

Frogwell Primary School

Inspection report

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|--------------------------------|----------------|
| Unique reference number | 126479 |
| Local authority | Wiltshire |
| Inspection number | 385344 |
| Inspection dates | 7–8 March 2012 |
| Lead inspector | Chris Nye HMI |

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

| | |
|--|---|
| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 251 |
| Appropriate authority | The governing body |
| Chair | David Rousell |
| Headteacher | Avis Ball |
| Date of previous school inspection | 19–20 January 2011 |
| School address | Derriads Lane Chippenham Wiltshire SN140DG |
| Telephone number | 01249 652815 |
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| | |
|---------------------------|----------------|
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| Inspection date(s) | 7–8 March 2012 |
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Introduction

Inspection team

Chris Nye

Her Majesty's Inspector

Lesley Voaden

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in every class and observed parts of 20 lessons, taught by 12 teachers. Meetings were held with pupils, governors, representatives of the local authority and school staff, including the headteacher, deputy headteacher and senior staff. Inspectors observed the school's work, including looking at pupils' books, and looked at a number of documents, including assessment data, monitoring evidence, and curriculum and improvement planning. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. Due to the nature of this inspection, questionnaires were not distributed to parents and carers. However, during this inspection, their views were gained through a meeting with a representative group and scrutiny of the outcomes of the school's own parental questionnaire, which had 86 responses.

Information about the school

Frogwell is an average-sized primary school which serves a socially mixed community. The proportion of pupils known to be eligible for free school meals is above average and the percentages of pupils from minority ethnic backgrounds and those who speak English as an additional language are below average. Children in the Early Years Foundation Stage are admitted into the Reception class at the age of four. In the most recent national tests (July 2011), the school did not meet the government's current floor standard. The school has a specialist learning centre which supports 15 statemented pupils with a range of physical and complex learning needs. The proportion of disabled pupils and those with special educational needs in the mainstream school is above average, with needs relating mainly to specific learning difficulties, speech, language and communication difficulties, and behavioural, emotional or social difficulties. The school has an on-site after-school club; this is not managed by the governing body and is therefore the subject of a separate inspection.

When it was last inspected, the school was judged to require special measures. It was asked to raise achievement in English and mathematics and ensure that leaders and managers at all levels are driving improvements forward.

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall effectiveness | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- In accordance with section 13(4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures.
- This is a satisfactory and improving school, which has tackled the weaknesses identified in the previous inspection effectively. The headteacher and senior leadership of the school have united staff in driving such improvement and this is having a significant impact on raising standards of pupils’ achievement. Subject leaders are using assessment data very well to monitor progress in their subjects, but are aware that they need to develop their skills further in monitoring subject teaching. The governing body is well-informed and provides a suitable balance of challenge and support which is further helping the school in its drive to improve. Although improvements are still comparatively recent, inspection evidence suggests that these are secure and that the school has the capacity to build upon these effectively. The school is not good yet because:
 - the quality of teaching is satisfactory overall
 - pupils’ attainment and progress in mathematics does not meet national expectations
 - subject leaders do not have sufficient skills to monitor subject teaching.
- Pupils make good overall progress in Early Years Foundation Stage, relative to their comparatively low starting points. In Key Stage 1, progress is also good and in Key Stage 2 it is satisfactory, but rapidly improving. Overall, pupils’ achievement in reading and writing is good, but in mathematics, although satisfactory, progress is not as rapid. Pupils in the specialist learning centre make good progress from exceptionally low starting points. Overall, teaching is rapidly improving and much is good or better as a result of effective management of teachers’ performance, leading to well-focused professional development opportunities. However, it is satisfactory overall because there are some inconsistencies in the challenge to more-able pupils, the application of the school’s marking policies, and the pace of some lessons.
- Attendance is above average and pupils are kept safe. Behaviour throughout the school is good because effective behaviour management policies and strategies are consistently applied and pupils respond positively to the school’s

provision of good opportunities for their spiritual, moral, social and cultural development.

Schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure that teaching is at least good by July 2012, by:
 - ensuring a greater consistency in the way that more-able pupils are challenged to improve in lessons
 - ensuring that marking policies are consistently applied in every class
 - ensuring that the pace of learning is further improved by pupils being more consistently and actively engaged in all their lessons.

- Build upon recent improvements in pupils' achievement by raising attainment and progress in mathematics across the school so that they meet national expectations by:
 - providing more opportunities for pupils to use and apply their mathematical skills in solving problems
 - ensuring that marking consistently provides clear guidance to pupils on how to develop their mathematical skills.

- Develop subject leaders' confidence, experience and skills in monitoring all aspects of teaching and learning in their subjects so as to further drive forward recent improvements.

Main report

Achievement of pupils

The school's own questionnaire indicates that almost all parents and carers feel that their children make good progress and the pupils themselves are very positive about their learning and progress. Inspection evidence shows that achievement is improving rapidly as a result of enthusiastic teaching. For example, in a science lesson, pupils were enthusiastically demonstrating a good understanding of the human skeleton because of a skilful and energetic teaching style. However, leaders understand that this pattern needs to be further embedded to demonstrate a secure trend of improvement over time.

Children enter the Early Years Foundation Stage with skill levels below those expected for their age, especially in communication, language, and literacy. They make good progress overall and outcomes at the end of the Reception Year are close to those found nationally, although attainment is slightly lower in writing and in their use of calculating skills in mathematics.

In Key Stage 1, pupils make good progress in reading and writing; an improving trend over the last two years has been built upon further and the school is on track

to exceed challenging targets, which are above national expectations. Pupils use phonics (linking letters with the sounds they make) effectively to support their reading and attainment at the end of Key Stage 1 is above average. Writing is improving rapidly and is a particular strength because of good teaching. In mathematics, pupils start Key Stage 1 with skills below expected levels for their age and make satisfactory progress. The school recognises the need to improve the pace of progress in mathematics, for example by providing opportunities more consistently across the school for pupils to use and apply their skills in solving problems, so as to raise attainment.

As a result of rapid improvements in teaching, inadequate achievement in Key Stage 2 has been successfully reversed. The most recent assessments, the accuracy of which is confirmed by internal and external moderation and inspection evidence, show a rapid improvement in pupils' progress and attainment. The current Year 6 are on track to meet challenging progress and attainment targets, which exceed age-related expectations in reading and writing and come close to this in mathematics. This improvement is reflected across the Key Stage, although pupils' achievement in English is more marked than in mathematics.

In lessons, pupils enjoy their learning and generally make good progress, although sometimes the progress of more-able pupils is slower. The school is, nevertheless, successfully closing the gap between the achievements of different groups. Pupils who are known to be eligible for free school meals make good progress, relative to their starting points. Disabled pupils and those with special educational needs, including those in the specialist learning unit, make good progress in lessons, often from very low starting points. This is because highly skilled and committed staff provide very well-focused teaching and care to meet pupils' specific learning needs.

Quality of teaching

Almost all parents and carers who responded to the school's questionnaire and all those who met inspectors said that they felt their children are taught well and pupils say that they enjoy their lessons. Inspectors found that, although teaching is satisfactory overall, it is improving and much is good and some is outstanding.

Leaders have successfully eradicated any previously inadequate teaching. Overall, teaching is now satisfactory and improving with some good or better teaching observed during the inspection throughout the school, although the pace of some lessons is hampered by pupils being inactive for too long. The best teaching is lively, imaginatively planned, and resourced so that pupils of varying needs and abilities are engaged in their learning, behave very well and make good progress. For example, in a mathematics lesson on the subtraction of money, pupils were enthusiastically and accurately applying the strategies that they had been taught to real-life problem-solving situations. Most teaching is well planned and a common strength is the way in which lessons link to pupils' prior learning. Effective questioning and monitoring of pupils' progress during lessons are used well to adapt planning so that teaching meets pupils' emerging needs. Teachers have good subject knowledge and set high expectations for most pupils, although, in some lessons, more-able pupils are not challenged sufficiently. Teaching assistants are used well to support pupils' learning, especially those with disabilities or special educational needs. Teaching is

encouraging pupils' spiritual, moral, social and cultural development effectively. This was illustrated well in one lesson in which pupils were enthusiastically undertaking role play debates on the rights and wrongs of industrial tuna fishing.

Suitable policies for marking are well-established and a strength is the way in which pupils assess their own progress, for example, by using 'marking ladders' which link to clearly defined success criteria. However, although written guidance to pupils is improving and most pupils have a clear understanding of their targets, inconsistencies remain in the depth and quality of written guidance that teachers' marking provides the pupils on how to improve their work and achieve such targets.

Behaviour and safety of pupils

Pupils' behaviour in lessons and around school is good because effective policies are applied consistently. The overwhelming majority of parents and carers who responded to the school's questionnaire and all those who met inspectors felt that the school ensures that pupils behave well and are kept safe. The pupils themselves say that they feel safe, happy and well cared for in school. Strategies, for example 'Time to Talk' and 'Calm Kids', help to ensure that all pupils feel well supported and they have a good understanding about how to keep themselves fit and healthy. The school is proactive in preventing bullying and racism in all its forms and pupils have a good understanding of why these are wrong and how to respond appropriately to them. Pupils demonstrate a high level of awareness of different kinds of bullying, such as cyber bullying and name calling. Rare instances of extreme behaviour are tackled effectively. Pupils are polite to adults and demonstrate care and consideration towards each other. They are especially supportive of disabled pupils. A bright and attractive learning environment celebrates pupils' successes, values their learning and reflects the inclusive ethos of the school. As a result of effective strategies and positive pupil engagement in their learning, attendance has improved steadily and is now above average.

Leadership and management

Since the school was made the subject of special measures, senior leaders, with the effective and proportionate support of the local authority, have worked diligently and successfully to improve the school. They have been particularly effective in improving the quality of teaching, for example by improving the use of pupils' assessment data to inform planning and track progress. Staff are fully committed to the drive and ambition demonstrated by the headteacher and deputy headteacher and have welcomed the support and training that is helping them to achieve such improvements. As a result, pupils' achievement is improving rapidly and systems are embedded sufficiently across the school to ensure that this continues in the future. The school's good capacity to improve is also enhanced by effective strategic planning, which focuses appropriately on remaining weaknesses and identifies suitable priorities, actions and measureable success criteria. Subject leaders have a much-improved awareness of the strengths and weaknesses in their subjects, but recognise that their skills, confidence and experience in, for example, using a wide range of strategies to monitor teaching and its impact on learning, are underdeveloped.

The curriculum is satisfactory because it is broad, balanced and matches the needs of the pupils. However, the school is currently reviewing its provision so as to strengthen mathematics, science, and pupils' understanding of the wider world. A strength of the curriculum is the way in which it provides effective opportunities to promote pupils' spiritual, moral, social, and cultural development, for example through music and art.

The governing body is well organised and provides good levels of support and challenge. It is committed to the school and has a good understanding of its strengths and weaknesses. This is because communications are good and the governing body understands and interprets assessment and performance data effectively. All safeguarding procedures are securely in place and applied rigorously. Inclusion is at the heart of the school's ethos; although achievement is only satisfactory, it is improving in practice and the promotion of equality of opportunity for all staff and pupils is subsequently effective, especially in the way disabled pupils and those with special educational needs are supported.

A number of partnerships, for example with the local community and local authority, are managed effectively to promote pupils' learning and well-being. For example, the school works closely with parents, carers, and external agencies to support individual pupils, for example those in the specialist learning centre whose circumstances make them potentially vulnerable.

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.



9 March 2012

Dear Children

Inspection of Frogwell Primary School, Chippenham SN14 0DG

I have enjoyed my visits to your school recently and I would especially like to thank you for the warm welcome that you gave my colleague and me when we visited you this week. I am absolutely thrilled to be able to tell you that, because of everyone's hard work, Frogwell no longer needs special measures because it is a satisfactory school. Congratulations to all of you! These are the things that your school does particularly well.

- All the adults have worked very hard to sort out the weaknesses that the last inspection reported on and you now go to a satisfactory school, which is rapidly improving further!
- You are cared for very well and teaching is starting to help you to make much better progress, especially in your reading and writing. Well done!
- We were very impressed with how well you treat each other and behave in the playground and in lessons. Keep it up!
- The adults in charge of the school do a good job in leading the school and ensuring that it continues to improve.

Although the school is doing well, there are still things that it can improve even more. I have asked the leaders of the school to focus on three things:

- making all teaching as good as the best by ensuring that you are not inactive in lessons for too long, that marking is always helpful to you and that more-able pupils are always challenged.
- making sure that you all make faster progress in mathematics.
- making sure that subject leaders have an even better understanding of how well their subjects are taught so that they can improve them even more.

You can help by continuing to try your hardest in lessons.

Yours sincerely

Chris Nye
Her Majesty's Inspector (on behalf of the inspection team)

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