



# Frithwood Primary School

## Inspection Report

**Unique Reference Number** 102414  
**Local Authority** Hillingdon  
**Inspection number** 286368  
**Inspection date** 7 March 2007  
**Reporting inspector** Keith Williams

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Carew Road
<b>School category</b>	Community		Northwood
<b>Age range of pupils</b>	3-11		HA6 3NJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01923 825548
<b>Number on roll (school)</b>	401	<b>Fax number</b>	01923 821461
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Gillian Mansbridge
		<b>Headteacher</b>	Isabell Falconer
<b>Date of previous school inspection</b>	30 April 2001		

<b>Age group</b> 3-11	<b>Inspection date</b> 7 March 2007	<b>Inspection number</b> 286368
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This larger than average primary school is expanding and serves a socially and culturally diverse community. About half of the pupils are from White British backgrounds. Amongst the remainder, the largest groups are those from other White backgrounds and those of Indian, African, Pakistani and Caribbean heritage. A much higher than usual proportion of pupils are learning English as an additional language. The percentage identified with learning difficulties is rising, although it is lower than that found in most schools. A below average proportion of pupils are eligible for free school meals, while the proportion who join or leave the school at other than the usual times is much higher than usual. The school has Investors in People status.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Frithwood is a good school and has some excellent features. A combination of good leadership, management and teaching means that pupils achieve well to reach above average standards. Exceptional care, support and guidance ensure that pupils feel very safe in school, behave impeccably, enjoy all that it offers and make excellent progress in their personal development.

A key to the school's success is the leaders' rigorous monitoring of the performance of pupils and staff. The excellent headteacher, very ably supported by the deputy and assistant headteachers, has created a staff team who are reflective of their own practice and focused firmly on securing further improvement. This means that strengths are shared and weaknesses are tackled thoroughly. Systems for tracking pupils' progress are similarly robust, so that staff are alert to any potential underachievement. Extra support is targeted very well towards those who need it and a careful check is kept on ensuring that these strategies are achieving the necessary results. Consequently, the leaders have a very accurate view of the school's effectiveness and good capacity to secure further improvement.

Following sustained efforts to raise standards in English, Year 6 national test results were significantly above average in the last two years. Indeed, the progress made by pupils in 2006 was amongst the top ten per cent nationally. The leaders shifted their attention to mathematics because results had not kept pace with those in English. They have been working determinedly to redress this and results rose significantly in 2006. The school recognises that pupils' progress in mathematics, whilst still good, is not as brisk as that seen in English and this remains a priority. In particular, too few pupils reached the higher Level 3 in the 2006 tests for pupils in Year 2. The school is rightly focused on ensuring that these more able pupils have a consistently high level of challenge. Children in the Foundation Stage achieve well in a caring, supportive and well organised environment.

The securing of academic improvement is not at the expense of pupils' personal development, care and welfare. All pupils are valued, regardless of age, background or ability and this makes a strong contribution to their achievement and progress. Parents are very appreciative of the help their children receive, one commenting, 'I leave my daughter every day with complete peace of mind knowing she will be safe and looked after.' Teachers plan carefully to meet pupils' wide ranging needs. Very strong links with outside agencies contribute to the outstanding levels of care, particularly for those pupils who are potentially vulnerable. Thorough assessment systems are used exceptionally well to guide pupils on their next steps. Teachers provide interesting and challenging lessons and a very good range of popular out-of-school activities, which enhance pupils' enjoyment. Pupils appreciate this emphasis on their all-round development. As one said, 'What I like is that it's not just about work!' They are well prepared to be future citizens and have an excellent understanding of how to lead healthy lifestyles.

## What the school should do to improve further

- Raise the mathematical achievement of pupils, particularly more able pupils in Key Stage 1, to match that in English.

## Achievement and standards

### Grade: 2

Pupils' attainment on entry to the school covers a broad range and varies from year to year but, overall, it is broadly average. Pupils in the Foundation Stage make good progress and most reach the goals expected of them by the end of Reception. Many pupils join the school after the Foundation Stage and have limited English. They achieve well to reach average standards by the end of Year 2. They make brisk progress in learning the language and quickly gain confidence, which accelerates their progress in other subjects. Occasionally, more able pupils do not make enough progress in mathematics because more could be expected of them. The school is tackling this successfully, and a larger proportion of Year 2 pupils are now on track to reach the higher Level 3. National test results in Year 6 were significantly above average in 2006. The current Year 6 have lower starting points than that cohort, but they are making good progress and are on track to reach above average levels. Mathematics remains a priority, as pupils do not make as brisk progress as they do in English. There is no significant difference in the progress of pupils of different ability, background or gender.

## Personal development and well-being

### Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Relationships are excellent. A strong focus on increasing pupils' self-esteem is very evident in the confident way that pupils approach their work and play. They enjoy school immensely and feel very safe in its supportive environment. This is not yet reflected in attendance rates, although these have risen because the school makes every effort to encourage pupils to attend. These rates are affected by unavoidable absences due to the significant medical needs of a few pupils and by families taking holidays during term time. Despite this, pupils' positive attitudes and excellent behaviour contribute strongly to their academic progress. Pupils enjoy playing energetically and apply their excellent knowledge of a healthy diet to the food they bring for lunch. Pupils make a good contribution to the school and wider community. They feel that their school council makes a difference and are particularly proud of their role in interviewing playground 'buddies' and planning the talent show 'Frithwood Factor'. Good progress in the basic skills prepares them well for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching makes a positive contribution to pupils' learning and achievement. Children in the Nursery and Reception get off to a good start because they are well taught and a close check is kept on their progress. Across the school, lessons run smoothly. They are successful because they are well organised and pupils are eager and ready to learn. Teachers have a good knowledge of the subjects they teach. They plan an interesting range of activities, often using interactive whiteboards well to capture pupils' interest. They are clear about what pupils are expected to learn and invariably share this with them at the beginning of lessons. Planning takes good account of pupils' previous learning and teachers keep a close check on their understanding by asking astute questions. Their patience when dealing with misunderstanding is much appreciated by pupils. Expectations are usually high, as seen to particularly good effect in an outstanding lesson in Year 6. Occasionally, more could be expected of higher attaining pupils. Marking is of good quality. It ensures that pupils have a very clear picture of how well they are doing and how they can improve.

### Curriculum and other activities

#### Grade: 2

The school responded well to its consultation with pupils, many of whom indicated that they did not enjoy what was offered in some foundation subjects. Changes were made that have ensured that pupils have enough time to study subjects in depth and links between subjects have been strengthened. These improvements ensure that pupils benefit from a good, well planned and enjoyable curriculum. The school is rightly reviewing its provision to ensure that it contributes to pupils' all-round development. Every step is taken to ensure that all pupils have access to the curriculum. For example, teachers often use their own expertise and, where available, outside input to modify the planning for those new to learning English. This means that these pupils play a full part in lessons and are able to make similar progress to their classmates. A very good range of out-of-school and enrichment activities contribute to pupils' high levels of enjoyment.

### Care, guidance and support

#### Grade: 1

This is a significant strength. Every step is taken to secure the health, safety and welfare of pupils, including those who are potentially vulnerable. Of particular note is the way that pupils' academic and personal progress is tracked. This information is used exceptionally well to provide support where it is most needed and give pupils very clear, and well-understood, targets for improvement. A close eye is kept on the increasing number of pupils who are new to the school, many of whom stay for only

short periods. Their learning and social needs are identified quickly and they have every chance of making good progress in their time at school. The school leaders are adept at using assessment information to test the effectiveness of strategies by comparing the progress of pupils who have received a particular intervention with those who did not. Procedures are then modified to secure the best possible provision for pupils, whatever their need. As a result, there is no significant difference in the progress made by different group of pupils, including those with learning difficulties and pupils who are new to English.

## **Leadership and management**

### **Grade: 2**

Good leadership and management, including excellent leadership from the headteacher, have ensured that the school has improved well since it was last inspected. Standards are higher, particularly in writing in Key Stage 1 and in English in Key Stage 2. Where the monitoring of teaching and learning was weak in the last report, this is now a key factor in the school's success. Good practice is shared and inconsistencies are ironed out, although the leaders recognise that there is still more to be done to ensure a consistent challenge for more able pupils in mathematics. They have clear plans for ensuring that pupils' progress matches their very good achievement in English. Senior leaders use their complementary skills very effectively and staff share their vision of continued improvement. Other staff with leadership roles oversee their areas well, resulting, for example, in much improved Foundation Stage provision. Governors make a strong contribution to school improvement by having a good understanding of their strategic role and holding the senior leaders to account.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the very friendly way you welcomed me to your school recently. A special thank you goes to those of you who met with me to let me know your views. I enjoyed talking to you and watching you in lessons. You gave me lots of helpful information. I am writing to let you know what I found out.

Many of you told me that you think you go to a good school and I agree. You clearly enjoy school very much and, when I visited your classrooms, I saw how keen you are to learn. Many of you told me how friendly the other children are and I was pleased to see you all getting along so well at playtime. Your behaviour is excellent and this makes your school a very safe and pleasant place to be. Your teachers do a good job in helping you to learn and your work, especially in English, is better than I often see. You do well in mathematics, too, but your teachers are keen for you to just as well as you do in English. I agree with them and I know that you will carry on working hard to improve. They are also going to make sure that those of you who find mathematics easy get harder work to stretch you.

Your excellent headteacher is helped very well by your deputy and assistant headteacher and they make sure that a close eye is kept on how you are doing. This means that those of you who need extra help get it. Lots of you have arrived from other schools and many of you, and your parents, told me how everyone helped you to settle in quickly. I was also pleased to see how well those of you who find learning difficult, and the children who are new to learning English, are helped so that you get on as well as other children.

Once again, thank you for your help and I wish you good luck for the future, especially with Frithwood Factor!

Yours sincerely

Keith Williams

Lead inspector