Children are kept safe in the early years. Leaders ensure all statutory guidelines are well in place. As part of the curriculum, children are taught how to keep themselves safe. For example, the fire service and the police come in and talk to them.
- Leadership and management are good. Leaders have used guidance from the local authority's early years specialists extremely well to improve the quality of teaching so that it is good.
- Leaders ensure staff make the most of the whole environment so that children learn equally well inside and outside.
- Early years provision is not outstanding because provision and outcomes are not all equally strong in all classes so children make good, rather than rapid and sustained, progress.

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	462189

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	674
Appropriate authority	The governing body
Chair	Wendy Kravetz
Headteacher	Leigh Carmichael
Date of previous school inspection	2–3 May 2013
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