

# Frobisher Primary and Nursery School

Inspection report

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<b>Unique Reference Number</b>	114757
<b>Local Authority</b>	Essex
<b>Inspection number</b>	363825
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Julie Winyard HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	277
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dan Casey
<b>Headteacher</b>	Emily Simpson and Tracey Caffull (Co-Headteachers)
<b>Date of previous school inspection</b>	24 June 2010
<b>School address</b>	Frobisher Drive Jaywick, Clacton-on-Sea CO15 2QH
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The team observed 16 lessons and saw eight teachers. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at the school improvement plan, various external reports about progress the school is making, teachers' plans, curriculum plans, and individual education plans. They analysed the 21 responses to the parental questionnaire.

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

- Inspectors analysed the attainment and progress of different groups of pupils.
- They looked at how well teachers use assessment to plan for pupils' learning.
- They analysed attendance data and looked at how the school tries to improve it.

## Information about the school

Frobisher Primary School and Nursery is a slightly larger than average primary school. Almost all pupils are White British with very few from minority ethnic backgrounds. Around half of the pupils have been identified as having special educational needs and/or disabilities which is well above the national average. The highest proportion of additional needs identified are for specific and moderate learning difficulties. A high proportion of pupils join and leave the school at different times during the year. Since the monitoring inspection, a number of teachers have left the school and a new deputy headteacher took up her post nine weeks ago. The school has been awarded the Inclusion Quality Mark and Healthy Schools status.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has made good progress with all the key issues from the previous inspection and progress has accelerated since the monitoring inspection. This is due to the outstanding leadership of the co-headteachers. Their unrelenting ambition for the best possible outcomes for pupils has inspired all staff to improve which, for example, has resulted in a significant improvement in the quality of teaching from inadequate a year ago to good overall now. Better teaching is beginning to have an impact on pupils' achievement; they are currently making satisfactory and in some cases good progress and their attainment although low, is improving. Pupils with special educational needs and/ or disabilities are also making satisfactory progress. Currently progress is mostly good for those pupils who have been in the school for several years; however, this is not yet the case for those who arrive part-way through their primary education. Whilst teaching overall is good, teachers are not always ensuring that all groups of pupils know exactly how to be successful learners in every lesson. Assessment to support learning remains satisfactory because feedback during lessons and teachers' written marking in pupils' books is not always giving clear enough guidance on why work is good or precisely how pupils can improve their work. Also pupils are not given sufficient time in lessons to make any improvements teachers recommend.

Parents and carers who responded to the questionnaire are overwhelmingly supportive of the school and feel that both they and their children are listened to and supported. This is due to the exceptional care, guidance and support that the school provides, enhanced by outstanding procedures for safeguarding pupils including thorough and robust risk assessments for school visits, school buildings and play areas. Parents and carers have tremendous confidence in the school's ability to care for their children because pupils say how safe they feel and that they have no fear of being bullied. They say they can talk to all adults in the school and that adults listen carefully to their concerns and deal with any issues immediately. The exceptional work of the pastoral team, including learning mentors and the family liaison officer, has had a huge impact on ensuring these positive outcomes. Attendance has also improved significantly since the last inspection and is now average. This is because the school is determined that children within their area should get to school. For example, they run two buses from a nearby estate to support families. Also pupils really enjoy all their lessons and want to come to school every day. The new curriculum is beginning to contribute to pupils' enthusiasm for coming to school; however, it has not yet had time fully to impact on improving their achievement.

Pupils' spiritual, moral and social understanding is good and this results in their good behaviour in lessons and around the school. Although there is a strong sense of community within the school and the local area, pupils' cultural awareness is very limited

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and they do not have a concept of the wider multi-cultural United Kingdom or global communities to which they belong. Opportunities to develop this knowledge and understanding are not yet embedded in the new curriculum.

Middle leaders have gained in confidence over the last year and have a good understanding of how to improve teaching and achievement, especially in English and mathematics. The new deputy headteacher has already had a positive impact on improving the curriculum and resources for information and communication technology. These improvements, especially the impact of better middle leadership on raising achievement in English and mathematics and the outstanding impact of the work of the co-headteachers, ensure that the school has a good capacity to make further improvements. The school's self-evaluation is good although cautious in grading the quality of teaching.

Up to 40% of the schools whose overall effectiveness is judged 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?**

- Raise attainment and improve the rate of progress for all pupils, particularly those who enter and leave the school at different times of the year.
- Improve verbal feedback in lessons and written marking in pupils' books by:
  - ensuring that all groups of pupils know exactly what they need to do to achieve good learning in lessons
  - establishing a consistent approach to written marking which explains exactly why a piece of work is good and what needs to be done to make further improvement
  - ensuring all pupils are given sufficient time during lessons to respond to teachers' feedback.
- Ensure the revised curriculum has a positive impact on improving learning and progress and enables pupils to understand their place in a multi-cultural society.

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

**3**

Validated national data from November 2010 show that pupils' attainment is significantly below national averages both at the end of Year 2 and Year 6. This is due to gaps in pupils' knowledge and understanding because of previously inadequate teaching. Inspection evidence indicates that attainment is improving. For example, in over half the lessons observed attainment was around average. This is also the case with pupils' progress, which has accelerated in the last year due to good teaching. The school's own data indicates that attainment and progress have improved for those pupils who have been in the school for at least four years ('core' pupils). For example, the majority of these 'core' pupils are making good progress and their attainment levels are slightly above the new floor targets set by the government. However, the attainment of those pupils whose circumstances mean they move in and out of the school part-way through their primary education remains below average and their progress is satisfactory. The attainment of all pupils with special educational needs and/or disabilities is significantly below their peers at the end of Key Stages 1 and 2. However, their progress is good in English and satisfactory in mathematics.

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Pupils have a good understanding of how to adopt a healthy lifestyle. They enjoy physical exercise and sports clubs are popular. They are very definite that 'fizzy drinks rot your teeth!' and that fruit and vegetables are 'essential'. They currently make a satisfactory contribution to the school community, taking an active part in fund raising for different charities. They feel they have a voice in what happens in the school and that the soon to be re-instated school council will give them a definite forum to express their views. Pupils' recent involvement in setting up a Fair Trade shop has contributed to their cultural understanding and they show genuine concern to help others although their knowledge of the circumstances and lifestyles of people in disadvantaged areas of the world is very limited. Improvements in their attainment and progress in the last year mean that pupils are soundly prepared for the next stage in their education.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

The school has worked very hard to improve the quality of teaching pupils receive. During the inspection, three quarters of the lessons observed were good or better with the rest being satisfactory. In the best lessons, teachers' good subject knowledge enables them to plan carefully structured learning for the pupils. For example, in a phonics lesson, pupils showed a good understanding of letters that when combined make the same sound although are spelt differently. Learning objectives are made clear from the start of the lesson and pupils are shown how to be successful learners. Work is matched well to pupils'

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different learning needs. Teaching assistants are carefully briefed by teachers and are skilled in the way they question pupils to ensure they understand new ideas. They provide good support throughout lessons particularly for those pupils identified with special educational needs and/or disabilities. In less effective lessons pupils spend too long sitting on the carpet for the lesson introduction and work is not always planned to meet the needs of all groups in the class.

The new curriculum is at the very early stages of development and is currently satisfactory. Units of work that have been planned so far aim to link different subjects in one theme to make learning more interesting and meaningful. For example, pupils really enjoyed the topic which was supported by a local cinema. They found 'cinema maths' very exciting and could see the reason for learning number skills because they needed to use and apply them when working out how much money they would need. There are some good visits and visitors that enrich the curriculum and the school plans to add more of these.

As a result of the outstanding care, guidance and support pupils receive, those whose circumstances make them vulnerable and who have special educational needs and/or disabilities are confident and feel very secure. This helps them to be ready to learn when they arrive at school and to make at least satisfactory and sometimes good progress. The learning mentors supported by the family liaison officer visit pupils at home and support families so that they understand their children's emotional and educational needs. They also support pupils when they move to the next stage of their education so that they are confident to move on to secondary school. The Busy Bees lunchtime club for those pupils who find it difficult to cope with the lunch break is so popular that all pupils want to attend.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The co-headteachers have worked tirelessly to make much needed improvements to the school since the last inspection. They have an unwavering belief that every child matters and that all children can reach their potential however vulnerable their circumstances have made them. Staff have been inspired by this and are determined to improve pupils' attainment and progress further. There is no discrimination of any kind in the school; however, because provision for pupils with special educational needs and/or disabilities is in the early stages of review, equal opportunities remain satisfactory. Governors are supportive of the school and have excellent local knowledge; however, they remain satisfactory in their ability to understand and challenge the quality of education the school

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offers. Their recent knowledge and skills audit has enabled them to create a well focused plan of action. A number of new governors have been recruited and from September all places on the governing body have been filled. Community cohesion overall is satisfactory. The school works well within the local community but links have not yet been established with schools in a different part of the United Kingdom or with the global community.

The school has established good partnerships with external agencies. This ensures that all pupils receive the additional help they need with their emotional and learning development. There are excellent partnerships to support safeguarding, including a highly robust network of support across neighbouring schools. All staff and governors receive regular child protection training as required. The local authority has given consistently good support to the school. For example, the behaviour support unit has helped to reduce the number of exclusions and there have been no permanent exclusions for a year. The school has good links with local businesses, for example, a local supermarket. There are good links with the local secondary school; however, the school has not yet made contact with local children's centres.

Parents and carers are very pleased with the education their children receive. They particularly value the Parents' Forum which has enabled them to share their views about the school on a regular basis. Members of the forum are active in ensuring that every parent's and carer's voice can be heard, even those who find approaching the school difficult. They are very pleased that the staff listen to their views and make changes to school procedures and routines as a result of discussions. They are also pleased with the support they have received from the school business manager, who has helped them to complete application forms, for example, when they are eligible for free school meals.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Pupils' attainment on entry to the Nursery is exceptionally low. For example, the large majority of children have very few skills in communication, language and literacy and a small minority still require a lot of support with personal hygiene. All children make good progress in the Nursery, particularly in their personal, social and emotional development, for example, in their ability to develop daily routines. A few children who come into the Nursery with skills above those expected for their age also make good progress. Most children start their Reception Year with skills that are well below expected levels for their age. All make good progress but few are attaining the early learning goals by the time they start in Year 1.

Teaching is consistently good because teachers plan purposeful learning activities in the classroom and adults make effective interventions to move learning forward. Outdoor learning is not as well developed and plans are in place to improve this. Children enjoy learning and want to please their teachers. As a result of these good relationships behaviour is good throughout the Early Years Foundation Stage. Assessment to support learning is good because all adults have a good understanding of children's learning needs. The curriculum supports children's learning well although written planning needs further development because it does not always include sufficient detail regarding the purpose of free-flow activities.

The leadership of the Early Years Foundation Stage is satisfactory because although provision is good, staff are not yet fully confident in the analysis of data and how this feeds into school improvement. There is excellent care and guidance for children and their families from the pastoral team and parents and carers greatly appreciate and value the support they receive. All risk assessment and safeguarding arrangements are managed by the school and are outstanding.

*These are the grades for the Early Years Foundation Stage*

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

## Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire are very positive about the impact the school is having on every aspect of their children's lives.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frobisher Primary and Nursery 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 277 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	62	6	29	0	0	2	10
The school keeps my child safe	13	62	6	29	0	0	2	10
My school informs me about my child's progress	12	57	7	33	0	0	2	10
My child is making enough progress at this school	11	52	8	38	0	0	2	10
The teaching is good at this school	11	52	8	38	0	0	2	10
The school helps me to support my child's learning	10	48	8	38	1	5	2	10
The school helps my child to have a healthy lifestyle	14	67	5	24	0	0	2	10
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)	14	67	4	19	0	0	0	0
The school meets my child's particular needs	12	57	7	33	0	0	2	10
The school deals effectively with unacceptable behaviour	8	38	9	43	2	10	2	10
The school takes account of my suggestions and concerns	9	43	9	43	1	5	2	10
The school is led and managed effectively	10	48	8	38	0	0	3	14
Overall, I am happy with my child's experience at this school	12	57	7	33	0	0	2	10

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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



15 July 2011

Dear Pupils

**Inspection of Frobisher Primary and Nursery School, Clacton-on-Sea, CO15 2QH**

Thank you very much for the great welcome you gave to me and the team when we visited your school. We enjoyed talking to you about your school and your learning, seeing how hard you work in lessons and looking at your work. Thank you too for giving up your time to come and talk to us.

We are very impressed with your two headteachers. They have achieved a huge amount in a short time and your school has made good improvements since the last inspection. We saw lots of good teaching and were pleased that you behave very well in class and around the school. We think this is because of the outstanding care, guidance and support the school gives to you and your families as well as the good relationships you have with each other and with all the adults in the school. You really like coming to school and we would encourage you to continue to come every day so that you learn as much as you can during your years at primary school.

We have come up with a few ideas to make your school even better. We would like to see you try even harder and get even better standards in English and mathematics, particularly if you join the school for only a short time.

We would like teachers to improve the guidance they give you in lessons about how to be successful learners and to improve the written comments in your books so that you know exactly why a piece of work is good and precisely what it is you need to do to improve. We also think teachers should give you enough time in lessons to make improvements to your work.

Finally, we like the new curriculum and have asked the school to make sure it includes good opportunities for you to find out about other countries and cultures because it will help you to understand people from different backgrounds and with different ideas.

Yours sincerely

Julie Winyard

Her Majesty's Inspector

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