

# Front Lawn Primary Academy

Broadmere Avenue, Leigh Park, Havant, PO9 5HX

**Inspection dates** 26–27 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The inspirational leadership of the headteacher has enabled the successful merger of two schools, created an effective staff team, hugely improved behaviour, and enabled rapid improvement in pupils' achievement.
- Senior and middle leaders and governors have all worked successfully to create a strong and effective school.
- Pupils achieve well in reading, writing and mathematics.
- Good teaching ensures effective learning for pupils. Teachers plan interesting lessons that engage pupils in their work and give them detailed and accurate feedback to help them improve.
- The good links made between talking and writing encourage the development of vocabulary and stimulate pupils' writing. Boys in particular respond very well to this approach.
- Careful tracking of the progress of all groups of pupils means that any at risk of falling behind are given good support to help them catch up.
- Effective early years provision ensures children get off to a positive, productive and enjoyable start to their education. Children behave well and enjoy their learning. They feel very safe in school and are confident that adults will take good care of them.
- The school makes excellent use of the government sports funding to promote pupils' physical well-being. This enables them to experience a wide range of sporting activities and engage in sporting competitions.

### It is not yet an outstanding school because:

- Spelling, handwriting and grammar are not always taught well enough.
- At times, teachers do not encourage pupils to set out their calculation work in mathematics. This limits the opportunities for them to develop their own ideas and apply their mathematical knowledge and skills.
- Teachers give pupils too few chances to practise their writing skills in different subjects as these subjects are not always covered in enough depth.

## Information about this inspection

- Inspectors observed 29 lessons or part lessons, of which three were jointly observed with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and three other governors, the headteacher and other senior staff, and a representative of the Academy Trust.
- The inspection team took account of the 38 written responses to the school’s own parent questionnaire collected during the inspection. There were too few responses to the Ofsted online Parent View survey for this to be used as evidence. They also spoke to several parents when they brought their children to school. The inspectors considered the responses to the 37 staff questionnaires.
- Inspectors observed the school’s work and looked at a number of documents including: the school’s own information on pupils’ current progress; planning and checks on the quality of teaching; assessment; the new curriculum; the school’s self-evaluation; records relating to behaviour and attendance; and documents relating to safeguarding and the use of the sports premium.
- The inspectors listened to pupils read in Year 2 and Year 6.

## Inspection team

Janet Sinclair, Lead inspector	Additional Inspector
Stephanie Matthews	Additional Inspector
Bruno Grzegorzec	Additional Inspector

## Full report

### Information about this school

- Front Lawn Primary is an above average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium is above average. This is additional government funding for pupils who are looked after or known to be eligible for free school meals.
- Children attend the Reception classes full time.
- A very small number of pupils with identified behavioural problems are educated part of the week at a local authority specialist unit.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school opened as an academy in April 2013. It is managed by The Kemnal Academies Trust. The substantive headteacher and one assistant headteacher were appointed in September 2013. A second assistant headteacher was appointed in January 2014.
- There is an on-site breakfast club.

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

- Improve the overall quality of teaching and pupils' achievement to outstanding by ensuring that:
  - staff promote pupils' handwriting, spelling and grammar skills in a planned and consistent manner
  - pupils have more opportunities to set out their calculation work in mathematics so that they can develop ideas and apply their mathematical skills in order to extend their learning
  - pupils have more opportunities for writing across the curriculum through more in-depth coverage of subjects.

## Inspection judgements

### The leadership and management are good

- The exceptional leadership of the headteacher, who is very ably supported by his assistant headteachers, has ensured a strong staff team and a focus on high achievement within a caring and supportive whole school community. The school has made rapid improvement in all areas since opening. This shows it clearly has the capacity to improve further.
- Middle leaders, such as those in charge of subjects, are developing their roles well, given the limited time they have been in post. They have been well trained by senior leaders to ensure they contribute effectively to school improvement. For example, the whole-school focus on linking talking and writing, raising achievement and improving pupils' behaviour.
- Detailed, thorough and accurate school improvement planning and self-evaluation show that leaders have a good understanding of how effective initiatives have been, how well the school has improved and what still has to be tackled.
- Senior leaders carefully check on the quality of teaching through, for example, lesson observations, coaching, checks on planning and pupils' work. Clear action plans for improvement, where needed, have helped to bring about rapid improvement in teaching.
- There are good systems for setting staff targets linked to their pay awards. The process is thorough and targets are well tailored to staff's experience and responsibilities. At all levels, it is clearly focused on pupils' achievement and continuing school improvement. Staff say that there is a strong focus on achievement and professional development that involves a career plan for them.
- Accurate procedures for tracking pupils' progress ensure that all staff have a clear view of how well pupils are doing and can quickly deal with the needs of any who are at risk of falling behind. This has helped the school to quickly close the gaps in the performance of different groups, thus promoting good relationships, ensuring equality of opportunity and eliminating any discrimination.
- The school uses the additional government funding for pupils effectively to ensure they achieve well both academically and socially. Their specific needs are identified early and there are staff trained to support their emotional needs where necessary.
- The school makes excellent use of the government's sports funding. It employs a full-time sports coach who teaches pupils, provides professional development for staff, and early morning physical activity sessions to promote awareness of a healthy lifestyle. There is a good range of competitive sports and success in competitions. Good partnership work with the local high school provides training for pupils as sports leaders, training for lunchtime supervisors, and specific lessons to develop the skills of talented pupils.
- The school provides a range of exciting activities that engage pupils in their learning. For example, the current topic on 'intergalactic inventions' has pupils travelling through time in their mathematics lessons at Key Stage 2 and following aliens' footsteps at Key Stage 1. English and mathematics receive strong consideration and this has supported pupils' good progress. However, the school does not provide enough depth to their work in other subjects and this in turn limits pupils' opportunities to write at length.
- An excellent range of visits, visitors and after-school clubs enhances the curriculum. The school promotes British values well; for example, knowledge of democracy is developed through the election of school councillors and the rule of law through their class rules. The school prepares them well for life in modern Britain through a strong focus on tolerance and respect for each other.
- The school promotes pupils' spiritual, moral, social and cultural development well through its strong focus on school rules, opportunities to reflect on learning and behaviour in assemblies and the many opportunities for social development through collaborative work and sporting activities.
- The academy chain has provided effective support for the school, particularly through funding that has enabled the school to make improvements to the fabric of the buildings. The school has secure and effective procedures in place to ensure the safety, safeguarding and welfare of all pupils and staff.
- The school carefully monitors the progress, behaviour and attendance of pupils who attend the local authority specialist behaviour unit on a part-time basis.
- Parents are very happy with the school and what it provides. They speak warmly of the school's improvement under the leadership of the headteacher. They have responded well to the school's initiatives such as through their attendance at class assemblies and the recent workshop on phonics (sounds that letters make).

### ■ The governance of the school:

Governors provide effective support and challenge to the school. Through their commitment, they have

been fully involved in helping to ensure the school's rapid improvement. They have a clear understanding of data on standards and progress, which helps them to recognise the improvements in the achievement of all groups of pupils. They know how good teaching is because the headteacher keeps them well informed; they have external checks undertaken and visit the school themselves to check on the validity of these. They know about the processes in place to reward good teaching and deal with less effective teaching. They carefully check that the process is secure and that teachers' performance is managed thoroughly.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and at play. They behave particularly well during wet playtimes and in celebration assemblies. Pupils speak very positively about how behaviour has improved.
- Effective systems for the management of behaviour, followed thoroughly by all staff, have helped to reinforce the school's high expectations for pupils' behaviour and ensured rapid improvement.
- Pupils are clear about the rewards and sanctions that are in place. They have been fully involved in developing school and class charters in order to promote good behaviour and respond well to the expectations for good behaviour.
- Pupils have positive attitudes to their learning. They respond quickly to adult instruction and concentrate well in lessons. Only occasionally when lessons do not engage them do they lose interest and become fidgety.
- Pupils enjoy school and take their responsibilities seriously. For example, the elected school council is proud of the fact that they have secured additional equipment for the school playground. Older pupils readily take responsibility for organising the hall for assemblies.
- The number of exclusions has reduced dramatically due to effective action. This includes part-time attendance for some pupils at a local authority specialist unit to support them in managing their behaviour and helping to reintegrate them successfully. The school carefully checks the provision for the behaviour and safety of these pupils.
- Pupils know what bullying is and say that there are very few incidents of bullying in school. They learn about the many forms of bullying through informative sessions, for example, the recent workshop on cyber bullying. They are confident that staff would deal with any incidents of bullying.
- Attendance has improved well over the past 18 months. The school has put much in place to secure this, including a minibus pick-up service, support from the education welfare officer and rewards for good attendance.
- The breakfast club provides a really good start to the day for those who attend. Lunchtimes are well organised, social occasions that provide good food and time for pupils to enjoy each other's company in pleasant surroundings.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe around the school and in lessons. They are confident of adult support if they need it and know that staff will take their concerns seriously.
- Staff ensure pupils learn about staying safe through, for example, discussions in assemblies that involve learning how to deal with problems related to their personal safety.
- The school takes very good care of its disadvantaged pupils. It provides effective support in school and uses outside agencies extensively, where needed. This has a positive effect on pupils' progress. Parents and carers are pleased with the good level of support their children get.
- Parents and carers are happy that the school keeps their children safe and ensures they behave well.

## The quality of teaching is good

- Rapid improvements in teaching over the past year have ensured pupils make good progress across the school.
- Teachers provide interesting lessons and have good relationships with pupils. This gives pupils confidence to try new things and concentrate well in lessons.

- Teachers' good subject knowledge and effective use of technical vocabulary ensure pupils develop their knowledge and understanding well.
- Teachers mark pupils' work carefully and set clear targets for further improvement. Pupils are expected to respond to marking so that they are clear about what they need to do to improve.
- Teaching assistants provide effective support for groups of pupils, especially disabled pupils and those who have special educational needs. For example, they have helpful discussions with pupils about their work and give clear guidance for writing.
- The most able pupils receive work that challenges them and meets their needs well. Consequently they enjoy their learning and make good progress.
- Effective teaching of phonics through a structured, well-planned approach enables pupils to use these skills well in their reading and writing.
- In writing lessons, teachers focus extremely well on developing pupils' vocabulary, both creative and technical, which ensures pupils enjoy writing and make strong progress in this aspect. However, they do not always focus enough on planning and organising the development of pupils' spelling, grammar and handwriting and this slows their overall progress.
- Teachers provide well-planned sessions for the development of pupils' reading skills. They also make good use of mini-computers to check the gaps in pupils' reading skills and provide activities that extend their knowledge and understanding.
- Pupils thoroughly enjoy the opportunities to use their skills in mathematics. Teachers make good use of topics to engage pupils in their work; for example, 'intergalactic inventions', word problems and time travel to explore analogue and digital time. However, they do not always give pupils enough opportunities to set out their calculation work in order to use and extend their mathematical skills effectively.
- Teachers make good use of homework, such as reading, number and topic work, to consolidate pupils' learning.

### **The achievement of pupils is good**

- Pupils make good progress in reading, writing and mathematics at Key Stage 1 and Key Stage 2.
- In 2014, the attainment of Year 6 pupils was below the national average and their progress broadly as expected, except in mathematics where it was lower. All staff worked very hard to accelerate pupils' progress, often from very low starting points, and were largely successful. Consequently, pupils made good and sometimes very good progress in just over a year. The attainment of pupils currently in Year 6 is in line with national expectations and their progress, both in lessons and over time, is good.
- Disabled pupils and those with special educational needs achieve well. The school supports them well through work that is tailored to their specific needs. This ensures they make good progress.
- The school provides well for its most able pupils through work that challenges them and regularly check on how well they are doing. It has effective links with a local secondary school that provides additional support for pupils working at the highest level (Level 6) to help them meet their full potential.
- Pupils in Year 1 did not do well in the national phonics screening check in 2014. Issues with teaching and the quality of provision affected their performance. The school now plans carefully for phonics with well-structured engaging lessons that promote effective learning. Consequently, pupils now use their skills in phonics to read unfamiliar words. They are securely on course to do much better this year.
- In 2014, the attainment of disadvantaged pupils at the end of Year 6 was over two terms behind other pupils nationally in reading, writing and mathematics. Within the school, disadvantaged pupils were over two terms behind their classmates in mathematics, one term in reading and attaining at a similar level in writing. The school has a large proportion of disadvantaged pupils and is successfully closing the gaps in their achievement in reading, writing and mathematics. Their progress is good. It is similar to and sometimes better than that of other pupils in the school.
- Achievement in mathematics is good. Pupils are keen mathematicians and develop effective calculation skills that help them to make good progress. Sometimes though, they have too few enough opportunities to use and extend these skills effectively through setting out their own work and developing their own ideas fully.
- A very good focus on reading in a wide variety of contexts, free books for pupils linked to their topics and well-taught phonic sessions have ensured good progress and a love of reading.
- Whole-school involvement in a programme that links talking and writing has ensured that pupils' achievement and enjoyment in writing has improved dramatically. However, their spelling, handwriting, and grammar lag behind. The school is aware of this and is already putting things in place to remedy it.

**The early years provision****is good**

- Children start in the early years with skills and abilities at levels below and sometimes well below those typical for their age. Most children make at least good progress across the areas of learning so that many reach a good level of development by the end of the Reception Year. This ensures they are ready for entry to Year 1.
- Good teaching of phonics develops children’s knowledge and skills very well and enables them to use these skills effectively in their reading and writing.
- Strong positive relationships ensure that children feel safe in school, enjoy all that is on offer and behave very well. Only occasionally do they find it difficult to settle to tasks and flit from one to the other.
- Teachers provide a good range of activities, both inside and outdoors, that engage and excite children and stimulate their curiosity. For example, they set up an activity based on aliens having left their footprints around the school.
- Children work well together, enjoy their snack times and cooperate well with each other in activities.
- Regular assessments of children’s progress ensure all staff plan work at the right level for them and any children not doing well enough are picked up quickly so they catch up.
- Staff work well with parents and carers, engaging them in their children’s learning through workshops, home reading and plenty of opportunities to discuss their children and their progress.
- Effective leadership of the early years has ensured all staff work together well to provide an exciting, well-organised place for children to learn.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	139273
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	449799

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Howard
<b>Headteacher</b>	James Munt
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	02392 482092
<b>Fax number</b>	02392 499256
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