

Frogwell Primary School

Inspection report

Unique Reference Number	126479
Local Authority	Wiltshire
Inspection number	360095
Inspection dates	19–20 January 2011
Reporting inspector	Susan Gadd HMI

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Mrs Verly Ives
Headteacher	Mrs Avis Ball
Date of previous school inspection	26 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 18 lessons and observed 12 teachers. They observed the school's work, and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, reports from the School Improvement Partner and questionnaires completed by 104 pupils and 111 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- evidence about current attainment, learning and progress for all groups of pupils
- whether pupils understand how to improve their work
- the extent to which teaching and assessment consistently meet the needs of all pupils
- the impact of leaders and managers at all levels, including the governing body, in ensuring that effective steps are taken to embed ambition and drive improvements forward.

Information about the school

Frogwell Primary School is larger than the average primary. It has an Early Years Foundation Stage that admits children full time from the age of four. The school also has a specialist learning centre for 15 pupils, all of whom have a statement of educational needs. The proportion of pupils known to be eligible for free school meals is similar to the national average. The percentage of pupils from minority ethnic groups is below average, as is the number of pupils starting the school with English as an additional language. The proportion of pupils with special educational needs and/or disabilities is higher than found nationally. This group includes pupils with physical and complex learning needs, those who require speech and language support, some who have moderate and specific learning difficulties including Down's syndrome, or emotional, social and behavioural difficulties. The onsite after-school club is not managed by the governing body. This is inspected separately as it is not part of the school.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The overall effectiveness of Frogwell Primary School is inadequate. The headteacher and senior leaders have worked towards improving the provision and outcomes for pupils since the previous inspection. However, these efforts have not brought about the necessary improvements rapidly enough. Consequently, the school's capacity for sustained improvement is inadequate.

Currently, pupils make good progress in the Early Years Foundation Stage but inconsistent progress throughout Key Stages 1 and 2 in English and mathematics, resulting in inadequate progress over time. Attainment at the end of Key Stage 1 has declined over the last two years and remains low. In 2010, the national tests taken by pupils in Year 6 reflected broadly average attainment. Pupils made satisfactory progress as a result of additional intervention programmes, with a significant improvement in mathematics. Some pupils make good progress as a result of direct intervention. However, the improved upward trend seen in 2010 has not been sustained: pupils' current work and the school's data show that pupils are underachieving. This is particularly the case for boys and those who are more able, in both English and mathematics. Pupils with a statement of educational needs within the specialist learning centre make good progress. Other pupils who have special educational needs and/or disabilities within the main school make satisfactory progress as a result of the support they receive.

Behaviour is satisfactory overall, although inspectors observed instances where pupils' concentration lapsed, as well as isolated incidents of inappropriate behaviour that were directly the result of inadequate teaching. Attendance is satisfactory: pupils report that they feel very safe and, on the whole, enjoy coming to school. A strength of the school is the development of good social skills through group discussions and the opportunities for pupils to support each other around the school. However, pupils' basic skills in literacy and numeracy remain inadequate and, as a result, pupils are not prepared well enough for their future.

Teaching and assessment are inadequate, although there are elements of satisfactory and good classroom practice. In some lessons, planning does not take account of information gained from the school's tracking document and consequently pupils are given work that is not appropriate to their needs. This is especially the case for some boys and the more-able pupils. Although pupils are set targets in English and mathematics, these are not referred to frequently enough to have a positive impact on pupils' learning. In addition,

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marking does not always provide pupils with the next steps to learning. Consequently, not all pupils understand how to improve their work.

Leadership is inadequate. The school's self-evaluation is insecure because the impact of strategies for improvement is not evaluated rigorously enough. This is partly because the strategic plan and subject plans do not always include specific measures of success. In addition, subject leaders are not always given sufficient time to evaluate the impact of initiatives. As a consequence, some subject leaders are not clear about the progress pupils are making or the impact of actions on outcomes for pupils. Phase leaders carry out detailed analyses of the progress that pupils make, through the school tracking document, and are involved in regular review meetings where interventions are identified for those who are underachieving. However, leaders and managers at other levels do not always have a clear understanding of how all pupils are achieving and do not use the available information fully to make a difference to pupils' attainment and achievement. The school does not have a specific action plan for improving teaching although inconsistencies in the quality of classroom practice were identified for action at the last inspection. Consequently, progress in this area since the previous inspection is inadequate. Governance is inadequate: some governors are new to their role and have provided limited challenge to the school to address weaknesses and bring about improvements.

What does the school need to do to improve further?

- Raise achievement in English and mathematics in Key Stages 1 and 2 by:
 - improving the quality of teaching and assessment .
 - developing planning that effectively uses information about pupils' prior achievement to ensure that work set allows all pupils, including boys and the most able, to achieve their best .
 - making sure that pupils know and understand their targets in English and mathematics and have an opportunity to refer to these regularly .
 - ensuring that marking provides pupils with clear guidance on how to improve their work.
- Ensure leaders and managers at all levels, including the governing body, are effective in driving forward improvements by:
 - using current data more effectively to gain a clear grasp of pupils' progress, both within subjects and as pupils. move up through the school
 - developing a systematic cycle for monitoring the quality of teaching and learning .
 - providing subject leaders with sufficient time so that the quality of monitoring has a sharper focus on measuring the impact of initiatives on pupils' progress.

Outcomes for individuals and groups of pupils**4**

Children make good progress in the Early Years Foundation Stage from starting points that are generally below those expected for their age. As a result, children enter Year 1 ready for the next stage of their education. However, this is not built on effectively. Inadequate teaching results in inadequate achievement in Key Stages 1 and 2. Although

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improvements were evident in the end of Year 6 test results in 2010, progress across the school is too variable in English and mathematics.

Pupils in the specialist learning centre make good progress as a result of a carefully planned curriculum and good teaching but, overall, pupils who have special educational needs and/or disabilities make satisfactory progress. This is a consequence of the satisfactory interventions and support they receive during group work in class.

Pupils make a good contribution to their school and the local community. Many enjoy school and are proud of the responsibilities they have in developing their school community and that of the locality. The school council is considering ways in which to develop wet-play activities and improve sports equipment. Other pupils are given a range of responsibilities around the school which enable them to make a good contribution to their immediate community, for example as class and library monitors. Beyond the school, some pupils are members of the 'School Parliament'. This enables pupils to have a real say in developing their community facilities, for instance through debating the benefits of having several small parks in their locality instead of one large park. In addition, at Christmas, the school choir sing to members of the community and pupils support a range of charities through fundraising events.

Pupils speak very confidently about what constitutes a healthy diet. The regular visits by the 'Life Van' help pupils understand the importance of staying healthy. They enjoy a range of clubs offered by the school and understand the contribution this makes to keeping them fit and living a healthy lifestyle.

Pupils' spiritual, moral, social and cultural development is good. Pupils appreciate the many opportunities they have to express their feelings and share their views through dedicated time in the curriculum. All pupils have the opportunity to share their feelings through the use of a 'worry box' and, additionally, Year 6 pupils are able to talk to the school counsellor. They have strong views about the importance of being able to express their feelings; as one child stated, 'It stops your worries from just growing.' These many opportunities for discussion also enable pupils to consider the difference between right and wrong. Pupils enjoy opportunities to learn about a range of religions through, for instance, art and the celebration of festivals. One child commented, 'Learning about religions helps me understand others and respect differences.' ♦

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Overall, the quality of teaching and assessment is inadequate. Whilst there is some satisfactory and good practice within the school, this is not consistent or widespread enough for pupils to make up for past underachievement. Some intervention programmes help pupils make good progress, but given the inadequacies in teaching and assessment overall, these have insufficient impact on outcomes as a whole.

Knowledge of pupils' past achievement is not used effectively to tailor work to the needs of individuals and this leads to inadequate progress for significant numbers of pupils. On occasions, teachers spend too much time talking and consequently the pace of lessons is slow, so some pupils lose interest and become restless. Boys in particular, find it difficult to make sufficient progress in these lessons. As one child stated, 'Teachers spend too much time talking and I don't have much time to finish my work.' Although support staff are effectively deployed during group work, this is not always the case during the introductions to lessons.

The satisfactory curriculum is broad and balanced. Cross curricular links between a range of subjects have been established, providing pupils with a meaningful context in which to learn. However, the progression of skills, although identified, requires further development to ensure the school has an overview of the whole curriculum and can identify fully the impact it has on pupils' learning. A number of pupils commented on how much they enjoy

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the range of clubs such as tag rugby and football. They were particularly enthusiastic about their residential trips to the Isle of Wight and Braeside.

Care, guidance and support are satisfactory overall. The strongest features are the school's links with outside agencies to meet the specific needs of those pupils in the specialist learning centre and the use of a school counsellor in Year 6. Transition arrangements for pupils transferring to secondary school are good, although they are satisfactory for children moving from the Early Years Foundation Stage into Year 1.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Since the previous inspection, leaders and managers have tried to deal with the issues raised at that time with the support of the local authority. However strategies introduced, particularly in English and mathematics, have not had sufficient impact on improving the quality of teaching and assessment to raise the outcomes for pupils overall. A lack of systematic monitoring procedures and no specific action plan to tackle the inconsistencies in teaching mean that significant numbers of pupils make inadequate progress at various points within the school. This has been compounded by insufficient time for subject leaders to implement or evaluate their action plans. Leaders and managers at all levels have not taken secure steps to ensure that improvements are lasting or effective. Consequently, the school's capacity for sustained improvement is inadequate.

Inspection evidence indicates that there is significant inequality in the amount of progress that groups of pupils make as they move through the school. The school's ability to promote equality and tackle discrimination is therefore inadequate. All staff have been successful in establishing a caring ethos within the school. Safeguarding procedures are satisfactory. The promotion of community cohesion is inadequate. The school has worked with local schools to develop a plan to meet the needs of the community. However, no evaluation exists regarding the impact of this plan on the pupils in the school.

Since the last inspection, the governing body has not taken appropriate steps to hold the school to account. The Chair of the Governing Body is aware of these inadequacies and is keen to seek support and advice to remedy this situation.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The Early Years Foundation Stage leader provides satisfactory leadership and ensures that good transition and welfare arrangements are in place for children joining the school from a variety of settings. Consequently, children feel safe and secure.

Effective communication procedures ensure that parents and carers are involved in their child's learning experience through the regular sharing of information.

Children enter Reception with skills generally below those expected for their age, except in writing and linking sounds and letters, in which they are well below expectation. They make good progress as a result of the good teaching and by the end of Reception are well prepared for Key Stage 1.

Adults use observations to plan well for the needs of individual children and identify the next steps in learning. This involves adapting the curriculum to match the interests of individuals. However, these observations are more detailed in some areas than in others. Good teaching and effective questioning enable children to make good progress.

The six areas of learning that form the Early Years Foundation Stage are planned for in detail in the indoor learning environment. Children show good personal and social skills when they initiate learning for themselves. Children behave well and are aware of who they can go to for help and support. In this environment, there is a good balance between adult-led learning and child-initiated learning. Provision within this setting is satisfactory as the use of the outdoor area has not been fully developed since the previous inspection. A new outdoor area has been established but access to this learning environment is limited and consequently children are not always encouraged to develop their skills fully in this part of the provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents who responded to the questionnaire were positive about the school. They were particularly positive about how their children are encouraged to be healthy and how they are kept safe. Inspection evidence concurred with this. A number of parents commented on the poor way in which the school dealt with behavioural issues. Inspectors did not find evidence of this during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frogwell 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.

The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	50	47	42	6	5	0	0
The school keeps my child safe	72	65	38	34	1	1	0	0
My school informs me about my child's progress	56	50	50	45	4	4	1	1
My child is making enough progress at this school	55	50	55	50	0	0	1	1
The teaching is good at this school	60	54	50	45	0	0	1	1
The school helps me to support my child's learning	60	54	50	45	0	0	1	1
The school helps my child to have a healthy lifestyle	52	47	56	50	1	1	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)	50	45	55	50	0	0	1	1
The school meets my child's particular needs	49	44	61	55	0	0	1	1
The school deals effectively with unacceptable behaviour	55	50	44	40	5	5	5	5
The school takes account of my suggestions and concerns	36	32	60	54	10	9	1	1
The school is led and managed effectively	55	50	53	48	1	1	1	1
Overall, I am happy with my child's experience at this school	61	55	49	44	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 January 2011

Dear Pupils

Inspection of Frogwell Primary School, Chippenham SN14 ODG

I visited your school recently with two other inspectors. I would like to thank those of you who talked to us about your work and life at the school. There are some good things happening in your school but we feel it needs special help so that you can all make more progress with your work. This means that inspectors will visit the school again to make sure things get better and that your learning improves.

This is what we found:

- your headteacher and staff care for you well
- children in Reception make good progress
- many of you in other year groups do not make the progress of which you are capable because the teaching is not always good enough
- behaviour around the school is satisfactory
- you enjoy taking on responsibilities and are pleased with what the school council has achieved
- you know the difference between right and wrong and enjoy being healthy
- you like attending the clubs and, in particular, going on residential trips.

We have asked the school leaders to make sure:

- you all do your best, particularly in English and mathematics
- that you have a chance to understand your targets and that marking in books helps you understand how to improve your work
- that the work you are set is not too easy for you
- you get better at knowing how well you are learning and how much progress you are making as you move up through the school.

You can all help by attending school regularly and continuing to work hard in lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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