

Inspection of a good school: Frenchwood Community Primary School

Frenchwood Knoll, Preston, Lancashire PR1 4LE

Inspection dates:

4–5 February 2020

Outcome

Frenchwood Community Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

What is it like to attend this school?

Pupils are very happy. They enjoy being part of the welcoming environment that leaders provide. The pupils that I spoke with told me that their learning is fun.

Pupils behave well in class, around the school and at playtimes. This creates a calm atmosphere that helps pupils to feel safe and secure. Pupils said that bullying rarely happens. Staff work as a team to support pupils' well-being. Pupils have many people to turn to if they need support or help. They are confident that adults will sort out any incidents of bullying if they should happen.

Pupils are keen to have extra responsibilities. Play buddies make sure that no one is on their own at lunchtime. Pupils are proud of the charitable contributions they have made, including to cancer support. They enjoy trips that support their learning, such as to museums and the local library. They take part in lots of clubs at the end of the school day.

Pupils told me that they enjoy learning and are proud of their work in mathematics, history and art. Leaders are raising their expectations of what pupils should know and remember. Pupils want to do well in all areas of the curriculum but do not do as well as they should in some subjects. This is because the curriculum is not planned well enough.

What does the school do well and what does it need to do better?

Leaders' work is beginning to secure some improvements to the curriculum. Leaders have introduced changes to what they want pupils to learn in each subject. In some subjects, such as mathematics and history, plans set out what pupils need to learn and when. This helps pupils to build up their knowledge and skills. Curriculum planning in subjects such as physical education, computing, art and French is not as securely in place. During the inspection, Year 4 pupils showed me high-quality drawings that they had done, based on the work of Cézanne. Some pupils also told me how they enjoyed learning French.

However, the plans in these and some other subjects do not allow the pupils to learn in a logical order so that they build on what they already know. This hampers pupils from remembering what they have learned.

Many subject leaders are new to post. They are not at a stage where they can influence how the curriculum across different subjects is ordered. They have not had the opportunity to check how well the curriculum is being delivered.

Leaders want all children and pupils to be confident readers. In early years and Year 1 leaders have recently improved the planning of phonics. Leaders make sure that pupils are reading books that match the sounds that they already know. However, there is some inconsistency in the way that adults deliver the phonics programme. This stops some pupils from gaining the knowledge and skills that they need to read fluently. Some pupils struggle to read because their knowledge of phonics is not secure.

In key stage 2, pupils enjoy reading books by a range of authors. Teachers have matched these books to learning in English and to pupils' topic work. This makes reading meaningful. Staff are confident in delivering the curriculum. As a result, pupils' attainment in reading at the end of key stage 2 is improving.

Pupils enjoy mathematics. Teachers have high expectations of what pupils can do in this subject. Teachers' planning identifies the mathematical vocabulary that pupils need. Pupils apply their knowledge when they solve problems. There is effective support for pupils who are at risk of falling behind.

The curriculum plans for writing do not enable pupils to develop their knowledge of spelling, grammar and punctuation. Teachers' plans for pupils do not provide enough opportunities for pupils to write in different subjects. As a result, by the end of key stage 2, the proportion of pupils reaching the expected standard in writing is below average.

The support for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Leaders adapt the curriculum carefully to meet the needs of these pupils. The inclusion manager ensures that pupils with SEND are fully included in all school activities and have full access to the curriculum.

Pupils behave well and this has a positive impact on their learning. They have many additional responsibilities and opportunities during their time in school. The older children take on roles as librarians, playground buddies and members of the eco and school council committees. Lots of pupils join in with clubs such as gardening, cooking, board games and a whole range of sports. Staff support pupils' social and emotional needs well. They work with pupils to encourage them to talk about their feelings. All of this helps to develop pupils' wider interests and to build their character.

The early years team provides a curriculum that the children enjoy. There is a focus on developing vocabulary. Staff use their skills to develop the vocabulary of children through talk and play. Activities are well thought out and structured carefully. During my visit, the children engaged in a range of activities to build their mathematical knowledge. They

learned new vocabulary as they measured ingredients as part of a baking activity. It was clear to see how much the children enjoyed themselves.

Staff are positive about the support that they get from leaders. Teachers receive training aimed at developing their teaching and subject leadership knowledge. Governors understand their role. They are ambitious for the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders check to ensure that anyone working at the school is safe to do so. New staff receive important safeguarding information as part of their introduction to the school. All staff are trained so that they know how to spot any concerns about a pupil's welfare. The school keeps detailed and well-organised records. Staff understand and follow the school's policies and procedures.

Leaders work closely with agencies to ensure that the most vulnerable pupils get the help that they need. Leaders complete risk assessments for visits and activities. The school site is safe and secure.

Pupils learn how to keep themselves safe. The pupils I spoke to were very clear about how to keep themselves safe on the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum planning for a range of subjects is at an early stage. Currently subject leaders do not ensure that planning is sequenced and focuses well enough on what they want pupils to learn. As a result, teachers are not clear enough about what to teach. Leaders need to ensure that the curriculum plans for all subjects show teachers the knowledge and skills that the pupils need to learn. Teachers need to use these plans to ensure that their teaching builds on what pupils already know, so that pupils are able to remember their learning.
- Many subject leaders are new to post. Leaders should equip these leaders with the knowledge and skills that they need to ensure and assure a curriculum that is well planned and delivered in all subjects.
- The proportion of pupils who reach the expected standard in the Year 1 phonics screening check is below average. In view of this, leaders and teachers have adopted a more focused approach to the planning and delivering of the phonics programme. However, there remain inconsistencies in how well the new approach is used by adults. This is particularly so for some pupils who struggle with their reading and need to catch up with their peers. Leaders should ensure that all adults are suitably trained so that they are able to implement the phonics curriculum effectively. This will enable pupils to enjoy greater success with their early reading.

- Leaders recognise that attainment in writing at the end of key stages 1 and 2 lags behind the standards that they reach in reading and mathematics. The writing curriculum is not sufficiently well planned and sequenced to ensure that pupils build their knowledge of punctuation, spelling and grammar. When asked to write, pupils lack confidence and make repeated errors. Leaders should ensure that pupils are provided with a more structured curriculum to strengthen their knowledge of spelling, grammar and punctuation. In addition, leaders need to ensure that pupils can apply their writing knowledge in other areas of the curriculum.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 26–27 April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119231
Local authority	Lancashire
Inspection number	10122093
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	338
Appropriate authority	The governing body
Chair of governing body	Sazida Desai
Headteacher	Cathryn Antwis
Website	www.frenchwood.lancs.sch.uk
Date of previous inspection	26–27 April 2016

Information about this school

- A new headteacher was appointed in January 2018.

Information about this inspection

- I held meetings with the headteacher and senior leaders.
- I held meetings with teachers, support staff and subject leaders. I met with four members of the governing body and held a meeting with a representative of the local authority.
- I reviewed the school's self-evaluation and improvement plans, minutes of governing body meetings and information on the school's website. I examined records in relation to safeguarding.
- I considered the 24 parent responses to Ofsted Parent View, Ofsted's online questionnaire. I read all the free-text comments from parents and carers. I spoke to parents at the start of the school day.
- I did deep dives in these subjects: reading, mathematics and history. During these activities, I met with subject leaders and visited lessons. I also spoke with teachers and pupils. I looked at examples of pupils' work and listened to pupils read.

Inspection team

Andrew Morley, lead inspector

Ofsted Inspector

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