

# Frogmore Community College

Potley Hill Road, Yately, Hampshire, GU46 6AG

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Overall, students make good progress. The proportion of students achieving five GCSE grades A\* to C, including English and mathematics, is consistently above average.
- Teaching is good in most subjects because teachers plan well, set appropriate challenges and tasks that encourage active participation and enjoyment of learning. There are examples of outstanding teaching in English and mathematics.
- Students' behaviour is good because the school promotes positive attitudes to learning and good working relationships between teachers and students.
- Students eligible for additional (pupil premium) funding make good progress because of the effective programmes that boost their learning.
- School leaders have a very clear view of the school's strengths. Well focused plans have led to greatly improved achievement and teaching, aided by a finely tuned curriculum that provides an extensive range of academic and vocational options.
- Governors know the school well and are actively involved. They hold the school to account and provide a good balance of support and challenge.

### It is not yet an outstanding school because

- Achievement in English, mathematics and science is not consistently high enough, especially for the most able, because in some lessons work set is not demanding enough.
- Teachers occasionally accept work that is not good enough and marking does not always give students sufficient guidance on how to improve their work.

## Information about this inspection

- Inspectors observed 35 part lessons, of which 10 were observed jointly with senior leaders.
- Meetings were held with senior and middle leaders, three groups of students, the Chair of the Governing Body with a Community Governor, and a representative of the local authority.
- Inspectors took into account 86 responses to the on-line questionnaire (Parent View), and 29 responses to the staff questionnaire.
- Inspectors checked a wide range of documentation including published examination results, examples of students' work, the school's own information on students' attainment and progress, records of attendance and behaviour, information about safeguarding, school planning and performance management. They also evaluated the ways in which the school checks the quality of teaching and its plans for improvement.

## Inspection team

Allan Barfoot, Lead inspector	Additional Inspector
Carolyn Steer	Additional Inspector
Gill Carter	Additional Inspector
Sheila Browning	Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized secondary school.
- The proportion of students supported through school action is above average.
- The proportion of students supported through school action plus, or with a statement of special educational needs, is broadly average.
- Most students are of White British heritage. Other students come from a wide range of ethnic backgrounds, with a small minority of Asian heritage students as the largest group.
- A much lower than average proportion of students is eligible for the pupil premium which provides additional funding for students in the care of the local authority, for students known to be eligible for free school meals and for those whose parents are in the armed services.
- A very small number of students receives part of their education at the local authority pupil referral unit.
- The school has a specialism in technology.
- The school meets the government's current floor standards, which set the minimum expectations for students' progress and attainment in English and mathematics, at the end of Year 11.

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

- Improve the quality of teaching to outstanding by making sure that:
  - all teachers mark work regularly and in sufficient detail so that students are fully aware of the next steps they need to take to reach and exceed their targets
  - teachers only accept work that is neat and well presented.
- Raise students' achievement to outstanding by:
  - matching work more closely to students' needs, and in particular, making sure those most able are given challenging tasks so that they can achieve the highest grades.

## Inspection judgements

### The achievement of pupils is good

- Students join the school, with broadly average reading, writing and mathematical skills. The proportion of students achieving five or more GCSEs passes at grades A\* to C, including English and mathematics is consistently above average.
- In mathematics, standards are well above average. Early-entry examinations in mathematics are taken by students at the end of Year 10. This policy has resulted in raised levels of confidence due to early successes and high attainment by the end of Year 11.
- Student achievement is good and attainment is generally above national averages. Although much improved and now good, progress in English has not been as marked as in mathematics. The proportion of those in Year 11 gaining top grades at GCSE is below average in a majority of subjects, which is why achievement is not yet outstanding. A notable exception is drama where the proportion achieving top grades is significantly above average.
- Girls achieve higher standards than boys, particularly in English. Senior leaders have focused staff training sessions on developing successful strategies to improve boys' achievement. Consequently, boys' performance has improved over the last year, rising at a faster rate than before. Inspectors noted good rates of progress in lessons with no marked differences between boys and girls.
- The small number of students eligible for pupil premium make good progress and achieve well in English and mathematics. Average point scores at GCSE have risen steadily over the last year so that the gap in achievement is closing quickly with standards better than for similar students nationally. Students with special educational needs make good progress from their starting points because tailored support meets their particular needs. Funding is used wisely to help these students achieve.
- Students from minority ethnic heritages also achieve well.
- Those attending the alternative off-site provision achieve well. The school monitors their progress closely.
- Students have good reading skills and express themselves clearly and confidently. While most students write well, some do not; their work is often too brief and untidy.

### The quality of teaching is good

- The great majority of teaching observed during the inspection was good, with some examples of outstanding teaching in English and mathematics.
- Teachers use their good subject knowledge to plan lessons that build upon what students already know. They create a positive learning environment that fosters very good relationships and cooperative learning. Teachers use a range of tasks and approaches that engage and motivate students. As a result, students respond well, display confidence and maturity.
- In the best lessons, attitudes to learning are excellent because teachers provide high levels of challenge that stimulate learning and target questions well to monitor and develop understanding. In these lessons, tasks are closely matched to the needs of students.
- Most work is set at the right level. However, occasionally, where teaching is less effective, work is not accurately pitched, limiting student progress and those most able spending too much time working on tasks that are too easy for them. This, in turn, leads to some low-level chatter, loss of concentration or very minor disruption.
- Support for those with special educational needs and for those known to be eligible for the pupil premium is of good quality.
- The quality of marking and written feedback given to students is too variable. There is very good practice in some subjects, particularly in languages, geography and history. Here, marking is detailed and thorough, students are clear about their progress and know how to improve. For example, in one history class, the teacher used stickers in books to provide clear information

about target levels and progress made so far. In some other subjects, marking is infrequent and feedback brief. In a minority of lessons, inspectors saw work that was poorly presented and not commented on by teachers. Senior leaders aware of this variability are using carefully planned strategies and training to improve practice throughout the school.

- Students and parents express high levels of satisfaction with the typically good teaching.

### **The behaviour and safety of pupils** are good

- Students' good attitudes to learning contribute to their good achievement. Students are courteous and respect each other's opinions, particularly when answering questions in lessons. Movement around the school is calm and orderly.
- Students say they feel safe and understand the different forms of bullying, including cyber bullying. They are confident that, when rare instances of bullying occur, the school deals with them effectively.
- The very large majority of parents responding to the Parent View questionnaire report behaviour as typically good and well managed by staff.
- Students enjoy responsibilities, for example as Year 10 peer mentors. Students from Year 9 upwards have the opportunity to become house prefects. An active school council helps, for example, in raising money for charities.
- The rewards system of house points works well and is valued by students.
- Attendance is above national averages, resulting from the close working partnership with parents. Fixed term exclusions have reduced significantly over time.
- Behaviour is not outstanding because of the low-level disruption seen in a very small number of lessons. In these instances, teachers effectively use the school's system of sanctions known as 'consequences'.

### **The leadership and management** are good

- The headteacher provides strong leadership, ably supported by her deputy and senior team. They successfully communicate high expectations and ambitions to staff and students. Leaders use their good understanding of the school's strengths and weaknesses to put in place well focused plans. Examples include those for science and languages that are geared to raising achievement. Staff and parents strongly agree that the school is led and managed well.
- Effective use is made of data to track student achievement; careful monitoring ensures any not on track receive additional help. This can take the form of extra support for Year 11 students preparing for exams or the excellent help given to the small number of weaker readers in Years 7 and 8.
- The school has rightly focused on the previous underachievement of boys and there are clear signs of success due to carefully targeted actions. In particular, a group of Year 9 boys benefited from close monitoring of their effort and engagement in a special programme of activities with a football theme.
- Teaching is monitored closely and leaders' evaluation of teaching is accurate. The approach to managing staff performance is robust. Professional development is closely matched to staff's individual needs and has ensured that teaching is mostly good and rapidly improving.
- Regular staff training, focused on key priorities, includes the vertical tutor group system introduced recently and on strengthening teaching.
- Some of these developments are not yet firmly in place and are underdeveloped. For example, although teachers have worked well together in focus groups on improving the usefulness of written feedback to students, and on strategies to improve the achievement of the most able, progress is too slow overall.
- The broad and balanced curriculum is a significant strength and is enriched through an extensive range of extra-curricular activities. In Years 10 and 11, vocational courses supplement a wide

range of traditional GCSE subjects. A mix of optional and enrichment courses meets students needs well. Students can become Junior Sports Leaders, participate in the Duke of Edinburgh Award Scheme and Year 7 students take the Opening Minds learning skills course.

- This inclusive school promotes students' spiritual, moral, social and cultural development particularly well. The school promotes equality of opportunity, does not tolerate any discrimination and has a high regard for student welfare and safety. Students work collaboratively in a number of settings. They value opportunities to share responsibilities and take on leadership roles as prefects. There are many school trips and cultural activities.
- The local authority provides light touch support for this good school. Leaders have made good use of this advice to validate their judgements on teaching.
- **The governance of the school:**
  - Governors are well trained and provide effective support. They are closely involved, take a keen interest in developments and are influential in shaping some major initiatives, such as the system of vertical tutor groups. Governors have a good understanding of how students' achievement compares with other schools locally and nationally, including those supported by the pupil premium. The school keeps them well informed, but they hold leaders to account through challenging questions and regular visits. Governors check the school's procedures to evaluate teaching quality and their progress on salary scales to ensure the robustness of the school's performance management policy. All aspects of safeguarding are met.

## 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>	116442
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	412823

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	636
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Emery
<b>Headteacher</b>	Sarah Howells
<b>Date of previous school inspection</b>	17–18 March 2010
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