

Frogwell Primary School

Derriads Lane, Chippenham, Wiltshire, SN14 0DG

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Over time, pupils' progress has been slower than it should be. Pupils' achievement is not yet good.
- The gap in achievement between those supported by the pupil premium and others has been too wide.
- Teaching requires improvement. Sometimes work is not adapted quickly enough when pupils show that they are ready to move on.
- The pace of learning is sometimes too slow; consequently, some of the most able pupils do not get the opportunity to tackle more challenging work.
- Pupils are not always given enough time to respond to teachers' marking and show they have understood.
- The gap in reading skills for some older pupils supported by pupil premium is not closing as rapidly as for the younger pupils.
- Sometimes lower ability pupils are too dependent on help from teachers or teaching assistants.

The school has the following strengths

- Teaching, particularly teachers' planning for different groups of pupils, is now rapidly improving as a result of clear guidance from senior leaders, including discussions about pupils' progress.
- Achievement, including for pupils supported by the pupil premium, improved in 2013 and the school's current information on pupils' progress shows improvement.
- Leaders at all levels, including governors, analyse information on progress and use it to make sure individuals do not fall behind and overall achievement improves.
- Behaviour is good because pupils have positive attitudes to learning and lessons are not disrupted by poor behaviour. Pupils say they feel safe, they respect the school and each other outside lesson time.

Information about this inspection

- Inspectors observed parts of 14 lessons, some of which were observed jointly with senior leaders.
- Inspectors looked at pupils' books to gather evidence of their progress and the quality of teachers' marking.
- They heard some pupils read.
- Inspectors held meetings with pupils, staff, and representatives of the governing body. A telephone discussion was held with a representative of the local authority.
- The views of parents and carers were gathered through 25 responses to the online Parent View questionnaire. Inspectors spoke with some parents on the school premises
- The inspectors considered 21 questionnaires completed by staff.
- School documents, including policies, checks on how well the school is doing and improvement plans, were reviewed.

Inspection team

Anthony Byrne, Lead inspector

Additional inspector

Philip Scull

Additional inspector

Full report

Information about this school

- This is an average-size primary school.
- The majority of pupils are of White British heritage.
- The school has an on-site special unit for pupils with complex learning needs. There are currently 13 pupils attending this unit.
- The proportion of disabled pupils and those who have special educational needs supported by school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average. All pupils who attend the on-site special unit are supported by statements of special educational needs.
- The proportion of pupils eligible for support through the pupil premium is above average. This is additional funding for pupils known to be entitled to free school meals, those in local authority care and those with a parent or carer in the armed forces.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There is an after-school club, but it is not run by the school and did not form part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good and pupils make more rapid progress by:
 - making sure that pupils' learning is checked and tasks are adapted, as necessary, when pupils are ready to move on
 - making sure that the most able pupils quickly get on to the more difficult level of work planned for them
 - helping lower ability pupils to gain confidence in tackling more tasks by themselves
 - giving pupils the time to respond to the advice and guidance in teachers' marking
 - building on the successful work already carried out in developing teachers' skills in planning and marking
 - building on the good start to reading in Reception and Year 1 by providing more opportunities for older pupils supported by pupil premium to develop in-depth reading skills.
- Continue to focus on the progress made by those eligible for the pupil premium so that the gap in achievement between these pupils and their classmates closes further.

Inspection judgements

The achievement of pupils

requires improvement

- Since the previous inspection, pupils' progress has not improved enough to result in good achievement for all. In 2011 and 2012, progress was too slow and pupils did not achieve well.
- Attainment in Year 6 has been below average in reading, writing and mathematics but is now moving closer to average.
- In recent years the most able pupils have not achieved as well as they should. In 2013 these pupils made better progress, although not all are yet reaching the levels that they are capable of.
- The gap in attainment between those eligible for the pupil premium and their classmates was the equivalent of about a year in reading, writing and mathematics. This does not include eligible pupils in the special unit who had complex learning difficulties, all of whom made good progress from their starting points.
- Work seen in books shows that in all year groups the difference between those supported by pupil premium and others is reducing. Writing is well presented and books contain good amounts of work over time, reflecting steady improvement. There are good strategies to support reading but it is not yet clear that older pupils supported by pupil premium have benefited as much as others. In mathematics pupils work confidently on a variety of calculations and problems.
- In 2013, test results by the end of Year 6 showed that pupils were starting to make better progress and underachievement has now been eliminated. However, pupils' achievement is not yet securely good.
- In Reception and Year 1, pupils learn to use phonics (letters and the sounds they represent) confidently to help them read unfamiliar words. Reception children and Year 1 pupils respond with enthusiasm to the sense of fun their teachers build into learning.
- Pupils who need extra support, including those who attend the unit, are well supported in class and by additional programmes to help their progress. Pupils in the unit and other pupils who have special educational needs make good progress from their starting points.
- Pupils' progress is now recorded and regularly checked in great detail by senior leaders and governors. They are making sure that every pupil receives good quality support to help them make faster progress. Current assessments of progress reflect the trend of improvement indicated by the better results of 2013.

The quality of teaching

requires improvement

- Over time, teaching has not been good enough to ensure that all groups of pupils achieve well.
- Not all staff make thorough checks on pupils' learning during lessons. As a result, work is sometimes not adjusted to challenge those pupils who are ready to move on. This limits their progress.
- Although challenging work for the most able pupils is planned, these pupils often have to undertake other, less challenging work first and so do not always have chance to tackle the more difficult work planned for them.
- Teachers now have very precise information on their pupils' progress. They regularly discuss with senior staff strategies they can apply with those who need extra help.
- The quality of teaching is now improving, particularly teachers' planning and written feedback. Marking of pupils' work is regular and gives pupils guidance on what they have done well and how to improve. However, pupils are not always given enough time to respond and demonstrate that they have understood and can apply the advice.
- Teachers and teaching assistants work well together, but some of the lower ability pupils being supported can become too reliant on the adults working with them. Some of these pupils are not always given enough opportunities to develop the confidence to work on their own.

- Classrooms support learning with displays that show good work or remind pupils of important points that help their learning.
- Teachers emphasise the importance of well presented writing and correct spelling in all lessons, so that that aspect of literacy is developed throughout the day. With younger pupils, particularly, opportunities are taken to remind them of the sounds letters make to back up their reading skills. However, older pupils supported by pupil premium have not yet shown as much progress in closing the gap on others.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, both in lessons and around the school. They show respect for adults and for each other.
- In lessons they listen with attention and concentrate on their work well. Those who need help to stay focused respond very well to help from teaching assistants.
- The school's work to keep pupils safe and secure is good. Risk assessments are thorough and staff training in safeguarding is up to date.
- Parents who responded to the online Parent View felt that their children are safe at school, as did those spoken to in the playground.
- Pupils have a good understanding of risks, including keeping safe online as well as the importance of road and fire safety.
- Pupils say the school is a pleasant place to be. They understand what bullying is and the different forms it can take, but say that they do not have any anxiety about it and would know how to get help if it ever occurred.
- There are few recorded incidents of poor behaviour, but the school takes appropriate action when it does occur.
- In an assembly the very calm and relaxed atmosphere which allows pupils to be themselves and express opinions was very evident. This transfers into class where pupils express themselves and listen to others, which helps their learning. There was a strong sense of togetherness and belonging, which included the pupils with complex needs who attend the unit.
- Attendance is in line with the national average, but below national in cases of persistent absence. One pupil said, 'There is never a day when we don't want to come to school.'

The leadership and management are good

- The headteacher and his deputy form a strong and active leadership team. They are supported well by subject leaders, who were all able to show that they support the school's planned actions for improvement and that they carry out their duties thoroughly. Within the constraints of the budget in a school that has reduced in size, performance management is used well to develop teachers and leaders.
- Leaders have shown that the school has capacity to improve further. Their work to improve the quality of teaching and accelerate pupils' progress is having a positive impact. Teaching has improved strongly recently, in response to helpful feedback and the close involvement of staff in sharing the vision of how the school can move forward. Staff questionnaires expressed loyal support for how the school is being improved.
- Leaders understand the school's strengths and weaknesses well and have planned effective actions to tackle these weaknesses.
- Very good management of information about progress is helping achievement to improve. This is because leaders, staff and governors are now much more aware of potential underachievement and can therefore take action to prevent pupils from falling behind.
- Safeguarding requirements are met. The school keeps meticulous records and training is up to

date. There are good links with other agencies involved in supporting vulnerable children.

- Pupil premium funding is used well and eligible pupils are now demonstrating improved standards and progress. The school is ambitious to explore new ways of using the funding well by commissioning an external review.
- Primary school sport funding is also being used to good effect, with a well planned cycle of teachers working alongside a coach to explore new approaches to sport such as gymnastics. Pupils are enjoying the variety this has introduced. Funding has also been used to help pupils participate in local sports festivals.
- The local authority provides good quality regular support for the school in terms of external evaluation and review. It has confidence in the school's leadership, including the governing body, and shares the view that the school is improving.
- The school maintains good communication with parents and carers. Those spoken to in the playground and those who responded to Parent View online say they are happy with the progress and safety of their children. All parents who responded to Parent View would recommend the school to others.
- The subjects studied cover a wide range of interesting topics and offer activities that support pupils' good spiritual, moral, social and cultural development. Additional activities and trips add a dimension to this. The school promotes equality of opportunity well, as shown by the way in which pupils from the special unit are integrated into school life and are completely accepted by the other pupils.

■ **The governance of the school:**

- Governors are exceptionally well informed about the quality of teaching and the school's performance, and highly involved in supporting the school's development. They have good knowledge of information about progress and scrutinise documentation for themselves as well as receiving reports. Overall achievement and that of different groups are regular agenda items. They use this as a basis for challenging the school to continue on its journey of improvement.
 - They join senior leaders in some of the reviews conducted, such as a survey of marking and a review of the impact of pupil premium funding. On a simple, but effective, level they hold meetings in different classrooms to monitor how well learning is supported by displays.
 - Governors are closely involved in the management of finance and use appraisal systems to incentivise staff where possible within budget constraints.
 - They introduce ideas to the school, such as a visit for pupils to a local university to show them what they might do with their lives as adults.
 - Governors have a very systematic approach to reviewing policies. Individual governors are assigned responsibility for being regularly involved with checking safeguarding requirements and pupil premium funding.
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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 pupil's 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 pupil's 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

Unique reference number	126479
Local authority	Wiltshire
Inspection number	430615

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Colin Spurway
Headteacher	Paul Bacon
Date of previous school inspection	7–8 March 2012
Telephone number	01249652815
Fax number	01249460200
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