

Frenchwood Community Primary School

Frenchwood Knoll, Preston, Lancashire PR1 4LE

Inspection dates

26–27 April 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher work in partnership to ensure that there have been improvements in the quality of teaching, learning and assessment, and pupils' outcomes and attendance.
- The ambition and vision for the school are shared by all staff and governors. Consequently, there is a culture of high expectation and a united determination for continued improvement.
- Governors know the school well and provide effective support and challenge in moving the school forward.
- The quality of teaching, learning and assessment is good. Teachers have good subject knowledge and use this to plan interesting lessons.
- Standards in reading, writing and mathematics have improved across the school and pupils make good progress from their different starting points.
- Children get off to a good start in the early years. They enjoy the activities that are planned for them and make good progress.
- Pupils feel safe in school and understand how to keep themselves safe. The school celebrates the diversity of cultures within the school and pupils have a good understanding of different cultures.
- The curriculum provides pupils with a good range of enrichment activities, visits and visitors, which extend their experiences and personal development.
- Pupils are well behaved, polite and courteous to one another. They enjoy coming to school and are keen to learn. Attendance has improved as a result of the work undertaken by the school.
- Parents are highly supportive and very positive about all aspects of the school.

It is not yet an outstanding school because

- Teachers do not consistently follow the school's marking policy to ensure that pupils' work improves.
- Teachers do not consistently plan activities that deepen pupils' knowledge and understanding, especially for the most able.
- Middle leaders do not use assessment information well enough to check how effective actions have been in improving pupils' outcomes and the quality of teaching.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and raise pupils' achievement by:
 - ensuring that, in line with school policy, guidance and marking comments pupils receive to help them improve their work are of a high standard
 - ensuring that teachers plan activities that match pupils' needs in order to deepen their knowledge and understanding, particularly for the most able.
- Extend the skills of middle leaders in using assessment information in the areas they lead, to carefully analyse and measure the impact of actions on pupils' outcomes and the quality of teaching.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, in partnership with the deputy headteacher has ensured that there have been improvements in the quality of teaching, pupils' outcomes and attendance. Leaders, governors and staff share a strong sense of purpose and a clear ambition for continued improvement. As a result, there is a culture of high expectation across all staff.
- Senior leaders have improved the systems for checking on the quality of teaching and pupils' outcomes. The regular checks on how well pupils are doing ensure that any pupils in danger of falling behind are identified quickly and receive appropriate additional support.
- Outcomes of thorough monitoring and evaluation ensure that changes are made to improve the quality of teaching, particularly in reading, writing and mathematics. The systems for checking on the performance of teachers are thorough and supported by effective professional development. Consequently, the quality of teaching has improved since the last inspection.
- Careful consideration is given to ensure that all pupils have equal opportunities to do well both academically and socially. Pupil premium funding is used to support small-group sessions and one-to-one support as well as providing opportunities for pupils to work with park rangers, or receive additional support for their emotional well-being, for example. This enables disadvantaged pupils to progress well and the gaps between their performance and that of their classmates have closed or are closing rapidly.
- Sports funding is used effectively. It provides regular lessons and activities with specialist coaches who also ensure that staff gain new skills. Lunchtime and after-school sports clubs are organised, which are very popular with pupils. The pupils have opportunities to take part in inter-school competitions, with some success.
- The curriculum is well planned and has been designed to ensure that pupils are taught a wide range of skills. The curriculum leader works alongside subject leaders to review and check on how different subjects are being taught and what pupils' views are on this. Adaptations are made as a result of this information.
- The curriculum provides pupils with a wide range of enrichment opportunities, including visits and visitors. Pupils benefit from these first-hand experiences to extend their understanding of the wider world. Younger children who spoke to an inspector were excited about the chicks that had hatched at school, using this to write accounts of what had happened, for example. Visiting artists and authors contribute to the development of pupils' skills and examples of pupils' good-quality art work and writing are displayed around school.
- Pupils have a good understanding of different cultures and faiths. Many pupils attend mosque but have a good knowledge of other religions such as Christianity, Hinduism and Judaism and visit different places of worship. Pupils celebrate their own and different cultures through theme weeks and special days and events. Pupils say that no matter what you look like, or what kind of family or culture you come from, you would be treated the same in their school. They understand the importance of shared values, including democracy.
- The overwhelming majority of parents are highly positive about all aspects of the school's work. Typical comments reflect on the caring and welcoming environment of the school where parents and pupils are listened to by staff, and support for their children in their learning.
- The local authority has provided effective support for the school and its leaders since the last inspection. Consultants have worked in partnership with leaders to develop the quality of teaching in reading, writing and mathematics, as well as developing the role of subject leaders in these areas.
- Subject and middle leaders establish the priorities for the different areas that they lead and identify actions to address these. They have opportunities to check on the quality of teaching in these areas. However, they have not developed their skills in using all of this information to carefully analyse and measure the impact of their actions in raising pupils' achievement and improving the quality of teaching.
- **The governance of the school**
 - Governance is good. Governors know the school well and have a good understanding of the school's strengths and areas for development. They are well informed through their visits to the school and regular meetings with leaders to check on its effectiveness. They have a good understanding of the quality of teaching and how this is linked to pay progression.

- Governors attend regular training, including on changes to the curriculum and assessment systems. They are able to question leaders about the school's performance because they are able to interpret and challenge leaders about information they receive, including reports from external providers. They have a good knowledge of the performance of the pupils currently in the school as well as national assessment information.
- Governors have a good understanding of school finances, including how pupil premium and sports funding is spent. They are aware that there has been a focus on reducing the gaps between the standards reached by disadvantaged pupils and their peers. They have received reports on the review of this expenditure and are considering the recommendations from this.
- The arrangements for safeguarding are effective. Policies and procedures are kept up to date. Leaders ensure that all staff receive regular training and are kept up to date with any changes, including the dangers of extremism and radicalisation. Parents are invited to attend sessions on how to keep themselves and their children safe on the internet, and the school website provides them with additional guidance on how to keep their children safe.

Quality of teaching, learning and assessment is good

- The quality of teaching across the school is good and has improved since the last inspection. Pupils now make good progress from their different starting points.
- Teachers have good subject knowledge for the age group they are teaching. They plan lessons and tasks that will interest and engage pupils. For example, in one class pupils were using information about minibeasts and bugs to round numbers up or down to the nearest 10.
- Relationships between pupils and staff are strong and respectful, which creates a positive climate for learning. Pupils are keen to learn and to do their best. They are proud of their work and pupils' books reflect this with evidence of high standards of presentation.
- Teaching assistants are used effectively to support pupils in class and in small-group sessions. They also work with pupils to develop specific skills, such as in phonics (linking letters with sounds) and reading where they might be newly arrived in the school or need additional support.
- Teachers and teaching assistants use questioning well to encourage pupils to explain and reason. In a mathematics session, pupils' understanding was deepened because of the teacher's probing questioning and use of mathematical language. This was also evident in an English lesson where pupils were writing a play script, using Shakespeare as a stimulus.
- The quality of marking has improved. The school has reviewed its marking policy and the majority of staff follow this guidance well. There are examples of marking and guidance that support pupils in improving their work and addressing any errors, particularly in their writing. However, this is not routinely the case and there are examples where marking does not follow the school's marking policy closely enough to ensure that pupils improve their work.
- Pupils have good opportunities to practise their writing skills in English and in other subjects. Teachers use good-quality texts, which interest pupils and ensure that pupils use their knowledge from their topic work to write for different purposes such as imagining life as an explorer. Pupils' books show that they are making good progress in developing their skills; applying their learning well and producing good-quality pieces of writing. Pupils enjoy writing and spoke with pride about the website, which celebrates their writing.
- Teachers use frequent checks on how well pupils are doing to identify what their needs are and use this to plan activities that successfully meet their different needs. This has contributed to the improvements in pupils' achievements. However, there are occasions when these tasks do not consistently ensure that pupils' knowledge and understanding are deepened as well as they could be, particularly for the most able.
- Pupils and parents enjoy the new homework system. They enjoy picking from a menu of activities and undertaking research such as writing about their home town. Pupils have access to a range of online learning materials to support their learning at home.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a good understanding of the targets they are working on to enable them to be more successful in their learning; they say that learning is 'fun'.
- Older pupils provide good role models for younger pupils, taking their role as 'buddies' seriously. Pupils have a range of roles and responsibilities that provide them with a strong voice in school. Members of the school council meet regularly to discuss aspects of school improvement such as developing healthy snacks. Older pupils now run a healthy snack bar at breaktimes. Pupils have worked alongside police to address problems with parking and the safety of pupils outside school.
- Pupils who are part of the eco-council maintain their school environment through litter picking, for example, as well as promoting pupils' understanding of Fair Trade. Each class has a chosen charity for which they raise money. This extends pupils' understanding of the wider world and an appreciation of how others live. This contributes to pupils' good spiritual, moral, social and cultural development.
- Pupils say that there is very little bullying and they have a good understanding of the different types of bullying. They know how to keep themselves safe, including on the internet, and older pupils learn about cycling safety. However, pupils' understanding of healthy relationships and staying safe from exploitation is less well developed.
- Pupils are confident that any concerns and worries they may have will be quickly sorted out. Pupils explained that each class has a 'worry box', which a member of staff regularly checks, addressing any concerns with individual pupils.

Behaviour

- The behaviour of pupils is good.
- Pupils are well behaved and well mannered. They are polite and courteous to one another and conduct themselves sensibly when moving around school, when supervised and independently.
- Pupils show mutual respect for one another and for the adults who look after them. The school is a calm and orderly place where pupils are seen to be happy and are able to thrive.
- Pupils understand and appreciate the difference in each other's cultures and as a result, any incidents of derogatory language are rare and swiftly dealt with. There are very few incidents where pupils' behaviour is not of the high level expected of them.
- Pupils enjoy attending breakfast club, which provides them with a good start to the day. The environment is safe and relationships are positive between the pupils and staff. Pupils have good opportunities to enjoy playing and mixing with pupils of different ages as well as enjoying a healthy breakfast.
- Pupils are attentive in lessons and respond well to the teacher's instructions. They are keen to learn and show positive attitudes to their work. Occasionally, a small number of pupils become distracted and lose interest when the activity they are doing does not fully engage them.
- Attendance has improved and is currently in line with national averages. The number of pupils who are persistently absent from school has reduced significantly since the last inspection. School leaders have introduced new strategies to successfully promote the importance of regular attendance, including rewards for pupils.

Outcomes for pupils

are good

- Pupils' outcomes have improved since the previous inspection. Attainment at the end of key stage 1 in 2015 was the best it has been for five years in reading, writing and mathematics. At the end of key stage 2, pupils' attainment was the highest it has been in the last three years in mathematics and writing. Attainment in reading declined slightly on the previous year.
- In 2015, the published information shows that the progress made by Year 6 pupils improved on the previous two years, particularly in writing and mathematics. The majority of pupils made the progress expected of them and the proportion of pupils making more than expected progress was similar to the national figure in reading and mathematics. Disadvantaged pupils made progress that was similar to that made by their peers.

- Outcomes for pupils currently in the school have improved and are good. Pupils make good progress across all classes from their different starting points and the majority are working at expectations for their age. This is as a result of increased expectations of what pupils can achieve by staff. Pupils' work shows that they have responded positively to these increased expectations, as shown in the good standard and quality of work and presentation, particularly in writing.
- Progress in reading is good. Pupils enjoy reading and there are incentives to encourage reading at home, which pupils like. Reading sessions have been reviewed and changes made to the organisation of these. This has led to improvements in the development of pupils' reading and comprehension skills. For example, in one session, adults, supporting each of the groups, were asking probing and incisive questions to ensure that pupils were developing their skills in interpreting texts, forming opinions and finding supporting evidence successfully.
- The proportion of pupils achieving the phonics check has improved and is line with national figures. There is a consistent approach to the teaching of phonics. Pupils whose skills in working out new sounds and words are not as well developed are given additional support to ensure that their skills improve swiftly.
- Progress in mathematics is good and pupils are given opportunities to apply their mathematical understanding in mathematics, including solving problems. In other subjects, pupils have used their mathematical knowledge to create graphs from results in science investigations, for example.
- The gaps between the attainment of disadvantaged pupils and their peers closed in the early years and for pupils in Year 2 in 2015. Although gaps between disadvantaged pupils and their peers did not appear to have closed in key stage 2 in 2015, half of these pupils also had special educational needs. This contributed to their overall lower attainment scores. School information shows that gaps in attainment for disadvantaged pupils have continued to close in the early years and key stage 1 and few gaps remain. For pupils in key stage 2, these gaps are closing rapidly because of effective use of the pupil premium funding. Disadvantaged pupils make good progress from their different starting points.
- Pupils who have English as an additional language, including new arrivals to the school, are well supported. The effective use of teaching assistants, including some who are bilingual, ensures that pupils settle quickly and develop an understanding of the English language. As a result, they make good progress.
- Pupils who have special educational needs or disability make good progress. The careful assessment of their needs and frequent monitoring of their progress ensure that they receive effective support.
- Pupils who are the most able generally make good progress. Improvements to the planning of tasks mean that all pupils are provided with more challenge. However, there are occasions when tasks do not deepen pupils' understanding enough, particularly to challenge the most able.

Early years provision

is good

- Children start school in the Nursery with skills that are, for a large proportion of children, below those expected for their age. This is particularly the case in reading, writing and mathematics. The proportion of children reaching a good level of development has been below the national average since the last inspection; however, an increasing number of children are expected to reach it this year. As a result, more children will be ready to start Year 1. School leaders consider carefully which children may not be as ready for Year 1 as others when organising their classes, so appropriate provision can be made for their needs.
- The school's own assessment information and children's work show that all groups of children make good progress across Nursery and Reception classes. Pupil premium funding is used well to support eligible pupils with additional sessions for reading and mathematics, for example. As a result, there is no difference between the attainment of these children and the attainment of their peers.
- The quality of teaching is good. Adults provide children with activities that interest them, such as looking at flowers to find their different parts, and enjoying using microscopes to explore these features. Questioning is used well to develop children's understanding and to extend their range of vocabulary.
- Children develop an understanding of words and their meaning through phonics sessions and other activities that build on their learning. In one session, children were matching an initial letter sound to the correct word, searching for these in the sand tray. Effective support by an adult ensured that correct pronunciation was reinforced.

- Across the classes there are good opportunities for children to develop their language. Children enjoyed guessing what words might be used in the book 'Farmer Duck' and the children were able to practise using some of these words and to develop their ideas in the farm shop set up in the classroom.
- Children behave well and cooperate and play well with one another. They show a good understanding of routines and expectations, which are consistently reinforced by staff. Children move around the different areas sensibly and develop independence in making choices about the activities on offer.
- Adults regularly check on how well children are doing. All adults are involved in contributing to the evidence of children's learning. As a result, activities are planned to meet the needs of children and to develop their skills. Occasionally, opportunities are missed to ensure that activities provide enough challenge for the most able to extend and deepen their understanding.
- Parents are able to share in their child's learning through the regular 'early learning' sessions, which provide parents with support and guidance on how to help their child. Partnerships with a local college are also providing specific training for parents on early reading.
- The leadership of the early years is good. There have been changes to leadership since the last inspection. The early years leader has responsibility for both early years and key stage 1 and works in partnership with the staff in the early years setting. Each of the teachers within the early years has a good understanding of the areas for development within their class and the needs of their children. There has been a review of the provision and changes introduced to improve this, particularly in phonics and opportunities for writing. However, leaders don't use all the information they have to measure closely enough the impact of the actions they have put in to place across the setting.
- Children are kept safe and are taught how to use equipment, such as scissors, safely. They are taught about keeping healthy and were enjoying exploring different fruits and vegetables in one session, for example.

School details

Unique reference number	119231
Local authority	Lancashire
Inspection number	10012121

This inspection 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	350
Appropriate authority	The governing body
Chair	Ms V Wise
Headteacher	Helen Almond
Telephone number	01772 253244
Website	www.frenchwood.lancsngfl.ac.uk
Email address	head@frenchwood.lancs.sch.uk
Date of previous inspection	16–17 January 2014

Information about this school

- Frenchwood Community Primary School is larger than the average-sized primary school.
- The majority of pupils are from minority ethnic groups, and the majority are of Indian, Pakistani and Bangladeshi heritage. A large proportion of pupils speak English as an additional language.
- The proportion of pupils with special educational needs or disability is similar to the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is similar to the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who start or leave school at times that are different from the normal times is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- Since the last inspection, there have been a number of changes to staffing, including five new members of teaching staff. Other new appointments include a new member of the senior leadership team, special educational needs coordinator and a member of staff with responsibility for managing pupil premium provision.
- The school runs a breakfast club for its pupils. This was visited as part of the inspection.

Information about this inspection

- Inspectors observed a range of lessons or parts of lessons and also looked at pupils' work.
- The inspectors listened to pupils from four different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and representatives of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure pupils are kept safe.
- They took account of the 20 responses to the Ofsted online questionnaire (Parent View) and the school's consultations with parents and pupils. The views of staff were also taken into account, informed by the 30 returns to the Ofsted questionnaire.

Inspection team

Vanessa MacDonald, lead inspector	Ofsted Inspector
Gary Bevin	Ofsted Inspector
Lesley Curtis	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

