

Princess Frederica Church of England Voluntary Aided Primary School

Inspection report

Unique reference number	101535
Local authority	Brent
Inspection number	376586
Inspection dates	19–20 January 2012
Lead inspector	David Wynford-Jones

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Andrew Moss
Headteacher	Sabina Nettey
Date of previous school inspection	29 January 2007
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Age group	3–11
Inspection date(s)	19–20 January 2010
Inspection number	376586



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Introduction

Inspection team

David Wynford Jones

Additional inspector

David Hogg

Additional inspector

Mandy Snook

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited two assemblies and 17 lessons, observing 17 teachers. They held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 291 questionnaires completed by parents and carers, together with those from staff and pupils.

Information about the school

Princess Frederica Primary is much larger than most schools of its type. Many nationalities are represented in the school with approximately 55% of the pupils from minority ethnic backgrounds. The largest groups are of African or Caribbean origin. Just over a fifth of the pupils speak English as an additional language. A small minority are at the early stages of learning English. The percentage of disabled pupils and those with special educational needs is broadly similar to the national average. The proportion of pupils known to be eligible for free school meals is below average for primary schools. Fewer pupils than average join or leave the school at other than the usual start and end of the school year. The school meets the current floor standards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils are happy, well cared for and enjoy learning. Parents and carers are very positive about the school. All who responded to the questionnaire would recommend it to others.
- One of the school’s many strengths is the inclusive ethos. Relationships throughout the school are good; pupils and staff get on together well.
- Pupils make good progress although slightly variable in different year groups. Their achievement by the end of Year 6 is good. Attainment in Year 6 in English and mathematics is above average. However, pupils’ skills in writing and mental arithmetic at the end of Year 2 are not as well developed as those in reading.
- Pupils are not always provided with opportunities to reinforce their literacy and numeracy skills in lessons in other subjects.
- Most teaching is good and occasionally is outstanding. Sometimes the quality of teaching slips and pupils do not make good progress because they find their work too hard or too easy. Informative marking is evident in some classes but it is inconsistent across the school.
- Good support for disabled pupils and those with special educational needs, including those whose circumstances could make them potentially vulnerable, and for pupils at the early stages of learning to speak English as an additional language, enables all to progress at a similar rate to their peers.
- Pupils behave well, show respect for each other and are keen to take responsibility. They have a good understanding of how to keep themselves and others safe.
- The curriculum is rich and is enhanced by a wide range of cultural, sporting, musical and artistic activities. Pupils’ cultural development is outstanding.
- The headteacher is working well with the governing body to drive improvements. Middle leaders are effective. They are keen to develop their skills in supporting colleagues in the use of the school’s recently updated computer programme for assessing the progress of individual pupils.

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What does the school need to do to improve further?

- Raise attainment and improve pupils' progress, particularly in Year 2, in writing and mathematics, especially mental arithmetic, by:
 - ensuring that marking consistently provides pupils with clear guidance on the next steps towards reaching their targets
 - reinforcing pupils' literacy and numeracy skills in lessons in other subjects.
- Ensure middle leaders and teachers make effective use of the recently introduced computer assessment programme to track and critically evaluate the performance of individual pupils in order to help plan lessons which always provide pupils with work that is not too hard or too easy.

Main report

Achievement of pupils

Most children enter the Early Years Foundation Stage with skills and knowledge broadly in line with those expected for their age. They make good progress during their first year at school and continue to make good, if slightly variable, progress in Years 1 to 6. Attainment in reading, writing and mathematics has been above average in the Year 6 national tests over the last three years and has shown a steady trend of improvement. Inspection evidence, including observations of pupils at work in lessons, confirms that attainment in the present Year 6 is also above average in reading, writing and mathematics.

Although pupils' attainment at the end of Key Stage 1 has been consistently above average in reading for the last three years, it is only average in mathematics and, more noticeably, in writing. Senior leaders have identified the development of pupils' writing and mental arithmetic skills as priorities for improvement and taken action. As a result, pupils' progress and attainment in writing are beginning to improve and this was evident during lesson observations. However, it was less evident in mathematics, especially in mental arithmetic. Nevertheless, there is a good emphasis on promoting pupils' understanding of mathematical terminology and exploring mathematical concepts. Pupils are regularly asked to undertake mental calculations and to explain how they have worked out the answers. Pupils are encouraged to write at length, to use exciting descriptive vocabulary and to reflect on their work. However, pupils do not routinely consolidate their writing and mathematical skills in lessons in other subjects.

Scrutiny of the school's assessment data suggests that, while there are very minor variations in attainment between the main ethnic groups, between boys and girls, and between disabled pupils and those with special educational needs, there is no particular pattern over time.

Approximately two thirds of the parents and carers responded to the questionnaire.

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Nearly all strongly agreed or agreed that their children are making good progress. A similar proportion stated that the school helps their children develop skills in communication, reading, writing and mathematics. Inspectors endorse these views.

Quality of teaching

Good quality teaching enables pupils to make good progress in nearly all lessons. In most observed lessons, teachers made effective use of assessment information to plan work that built on previous learning and was well matched to pupils' needs and abilities. Teachers ensured that pupils knew the purpose of each lesson and used information and communication technology (ICT) effectively to enhance learning. They used questioning skills well to probe the pupils' understanding and to challenge their thinking. Any misconceptions were addressed effectively and lessons proceeded at a brisk pace. Pupils took an active part and made a good contribution to their learning. For example, in a Year 5 mathematics lesson, pupils thought about different ways to simplify the task of multiplying 16 by 12. They came up with suggestions which included $16 \times 3 \times 4$ and $12 \times 4 \times 2 \times 2$ and were able to calculate the answer correctly.

Support staff are generally deployed well to enhance learning but occasionally teachers do not make best use of them at the start and end of lessons. In a small minority of observed lessons there was insufficient challenge for some pupils. This is because introductions to these lessons were too long and assessment information was not used to raise expectations and to ensure pupils made good progress.

In most lessons, good use is made of opportunities for pupils to evaluate their own work. Teachers mark pupils' work regularly. However, the quality of marking varies. It does not consistently provide pupils with clear guidance on the next steps towards improving their work and reaching their individual learning targets. This can affect their progress.

Teachers act as good role models to promote the pupils' spiritual, moral, social and cultural development. Throughout the school, the relationships between teachers, support staff and pupils are good. This ensures that the pupils feel confident and secure. This is a particular strength in the Early Years Foundation Stage and helps the children settle quickly into school routines. Pupils respond well to the enriched curriculum. Their skills in the use of ICT, art and music are above expectations. Pupils thoroughly enjoy playing musical instruments such as steel pans and singing in assemblies. Above average standards in music and art, together with opportunities to learn French, contribute significantly to the pupils' outstanding cultural development. Teachers in all year groups work well together to plan lessons and to ensure a consistency of coverage in the theme-based topics the school has developed. However, in some classes, opportunities are often missed to consolidate pupils' literacy and numeracy skills in other subjects.

Nearly all parents and carers who responded to the questionnaire either agreed or strongly agreed that their children are well taught. Inspectors endorse this view.

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Behaviour and safety of pupils

Attendance rates are above average. This is having a positive effect on pupils' progress. Pupils are welcoming, polite and courteous. They demonstrate a positive attitude towards learning. Pupils show respect for one another and are keen to celebrate the customs and cultures of the many different nationalities within the school and in the local community. Incidents of racist or poor behaviour are rare. There has been one exclusion for a fixed period since the last inspection. Pupils say they enjoy school and feel safe. They are certain that there is no bullying of any kind whatsoever in the school. They are confident that if they have any concerns, these are dealt with promptly and fairly by adults. Older pupils enjoy taking care of younger children and willingly take on responsibilities as buddies and playground leaders. Pupils are proud of their school and take good care of its resources and the environment. They are able to explain clearly the issues relating to personal safety and have a good awareness of internet safety matters. Pupils' knowledge of keeping themselves safe and in administering first aid is promoted effectively through the physical education curriculum. Their spiritual, moral, social and cultural development contributes significantly to their good and, at times, exemplary behaviour.

In their responses to the inspection questionnaire, a few parents and carers disagreed with the statement that lessons were not interrupted by bad behaviour. Inspectors agree with the vast majority of parents and carers that behaviour is good but also found that, very occasionally, pupils' conduct slips. This tends to be very low-level disruption rather than bad behaviour.

Leadership and management

The school has moved forward since the last inspection. It has strong capacity for further improvement and to continue to raise attainment by the end of Year 6. The headteacher has the confidence of staff, pupils and parents and carers. She provides drive and direction and is supported effectively by the deputy headteacher and middle leaders. Working well together they have accurately identified the school's strengths and weaknesses. As a result, the school development plan is detailed and clearly focused on raising attainment and improving pupils' progress. The school has recently updated its computer software for recording pupils' attainment and progress. However, this software has yet to be used consistently by middle leaders and teachers to help plan lessons, critically evaluate pupils' achievement and ensure that teaching is always consistently good or better.

The governing body performs its duties well. Governors are keen to develop their skills and expertise and are working closely with external providers to refine their understanding of their roles and responsibilities. The recently appointed chair and vice-chair of governors have a good overview of the school's strengths and areas for development. The headteacher provides the governing body with a detailed analysis of attainment and progress. Through the close monitoring of outcomes, the governing body ensures that the school promotes equality and that any extremely

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rare incidents of discrimination are investigated. Systems and structures ensure that pupils are well cared for. The school fully meets the latest government requirements on safeguarding. The breakfast and after-school clubs are well run and provide pupils with a calm start and finish to the school day.

The curriculum is well matched to the needs of pupils and contributes to their above average attainment at the end of Year 6. Considerable and successful emphasis is placed on ensuring that the curriculum promotes a love of learning and offers a wide range of experiences which promote well pupils' spiritual, moral, social and cultural development. Effective use is made of the school environment to promote learning. Senior leaders have accurately identified relative weaknesses in English and mathematics and taken appropriate action. The curriculum is supported effectively by a range of extra-curricular activities, visits and visitors to the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 January 2012

Dear Pupils

Inspection of Princess Frederica Church of England Voluntary Aided Primary School, London NW10 5TP

Thank you for making us so welcome when we visited your school and for completing the questionnaire. We enjoyed our visit and talking to you. A special thank you goes to the steel pan players and drummers for giving up some of your lunchtime to play for us. My colleague and I really enjoyed the performance.

Your school provides you with a good education. By the end of Year 6, your attainment is above average in reading, writing and mathematics. Your progress and achievement are good. In our discussions, you told us that you enjoy school and feel safe because the staff look after you well. You know that you can turn to them if you are worried. We saw that you behave well and show respect for each other. The way that you all get on so well together, your knowledge of other faiths and customs, together with your love for music and art helped us come to the view that your cultural development is excellent. Well done! We were also very pleased to see that your attendance is above average.

We have asked the school to do these things to help you make better progress and reach higher standards.

- To plan for, and remind you about, your literacy and numeracy targets when you are working in other subjects and to make certain that you are clear how to improve your work.
- To make sure that, when teachers mark your work, they always give you ideas about how you can improve it.
- To use assessment information to make certain that the work you are asked to do always offers you the right level of challenge.

Please remember, to make your school better you must always try your best.

Yours sincerely

David Wynford-Jones
Lead inspector

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