

3SercO Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

**OFSTED**  
T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**SERCO**  
Direct T 0121 683 3888



28 January 2011

Mrs E Simpson and Mrs T Caffull  
Frobisher Primary and Nursery School  
Frobisher Drive  
Clacton-on-Sea  
CO15 2QH

Dear Mrs Simpson and Mrs Caffull

### **Notice to improve: monitoring inspection of Frobisher Primary and Nursery School**

Thank you for the help which you and your staff gave when I inspected your school on 27 January 2011 and for the information which you provided during the inspection.

Since the last inspection, there have been a number of staff changes; four teachers have left and two newly qualified teachers have been appointed. Mobility both in and out of the school other than at the expected times has increased, with around a fifth of pupils in Year 6 having joined the school in the last year. Likewise, the number of pupils identified with special educational needs and/or learning difficulties has also increased across the school to well above average proportions, with around half the school identified with specific learning needs.

As a result of the inspection on 24–25 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement, and satisfactory progress in demonstrating a better capacity for sustained improvement.

Slow but steady progress is being made in improving all areas of learning, ensuring that standards in English and mathematics are gradually moving in the right direction. This is particularly the case for those pupils who have remained at the school from Year 2 through to Year 6, who are on target to reach national averages in English and mathematics this year. The mixed-age class, specifically aimed at supporting pupils identified with special educational needs and those with learning difficulties, make better than expected progress, because of pertinent individual targeted support. A number of newly instigated interventions in other classes, such

as one-to-one tuition for an increasing number of pupils, and strategies, such as 'Number Cruncher' to raise standards in mathematics in Year 2, are also having a positive impact on raising achievement.

The quality of teaching is improving. Staffing is now more stable and, consequently, there is a more consistent approach to teaching resulting in satisfactory learning and progress across the school. Teachers have a clearer understanding of what pupils can achieve, although not all teachers are consistently aiming work high enough to challenge all pupils. This more consistent approach by teachers is ensuring that pupils have a clearer understanding of what they are due to learn and the tasks that they are expected to carry out and helps them to make satisfactory achievement. Teachers regularly check during lessons that pupils are aware and understand what is expected of them. Where teaching remains satisfactory rather than good, pupils do not make as much progress as they could because activities and questioning are not sufficiently challenging. In the good lessons, teachers frequently asked open-ended questions to encourage participation from all pupils. Consequently, pupils are more actively involved in their learning, and the introduction of talk partners in some activities in literacy lessons, for example in Year 4, is also having a positive impact on raising pupils' attainment. In many classes, marking is becoming increasingly useful, with teachers giving clear guidance to help pupils improve their work. Written comments or symbols from teachers let younger pupils know how well they have done and give them steps for improvement. As one governor described the change, 'You can walk into school and see confidence in the children's achievements and endeavours.'

The local authority continues to provide effective support for the school. Local authority advisors have worked closely with the leadership team in monitoring improvements and providing expertise. This has included literacy and numeracy consultants engaged in advising and supporting coordinators. Inspection evidence shows that this additional, focused support has been effective in improving the quality of teaching and the capacity of leaders at all levels in driving school improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Susan Vale  
**Additional Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in 24-25 June 2010 were**

- Improve the quality of teaching in order to raise attainment by increasing teachers' expectations of what the pupils can achieve and by ensuring that in all lessons:
  - pupils have a clear understanding of what they are due to learn and the tasks they are expected to carry out
  - teachers give pupils varied, well-paced activities that fully engage their interest
  - teachers and support staff ensure that all pupils are actively involved
  - work is set that is appropriately challenging for pupils of all abilities
  - pupils are given clear guidance, through marking, that shows them what they need to do to improve their work
  
- Involve pupils more actively in their learning in order to accelerate their progress by:
  - directing questions at those who are reluctant to volunteer answers
  - consistently giving pupils clear success criteria so that they can evaluate for themselves how well they are learning
  - ensuring that pupils routinely check their work
  - encouraging pupils to take a greater pride in the presentation of their work