

Inspection of Frittenden Church of England Primary School

Frittenden Primary School, Frittenden, Cranbrook, Kent TN17 2DD

Inspection dates:

23 and 24 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy the wide range of activities on offer in this school. For example, they learn how to play the guitar in music lessons and develop problem-solving skills during their time in 'forest school'. Pupils feel safe and happy. As pupils move through the school, they take part in the life of the school. For example, pupils act as school librarians and care for younger pupils at playtimes as 'buddies'.

However, leaders have not shown enough urgency in making sure that pupils build the mathematical or reading skills needed to succeed. Pupils achieve well in a number of other areas of the curriculum. Children in the early years have a strong start to their education in this school. Pupils with special educational needs and/or disabilities (SEND) receive beneficial support.

Pupils form very positive relationships in the early years. Older pupils play with younger pupils at playtimes, and this creates a warmth to relationships when at play. Some pupils behave less well in class and when unsupervised. For example, when pupils move around the school, they can be unkind to one another. If bullying happens, adults talk with pupils to resolve this.

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

Not enough pupils gain the knowledge and skills needed to learn how to read quickly enough. Leaders have introduced a new phonics scheme. This helps children in the early years to swiftly gain the skills needed to learn how to read simple words. Children use what they have learned when at play to recognise letters and words and enjoy acting out the stories that adults read to them. However, as pupils move into key stage 1 and beyond, they have too many gaps in their phonics knowledge. Leaders have not shown enough urgency to ensure that pupils who have fallen behind in their reading catch up.

Leaders have not acted swiftly enough on the improvements needed in order for pupils to achieve well in mathematics since the last inspection. As pupils move through the school, teachers do not provide enough opportunities for pupils to apply their mathematical knowledge. This means that pupils make mistakes in their mathematical thinking. Teachers do not always pick up on these mistakes, and as a result, some pupils can become confused. However, children in the early years gain the mathematical knowledge needed well. Here, teachers provide a range of opportunities for children to explore number and shape effectively.

In many subjects, leaders provide a well-thought-through curriculum. Teachers are clear about what is taught and when. Leaders are mindful of the workload teachers face and they support them to manage it. Subject leaders produce helpful guidance that outlines the vocabulary and knowledge needed across a broad range of subjects. This helps teachers to deliver the curriculum effectively in subjects such as history, science and physical education (PE) where most pupils achieve well. However, teachers do not carefully follow what has been outlined by subject leaders

in reading and mathematics. Leaders have not picked up on this swiftly enough. As a result, some pupils do not learn the knowledge and skills they need to succeed in reading and mathematics.

Staff support pupils with SEND well across a broad range of subjects. Teachers swiftly identify pupils' needs. Staff guide them in class and use a range of strategies to enable pupils to learn alongside others. Teachers use questioning well to help all pupils to think about what they learn. This helps teachers to check what pupils know. However, teachers are less clear about what pupils know and remember over time.

Pupils' behaviour in class is not consistently good. In key stage 2, some pupils struggle to behave well in lessons and can refuse to engage with staff. This means that not all pupils develop the knowledge and skills needed to succeed. Children in the early years focus well in lessons and develop an interest in what they learn. Not enough pupils attend regularly. Leaders have introduced strategies to strengthen attendance but recognise that there needs to be more urgency in following these through.

Pupils experience a wide range of opportunities that enhance their learning. Teachers encourage pupils to reflect on global issues and think about how these impact on their lives. Pupils enjoy attending a range of clubs. These include computing, construction, sport, guitar and musical theatre. Pupils with SEND and disadvantaged pupils are actively supported in attending these clubs. Staff invite speakers to enhance the curriculum. For example, staff from a local museum visited the school to share historical artefacts.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive valuable training in keeping pupils safe. This ensures staff swiftly identify when a pupil is at risk of harm. Governors review the procedures in place to ensure staff are clear about the expectations for safeguarding. Leaders act quickly on concerns that arise and work with families and outside agencies to provide helpful support.

Pupils learn about staying safe online in lessons and through an annual 'safer internet' day. Pupils are confident that they can speak with adults in the school if they have a worry. Risk assessments are in place for activities undertaken to prevent pupils from being at risk of harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not enough pupils develop the fluency needed to read well. This means that pupils who have fallen behind struggle to catch up because they do not have the

phonics knowledge required to decode unfamiliar words. Leaders need to ensure that teachers accurately identify pupils who have fallen behind in reading and help them to catch up quickly.

- Pupils do not secure the knowledge and skills needed to reason mathematically. This creates misconceptions in some pupils that limits their understanding. Leaders and governors need to act swiftly to ensure teachers implement the mathematics curriculum consistently so that pupils gain the knowledge and skills needed to succeed.
- Some pupils' behaviour in class and when unsupervised around the school is not good enough. Leaders need to ensure all staff have high expectations for the behaviour of pupils and enable pupils to regulate their own behaviour in class and around the school.

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 information from Ofsted Parent View 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.

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	118701
Local authority	Kent
Inspection number	10241987
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair of governing body	Helen Stansfeld
Headteacher	Nichola Costello
Website	www.frittenden.kent.sch.uk
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England primary school within the Diocese of Canterbury. It was last inspected under section 48 of the Education Act 2005 in March 2018. The next inspection will be within eight years of that last inspection.
- The school does not currently use any alternative provision.
- There is a nursery on the school site run by another provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other leaders, and a range of staff at the school. The inspectors also met with five members of the governing body. The inspectors met with a representative of the local authority and the diocese.

- The inspectors carried out deep dives in these subjects: reading, mathematics, history, PE and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also considered the curriculum in other subjects.
- The inspectors reviewed a wide range of documents, including those related to the governance of the school.
- To inspect safeguarding, the inspectors met with the designated safeguarding lead and considered safeguarding documents and records. This included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors considered the views of parents and carers through responses to Ofsted's Parent View survey. They spoke to staff and pupils during the inspection and took account of the confidential online surveys for staff and pupils.

Inspection team

Graham Chisnell, lead inspector	Ofsted Inspector
Lorraine Greco	Ofsted Inspector

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