

# Frithwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	102414
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	335896
<b>Inspection dates</b>	17–18 March 2010
<b>Reporting inspector</b>	Raminder Arora

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Mansbridge
<b>Headteacher</b>	Mrs Isabell Falconer
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	Carew Road Northwood Middlesex HA6 3NJ
<b>Telephone number</b>	01923825548
<b>Fax number</b>	01923831461
<b>Email address</b>	frithwood@hillingdongrid.org

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons taught by 16 different staff. They also held meetings with the chair of governors, staff and pupils. They observed the school's work, and looked at pupils' written work, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from pupils, staff and from 136 parents and carers. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's levels of skills on entry to the Early Years Foundation Stage and their progress through Nursery and Reception
- the key factors in pupils' progress in Years 1 to 6 that lead the school to suggest that learning and progress are good
- the consistency and impact of teaching and how well staff use assessment information to plan work for pupils, including the quality of marking
- The effectiveness of school leaders, including senior leaders, middle managers and governors, in promoting higher standards and improved progress by pupils.

## Information about the school

This is a large primary school with a Nursery. It serves a socially and culturally diverse community with high levels of mobility. Around 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 is learning English as an additional language. The proportion of pupils with special educational needs and disabilities, is lower than that found in most schools. The difficulties relate mainly to specific learning, social and emotional or speech and language difficulties. A below average proportion of pupils is eligible for free school meals. Pupils are provided with a breakfast club and an after-school club managed by the school. The school has a healthy schools award and Investors in People accreditation.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

- This school is a happy and welcoming community where all pupils are valued and make good progress, including some who face particular challenges. Pupils flourish and mature socially and academically within a supportive and caring learning environment. The school is effective in overcoming potential barriers to learning, such as the support provided for pupils who join the school other than at normal times. The outstanding pastoral care and excellent support and guidance systems ensure that all pupils have equal chances to succeed. The vast majority of parents have nothing but praise for the school. One wrote, 'I feel lucky to be part of such a nurturing school.' Pupils are happy, extremely well behaved and hardworking. This has a positive impact on their academic progress. They fully understand how to lead healthy lives and are extremely well aware of how to keep safe and avoid danger. Pupils' spiritual, moral, social and cultural development is outstanding. A striking aspect is the great harmony between pupils and adults from a multitude of ethnic groups. Pupils make a good contribution to the school and local community, for example the 'environment club' that supports the local area. Attendance is average and the figure is adversely affected by a few families taking their children abroad during term time. Pupils' well-developed teamwork skills and a secure grounding in the basic skills stand them in good stead for their future education.
- Pupils' attainment shows a marked improvement in the last three years. Immediately after the previous inspection in 2007, standards dipped to lower levels compared to the year before. Since then, the school has quickly improved pupils' performance, and caught up with the above average standards. An effective push in raising pupils' performance in mathematics, an issue from the last inspection, has led to improved results in this subject. Pupils' attainment is above average at the end of Year 6. Given their starting points, this represents good achievement. However, school leaders have identified that progress in writing is inconsistent throughout the school and needs to be further accelerated, particularly through providing more opportunities for pupils to write at length when working in other subjects.
- Teaching motivates pupils so that they are keen to learn. When teachers have very high expectations of what their pupils can achieve, it is noticeable that the pupils readily rise to the challenge. Those with learning difficulties or who are identified as vulnerable make good progress because their needs are carefully identified and extra support organised effectively. Pupils learning English as a new language perform in line with their peers. Teachers and teaching assistants skilfully adapt their methods to support the needs of these pupils. Assessment systems and the

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tracking of progress have improved greatly. This ensures that teaching is generally well focused on the needs of pupils and that individual learning targets are set. However, there are inconsistencies in how well pupils' learning targets are used, especially when planning and marking their work to ensure that they make good progress.

- The very committed leadership team is instrumental in the success of the school. The end-of-year targets set are challenging and the analysis of pupils' current progress indicates that they are on track to achieve these. School leaders have drawn effectively on a number of beneficial links with local authority and other organisations as part of their successful drive to raise standards. School self-evaluation is good and carefully assesses the impact of interventions and developments. Governors play a formative role in shaping the school's future and successfully monitor the work of the school with a balance of challenge and support. The school's safeguarding procedures, promotion of equal opportunities for all and efforts to achieve successful community cohesion are all good, and the school provides good value for money. The school demonstrates a good capacity for continuous improvement. The successes in tackling, rise in standards and rates of progress show this school's good capacity for continued improvement.

**What does the school need to do to improve further?**

- In lessons, many pupils are articulate, discussing the key ideas with insight and enthusiasm. They respond well to questioning by giving well-thought-out responses; for example in a mathematics lesson, pupils were able to articulate their thinking about why they selected a particular method to solve the given problem. The teaching in the mathematics sets was particularly good and so, as a result, were the outcomes for most pupils. The standard of pupils' work seen in books and on display is generally above average. Progress in Years 1 and 2 is good, resulting from an effective focus on developing early reading and writing skills and from some outstanding teaching. The staff recognise, however, the need for a continuing focus on writing throughout the school.
- Pupils' relationships and their respect for one another are exemplary. This gives them the confidence to talk freely with adults in the school about any concerns or worries they may have. They make good contribution to the school community by acting as members of the school council and 'Wow Monitors', supporting the younger and the newly arrived, with enthusiasm. From entertaining the local community with choir singing to supporting charities and forming links in Ghana, pupils are developing a good understanding of their place in the global community. The diversity of cultures and faiths represented across the school is warmly celebrated and promoted. The school has made a concerted successful effort to increase pupils' awareness of other cultures. Pupils interact well with each other and know the difference between right and wrong. Pupils' good response to the adoption of a healthy lifestyle is reflected in the national award gained. They relish the opportunity to take part in a range of sporting activities and understand why

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the school emphasises the need to eat healthily.

## Outcomes for individuals and groups of pupils

**2**

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

In lessons, pupils of all capabilities acquire new knowledge and skills at a good rate, and this was especially so in the lessons where teaching was outstanding. Pupils with special educational needs and/or disabilities make good progress because their needs are met well by a range of adults and specialist support. Teaching mathematics in ability sets is effectively supporting progress, especially for more able pupils, and this was noted in lessons and pupils' recorded work. The use of assessment data to set appropriate learning targets is established but the targets are not used skilfully enough in planning and marking. Opportunities to write at length and in different subjects are sometimes missed.

All staff play a crucial role in providing outstanding care, guidance and support. They work continuously alongside parents and carers to improve their children's achievements. Pupils happily turn to another adult when they have a problem. The success of vulnerable pupils is the result of carefully matched individual learning programmes.

The well-designed curriculum motivates all pupils and engages them well, because efforts are made to match pupils' aptitudes and interests. It provides well for the creative arts and sport, and reflects the cultural backgrounds of pupils. Many pupils take advantage of the good range of clubs, visits and visitors that make learning meaningful. Information and communication technology is well integrated into school's work and efforts are being made towards establishing more creative links across other subjects. The school's well-organised breakfast and after-school clubs are much enjoyed by pupils who regularly attend these.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

The headteacher, ably supported by the deputy headteacher, has been successful in creating an inclusive harmonious community where any discrimination is effectively tackled. Senior leaders are passionate about wanting the school to be successful and they work effectively as a unified team. All staff are well involved and have a clear view of the school's strengths and weaknesses. The school development plan is an effective document that has correctly identified the priorities which help to drive the school forward. Monitoring of teaching and learning is thorough and regularly supported through professional development opportunities gained through Investors in People accreditation and active partnerships with other schools and training institutions.

The governors have good systems to review standards and provision. They know the school well and their range of expertise enables them not only to give good support but also ask challenging questions if necessary. Safeguarding arrangements were rigorously applied by all at the time of the inspection and are regularly reviewed. The school effectively promotes community cohesion at the local, national and international level, exemplified by its effective links with a school in Argentina.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and understanding that are broadly average, but vary from year to year, particularly in the areas of personal, social and emotional and language and communication skills. As a result of the consistently



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good teaching, most children make good progress relative to their starting points in all areas of learning. By the end of the Reception classes, most children have acquired the majority of the early learning goals. They are particularly successful in improving their skills in reading and writing, through a well-planned programme for teaching sounds and letters. Many become confident speakers and gain in their self-esteem, which effectively supports their learning and progress.. Good use is made of the outdoor areas to extend the children's play and learning. Exciting resources motivate children to use their initiative and imagination in play. This was noted in the Nursery when children were fully engaged and enjoying playing with malleable materials.

The children behave well and demonstrate good levels of independence in learning. There is a good balance between teacher-led and child-initiated activities. All necessary policies, records and procedures are in place and are checked to ensure children's safety and welfare. Children have full confidence in the adults who work with them. They are well cared for in a safe and stimulating learning environment.

However, opportunities are sometimes missed to encourage children to take more care of play equipment, to tidy things away and to be more aware of the safety issues involved.

Leadership and management are good. The staff work collaboratively as a reflective team, keen to provide the best for the children. The children are happy and eager to take part in all that is offered. There are frequent and regular assessments of how children are doing, and this information is used effectively to plan work that is well matched to the needs of individuals.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The majority of parents and carers have overwhelmingly positive views of the school. Parents are particularly pleased with the caring, friendly and welcoming ethos. Evidence from the inspection supports parents' and carers' views that children enjoy school immensely, and the care for their safety is extremely good. Many wrote to the inspectors to describe how happy they are with the school. Very few parents have any concerns. One parent's comment is echoed by many: 'All staff are genuinely interested in children's well-being and academic progress.' Inspectors agree with parents' views of the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frithwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	68	42	31	0	0	0	0
The school keeps my child safe	104	76	31	23	1	1	0	0
The school informs me about my child's progress	80	59	54	40	2	1	0	0
My child is making enough progress at this school	75	55	55	40	4	4	0	0
The teaching is good at this school	85	63	47	35	1	1	0	0
The school helps me to support my child's learning	77	57	57	42	1	1	0	0
The school helps my child to have a healthy lifestyle	77	57	55	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	49	56	41	4	3	0	0
The school meets my child's particular needs	75	55	50	38	4	3	0	0
The school deals effectively with unacceptable behaviour	62	46	66	49	3	2	1	1
The school takes account of my suggestions and concerns	65	48	63	45	4	3	1	1
The school is led and managed effectively	94	69	39	29	0	0	1	1
Overall, I am happy with my child's experience at this school	100	74	34	25	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 March 2010

Dear Pupils

Inspection of Frithwood Primary School, Northwood HA6 3NJ

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We enjoyed talking to you and were really pleased to hear how excited and proud you are about your school. Frithwood Primary is a good school. These are the best things about your school:

- You behave extremely well and we know you enjoy being at school very much because you and your parents told us this.
- You have an excellent understanding of how to keep yourselves safe.
- You are keen to learn and get on well with each other.
- Most pupils have achieved well by the time they leave the school.
- You support the school and local community well.
- You are developing a very good understanding of those who live in communities that are different from your own.
- You enjoy immensely the interesting activities your teachers plan for you.
- All the staff and governors are working together with your headteacher to make the school as good as possible.

To become even better, we have asked the school to make sure that you attend school regularly and do even better, particularly in writing. We have asked your teachers to make better use of your learning targets in planning lessons and marking your work, so that you know how well you are doing and what to do next to improve. We have also asked them to give you more opportunities for extended writing in other subjects.

You can help by continuing to work hard and by coming to school every day.

Finally, we would like to thank you once again for your help and wish you well for the future.

Yours sincerely

Raminder Arora

Lead Inspector

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