

Fryent Primary School

Church Lane, Kingsbury, London NW9 8JD

Inspection dates

12–13 February 2019

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	Good

Summary of key findings for parents and pupils

This is a good school

- Since the last full inspection, leaders and governors have overcome the challenges of the school's expansion and staffing issues to maintain a good quality of education.
- Leaders and governors have accurately identified the school's priorities and have secured improvements in reading and writing.
- Teaching and learning are good. Best practice is shared, and leaders ensure that the quality of assessment is good. Teachers value the high-quality professional development they receive to improve their practice.
- New assessment systems provide an accurate picture of how all pupils are achieving. This leads to well-timed support for pupils who are falling behind.
- Pupils with education, health and care plans are supported well and make good progress from their starting points. In some year groups, low-attaining pupils' work is not planned sufficiently well to help them develop their writing skills.
- The quality of provision in the early years foundation stage is good. Children make accelerated progress from their starting points because adults know them well, planning exciting learning experiences that develop their literacy and numeracy skills.
- Literacy and numeracy are taught well across the wider curriculum. Pupils' knowledge and skills are taught to greater depth. However, the depth of pupils' knowledge is not consistent across all subjects.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are taught to be good citizens and help others who are less fortunate than themselves.
- Safeguarding is effective. Pupils feel safe at school and know how to keep themselves safe in the wider community.

Full report

What does the school need to do to improve further?

- Leaders and governors should ensure that the quality of teaching and learning continues to improve by:
 - ensuring that teachers' subject knowledge is secure in all curriculum areas so that pupils can learn in greater depth
 - providing work for low-attaining pupils that closely meets their needs and enables them to make good progress from their starting points, especially in writing.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors have overcome the challenges of the past four years to maintain good outcomes for pupils. They have overseen the expansion of the school and the opening of a specialist resource base, while minimising any impact on pupils' education. Leaders have also managed some challenges around staff retention and underperformance with determination. Their clear vision for the school has ensured that good standards have been maintained.
- Leaders set high expectations for all staff and pupils. They do not accept excuses for pupils underachieving. The school's development plan prioritises improvements in reading and writing for all, and particularly pupils who speak English as an additional language. Leaders have introduced whole-school initiatives, ensuring consistency in the teaching, learning and assessment of reading and writing. Consequently, pupils' outcomes are improving.
- The responsibilities of assistant headteachers have been reorganised so that they lead on curriculum areas across the whole school. Leaders have ensured that the wider curriculum provides opportunities for pupils to develop their literacy and numeracy skills. Leaders quality assure the learning in all classes through scrutiny of pupils' books, classroom visits and analysing assessment information. As a result, leaders have improved the consistency of planning, delivery and monitoring of all subjects. However, there is more work to do to ensure that teachers have sufficient subject knowledge to extend pupils' thinking across the curriculum.
- Leaders make effective use of professional development to improve teaching. Staff value whole-school planning, which has led to the sharing of best practice and resources. Teaching is consistently strong in the early years foundation stage and key stage 1. In the few areas where teaching is not as strong, leaders are taking effective action to support and challenge staff.
- Pupils' spiritual, moral, social and cultural development is promoted well across all aspects of school life. In lessons, pupils learn about other cultures and are encouraged to respect the religious practices of others. As a Rights Respecting School, pupils are taught values to practise each week, such as caring and empathy. The school's 'Article 12 ambassadors' are chosen through a class voting system. These ambassadors lead fundraising activities to support charities in the local, national and international community. The promotion of fundamental British values is demonstrated in assemblies, lessons and the way children interact with each other.
- School leaders promote equality of opportunity through the curriculum and accessibility for pupils with special educational needs and/or disabilities (SEND). In lessons, teachers encourage pupils to celebrate the different life experiences they bring to their class. Pupils feel valued and included. They say that adults deal effectively with any form of prejudiced behaviour.

Governance of the school

- Governors take an active part in the life of the school and know the school's strengths and areas for improvement. They are well informed about the impact of leaders' actions because they regularly review assessment information. Several governors volunteer on a weekly basis to hear pupils read, and therefore are knowledgeable about the progress pupils are making. Governors are increasingly confident to challenge information shared by leaders where pupils appear not to be making expected progress.
- Governors have an accurate understanding of the school's use of additional funding. They hold senior leaders to account for the impact of the pupil premium grant on improving outcomes for disadvantaged pupils. They ensure that special educational needs funding offers the best resources to pupils with SEND. Through open and honest conversations with leaders, governors share a drive for continual self-improvement.

Safeguarding

- Leaders and governors have created a culture at the school which keeps all children safe. The site is safe and visitors are checked carefully. Leaders and governors have completed training on the safe recruitment of new staff. Staff know how to keep pupils safe in school and are aware of risks in the wider community. School leaders work well with external agencies to support pupils and families who need help.
- Parents, carers and pupils are confident in leaders' systems for keeping them safe. Pupils are taught how to keep themselves safe through lessons on e-safety and in assemblies. Pupils are also aware of risks in their community and say that they have trusted adults they can talk to if they have concerns.

Quality of teaching, learning and assessment

Good

- Leaders have established a culture of high expectations for staff and pupils. Whole-school planning provides consistency in what pupils are expected to learn. Pupils respond positively in most lessons by listening well and trying to improve their work.
- Leaders have focused on improving teachers' subject knowledge across the school. Through regular staff training and shared planning, they have provided opportunities for sharing best practice. Reading and phonics are taught well. The teaching of writing and mathematics in Years 5 and 6 is well matched to all pupils' needs, including provision of appropriate challenge for the most able. In the few classes where teachers' subject knowledge is not as secure, some learning time is lost.
- Reading, writing and mathematics are taught well in key stage 1. The use of sentence starters and writing frames supports pupils who speak English as an additional language. Lessons are pitched well to support the progress of middle-ability pupils. The most able pupils are suitably challenged by problem-solving tasks that deepen their learning. However, lower-ability pupils, including those with SEND, do not make as much progress. This is because work does not always match their needs closely enough.
- The introduction of a new assessment system has ensured a clear progression in

knowledge and skills across the year groups. These are embedded well in reading, writing and mathematics. Senior and year group leaders moderate pupils' work with teachers through 'book-looks' and termly reviews of pupils' progress. Standardised tests and cross-moderation with other schools help with the accuracy of teachers' assessment. This information is used to identify most pupils early enough to provide them with support. However, the support provided to lower-ability pupils is not as effective as it could be, especially in writing in key stage 2.

- Pupils are helped to correct mistakes and develop their learning. For example, in religious education lessons visited by inspectors, pupils discussed their understanding of Hindu rituals. Teachers used effective questioning to help pupils make links with practices in other religions and cultures.
- In the wider curriculum, the planning of science, art, and design and technology maps clear progression in knowledge and skills. In history, topics are linked to novels read in literacy lessons. However, work in pupils' topic books shows variable progress. Teachers sometimes lack the subject-specific knowledge to give pupils tasks which allow them to think and work at greater depth.
- Parents are encouraged to support their child through home learning projects. The school provides information sessions to parents about topics their child is studying in school and offers guidance on extending learning at home. Parent ambassadors offer support for parents who do not speak English. Weekly information is also provided to parents to help their child with spellings, reading and mathematics.
- Pupils who have education, health and care plans are supported well. Teachers and support staff have a detailed understanding of these pupils' needs and use resources well to help them engage in lessons. For example, visually impaired pupils use Braille transcripts to identify the written features of a play. Through paired work with their peers, they are able to share and record their ideas.
- The Opal Centre offers a good quality of education for pupils with autism. Adults nurture pupils well and keep them safe. Children are taught social skills and develop strategies to help them manage their feelings, for example all pupils are taught yoga every afternoon. The class is organised into work stations where pupils are encouraged to work independently. They are supported well by adults, who ask appropriate questions to check pupils' understanding. Adults offer encouragement to pupils who are reluctant to engage. Pupils are taught phonics effectively and make good progress in their reading, writing and numeracy skills. The outdoor space offers opportunities for creative play and exercise.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Personal development of the most vulnerable pupils is supported through nurture groups, a wide range of therapies and external support.
- In lessons and assemblies, pupils are taught to keep themselves safe. For example, in Year 2, pupils are taught about physical and emotional safety. In assemblies, pupils

explore what 'consent' means and how to keep themselves safe online.

- Pupils are keen to learn and are clear about how they should behave in class. They listen well to each other and are respectful of each other's ideas. They are taught and practise the school's values in lessons and at playtimes.
- Parents value their child's positive relationship with their teacher and say that pupils' welfare is prioritised across the school. They appreciate how quickly the school responds to any concerns.
- The school embraces all cultures and religions through the curriculum, assemblies and displays. Newly arrived pupils settle well into school life because they are cared for by staff and pupils.

Behaviour

- The behaviour of pupils is good.
- At breaktimes and lunchtimes, pupils are supervised well and staff offer structured games in zoned areas. The 'scrap project' provides resources for pupils to create their own imaginative games. Children play well and are kind to each other. They follow school routines to line up swiftly when breaktimes have ended.
- Incidents of bullying, racism and homophobic language are rare. Leaders respond swiftly when incidents arise. Staff in the Opal Centre have been trained in positive handling techniques. Risk assessments are in place to ensure the safety of pupils in school and off site.
- Pupils attend school well in most year groups. Persistent absence is below the national average. Attendance is tracked carefully and external support is in place where a pupil's attendance is below the school's expectations. Parents are reminded of the importance of good attendance through weekly newsletters. Pupils are rewarded each term for attending every day.

Outcomes for pupils

Good

- In key stage 2, there have been significant improvements in pupils' attainment over the past three years. In 2018, the proportion of pupils achieving the expected and higher standards was above the national benchmarks in writing and mathematics but below in reading. Pupils made average progress in reading and mathematics and above-average progress in writing.
- In key stage 1, the percentage of pupils achieving the expected and higher standards in reading, writing and mathematics was below both the national and local averages in 2018. Leaders' actions have resulted in significant improvements in the teaching of literacy and mathematics. The school's information about pupils' learning suggests that the most able pupils in key stage 1 are now working to greater depth. Where there had been a gap, boys are now performing as well as girls in Year 1. Pupils who speak English as an additional language perform as well as their peers. However, low-ability pupils in key stage 1 do not achieve as well as others from similar starting points.
- All disadvantaged pupils across the school are now making good or better progress in

reading, writing and mathematics. Disadvantaged pupils are outperforming their peers.

- Most pupils who have education, health and care plans make good or better progress from their starting points. Overall, pupils in the Opal Centre make good progress. Leaders use a system designed for special schools to capture their achievements. In line with their mainstream peers, pupils of lower ability do not make as much progress as those of middle or higher ability because their needs are not always carefully met.
- Focused actions by leaders have led to improvements in the teaching of phonics and reading across the school. In key stage 1, pupils read books appropriate to their levels. They can decode words, read fluently and develop their vocabulary. In Years 3 and 4, pupils read enthusiastically. In Years 5 and 6, the teaching of reading is highly effective. Pupils develop their reading skills well and can infer meaning from texts.
- Pupils are supported to move on confidently to the next stage of their education. The 'enabling enterprise' initiative provides Year 6 pupils with experiences to learn about the world of work and raise their aspirations.

Early years provision

Good

- Leaders have taken effective action to improve provision in the early years foundation stage. In the last year, the number of children achieving a good level of development at the end of the Reception Year has increased significantly.
- Staff deliver high-quality teaching. They accurately assess children's abilities when they arrive at school, and create stimulating learning environments within the classroom and in the outdoor space. Independent activities are closely linked to the teaching of reading, writing and number. For example, children make dough bears and use the role play area to act out the class story about bears.
- Through the use of careful questioning, staff develop children's language skills. They work effectively with external services to support children's speech and language needs and to identify children who may have special educational needs.
- Managers consider children's learning daily in order to plan activities for the following day. Activities are exciting and meaningful for children. As a result, they develop a love of learning and engage well in all tasks.
- Children are taught phonics well. They can decode effectively and the most able children can work out the meaning of words. Children enjoy reading and use puppets to retell stories. Using their own words, children are then able to write a sequenced story.
- The teaching of number is equally strong. Activities are targeted to ensure that the least and most able children develop their knowledge and skills.
- Staff maintain excellent daily communication with parents through home learning books. Parents are encouraged to share what their child can do at home. Staff build on home learning to develop children's thinking and language skills. For example, in Nursery, the builders' tray is set up with cars frozen in blocks of ice; this follows on from children's conversations about their parents removing ice from their car to get to school. Parents are invited into class each week to see what their child has learned in school and to share in the learning experience.
- Routines are well established in all classes. Children behave well because they have

secure relationships with staff and because they are excited to learn.

- Statutory arrangements for safeguarding and welfare are met.

School details

Unique reference number	101531
Local authority	Brent
Inspection number	10067139

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	757
Appropriate authority	The governing body
Chair	Keme Ndukwe
Headteacher	Samuel Nowak
Telephone number	0208 205 4047
Website	www.fryent.brent.sch.uk
Email address	admin@fryent.brent.sch.uk
Date of previous inspection	27 June 2018

Information about this school

- This is a much larger than average-sized primary school. It has three forms of entry in key stage 1 and four forms of entry in key stage 2. The school has an early years foundation stage, which is made up of two part-time Nursery classes and four Reception classes.
- The proportion of pupils with SEND who have an education, health and care plan is much higher than average. Pupils with autism spectrum disorder are referred to the school's specialist resource base. There are currently 21 pupils using this provision. Most of them are aged three to seven. Other pupils with SEND are educated within mainstream classes.
- The proportion of pupils with SEND who do not have education, health and care plans is in line with the national average.
- The school's population comprises pupils from a wide variety of ethnic backgrounds. The proportion of pupils who speak English as an additional language is much higher than average.

- The mobility of pupils is higher than average.
- The proportion of disadvantaged pupils is average compared to other schools nationally.
- A breakfast and after-school club are managed by a private company, overseen by the school.

Information about this inspection

- Inspectors carried out observations in lessons and learning walks. Most were carried out jointly with members of the school's leadership team. They looked at work in pupils' books and listened to pupils read across a range of ability and year groups. Inspectors also observed pupils at morning break and lunchtime.
- Meetings were held with school leaders, teaching and support staff, governors and the local authority's link adviser. A video call was held with the chair of governors and a phone call made with the local authority's school improvement specialist.
- Inspectors looked at a wide range of documents provided by the school. These included the school's self-evaluation and development plan, the school's own systems for tracking pupils' attainment and progress, plans for the use of pupil premium funding and sport funding, curriculum plans, governor reports and external reviews. Inspectors also considered documents showing how the school keeps pupils safe.
- The views of parents were taken into account through discussions with parents at the beginning of the school day and through analysis of the 29 responses to the Ofsted online survey, Parent View. Staff views were considered by analysing 40 responses to the staff questionnaire and through interviews with a selection of staff and middle leaders. The views of pupils were considered through interviews with a cross section of pupils and discussions with pupils during break and lunchtimes.

Inspection team

Angela Tempany, lead inspector	Her Majesty's Inspector
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Rick Barnes	Ofsted Inspector

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