

# Frogwell Primary School

Deriads Lane, Chippenham, Wiltshire SN14 0DG

**Inspection dates** 9–10 December 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders exhibit a relentless determination to ensure that their shared vision of a good school is realised.
- The close working partnership between the headteacher and the deputy headteacher underpins good leadership and management.
- Leaders and managers, including governors, have taken decisive action since the previous inspection to improve the quality of teaching and pupils' learning.
- Pupils' behaviour is good. During lessons their responsive attitudes to learning enrich their good progress. This is demonstrated by the pride they take in their beautifully presented work.
- The strong pastoral support provided for pupils across the school includes high regard for their welfare and keeps them safe.
- Pupils have very supportive relationships with each other and with staff. The pupils' enjoyment of school is seen in their above-average attendance and enthusiastic participation in the wide range of after-school clubs.
- Standards are rising. This is because teaching, learning and assessment are good. Increasingly teaching is outstanding, including in the Resource Base, which is rightly regarded as a strength of the school.
- Pupils make good progress. At times, for example in Years 2, 5 and 6, some pupils make even faster progress, especially when challenged to think deeply about their work.
- Children make a successful start in the early years in response to good teaching, support and stimulating experiences.

### It is not yet an outstanding school because

- The curriculum does not always provide enough opportunities for pupils to fully develop and apply their mathematical knowledge, skills and understanding, including in other subjects.
- At times, most-able pupils are not challenged enough and this constrains their achievement.
- Relatively recent developments and changes to middle leadership roles have not yet had time to impact on pupils' outcomes.

## Full report

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

- Lift the quality of teaching and pupils' progress from good to outstanding by:
  - ensuring that the curriculum includes a stronger emphasis on mathematics so that pupils can fully develop and apply their knowledge, skills and understanding
  - more consistently challenging most-able pupils so that they can achieve their full potential.
- Embed the developing roles of middle leaders so they have a greater influence on raising standards in their areas of responsibility.

## Inspection judgements

### Effectiveness of leadership and management

is good

- Following the previous inspection, leaders and managers, including governors, have relentlessly pursued a very sharp vision for the continued improvement of the school. They have retained a close focus on what needs to be done to raise standards. They have sustained good improvement by accurately identifying and targeting clear priorities.
- By sharing and supporting the headteacher's passionate commitment, leaders have secured a welcoming community where good teaching and pupils' behaviour can thrive. The group of pupils who spoke to an inspector agreed with one who commented, 'Whoever you are, wherever you come from, we shall always welcome you.'
- Staff and pupils have fully 'signed up' to the drive for improvement and parents are increasingly offering their support too. The high level of morale evident in staff and pupils' communications with inspectors and in the way they contribute to the day-to-day life of the school bears testimony to this.
- Senior leaders manage the performance of all teachers and teaching assistants effectively. Provision is regularly checked against the school's challenging targets, and teachers are clear as to the rates of progress expected from pupils. Leaders provide good guidance and offer training opportunities to develop teachers' skills where necessary. As a result, good teaching is quickening pupils' progress.
- Some middle leaders are relatively new to their responsibilities. They are developing their roles, but have not yet had the time to impact fully in their areas of responsibility across the school.
- Leaders encourage an inclusive atmosphere, so that equal opportunity is securely available for all groups of pupils to enjoy, and they ensure that no one is discriminated against. The school's strong provision for disabled pupils and those with special educational needs, and the excellent leadership of the Resource Base consistently show this.
- Leaders ensure that additional funding to support disadvantaged pupils is correctly targeted to increase progress and close any achievement gaps with other pupils at the earliest opportunity.
- The school provides a broad curriculum that includes a good range of exciting learning experiences that draw on and stimulate pupils' interests. It is enriched by local and residential visits and through thought-provoking topics. Pupils have good opportunities to extend their spiritual, moral, social and cultural development. For example, the international dimension of the curriculum, visits to 'Noah's Ark' in Bristol and links with a school in Sri Lanka deepen their thinking and understanding. Pupils are also enabled to use and improve their writing skills across the range of subjects. However, opportunities to develop pupils' mathematical skills in other subjects are not provided to best effect in all classes.
- Music and singing are popular activities that widen pupils' skills. The way pupils in Year 4 wholeheartedly strive to play a violin reflects the positive way that pupils in all parts of the school relish the opportunities provided for them.
- Learning about democracy and British values, and pupils' good understanding of the diverse cultures that exist in Britain today, are promoted well throughout the curriculum. Pupils apply the principles of democracy through the pupils' school and eco councils, and show their mutual respect when appreciating each other's views in class. They examine values such as 'thoughtfulness' and celebrate each other's achievements in assemblies.
- The extra sports funding is managed well to provide pupils with a wide range of sports, including increased after-school clubs and opportunities to take part in competitions. For example, the number of competitive events provided has been increased from three to 10, and the number of pupils attending clubs has increased from 80 to 170 over the past year. Pupils talk enthusiastically about the effect sport has on their understanding of leading a healthy lifestyle.
- The school cultivates good partnerships with external agencies and the local community, and these help the school to support 'hard to reach' families and make significant contributions to pupils' well-being.
- The local authority has supported the school well in its drive to improve. For example, it has assisted the headteacher in checking and improving teaching, and in improving provision for special educational needs and the early years.

## ■ The governance of the school

- Highly committed governors attend a wide range of training opportunities to keep their expertise up to date. Governors are very knowledgeable about the school. They make regular visits to meet frequently with staff, especially the headteacher and deputy headteacher, and to see the work of the school for themselves. They examine the headteacher's detailed reports very closely to sustain a very good understanding of the school's strengths and areas for development. Governors undertake their individual responsibilities diligently, for example in relation to the early years and provision for special educational needs. Through their work in various well-managed committees, governors rigorously and continually challenge and support the school in its drive for further improvement. This includes keeping a careful check on the school's performance and on the use of additional funding so that it sustains good teaching and accelerates pupils' progress.
- The arrangements for safeguarding are effective. Safeguarding arrangements for pupils meet all requirements. All staff and governors carefully follow the school's well-developed systems for keeping pupils safe. Senior staff ensure that checks on the welfare of pupils considered vulnerable are fully implemented.

## Quality of teaching, learning and assessment

**is good**

- Teaching is good because it now sustains pupils' good progress across the school.
- Teachers have improved their skills since the previous inspection in response to supportive leadership and guidance, and good opportunities to engage in professional development.
- As a result, for example, improved teaching of phonics (sounds that letters make), reading and writing, and pupils' speaking and listening skills have raised standards across the school.
- Pupils learn well in all classes in response to stimulating teaching. All teachers keep the pupils well informed about what they are expected to learn and, as a result, pupils know what they have to do and confidently share ideas and enjoy their work; for example, in Years 2 and 6 where teachers set particularly high expectations and challenge pupils well.
- This is not always the case in all subjects and classes and, on occasion, the pace of learning slips when work is not set at the sufficiently challenging level needed to secure pupils' best progress.
- All staff are skilled in managing pupils' behaviour and motivating pupils to express their ideas. This is a notable feature in raising the confidence of disabled pupils and those with special educational needs, especially in the Resource Base.
- Teachers and skilled teaching assistants question pupils carefully to encourage their thinking and to deepen their understanding. Pupils respond eagerly to the teachers' expectations that they should be able to explain their strategies.
- Teachers and teaching assistants promote supportive relationships in all classes. Pupils appreciate the warmth and understanding that adults show when valuing their efforts and opinions. Pupils say, 'Teachers are welcoming and friendly and make lessons fun.'
- Increasingly, as pupils mature they come to understand that by sharing ideas with their 'learning partners' they can contribute strongly to their own learning. This was seen to good effect, for example, during English in a Years 5 and 6 class as pupils checked and improved their biographies about Anne Frank.
- Pupils appreciate the encouragement they are given and respectfully respond to the adult guidance they receive when teachers mark their work. The good quality of teachers' marking is a notable improvement since the previous inspection that continues to enhance pupils' progress.
- The clear written guidance given by teachers is especially evident, for example, in pupils' writing, topic and mathematics books, when pupils write their own conclusions about what they have done well and how they can improve.
- Teaching, learning and assessment and the focus on mathematics have improved, but are not yet as consistently strong, for example, as in English, and across all classes. This is now receiving attention, but pupils do not always have sufficient opportunities to improve their mathematical knowledge and understanding or to use their improving skills across the range of subjects. This still restricts the ability of some pupils, especially most-able pupils, to solve problems and make faster progress in mathematics.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They show a good understanding of the differing beliefs and customs seen in modern Britain. They make reference to values, such as resilience, respect and cooperation, which they learn in class.
- Pupils interviewed by an inspector agreed that 'Everyone is very polite.'
- Pupils diligently undertake the responsibilities they are given as members of the school council and as 'peer mediators' helping other pupils with any problems at lunchtimes.
- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of the different types of bullying and say that 'There is very little bullying at school, only a few squabbles' and 'Teachers always listen to us and deal with any problems.'
- Parents who spoke to an inspector or communicated through the questionnaire all agreed that bullying is rare and have confidence in the way the school looks after their children. A few parents have reservations. School records and inspectors' checks of procedures show that the school takes effective action to keep pupils safe.
- Pupils say they feel very safe in school.
- Pupils know and understand how to stay safe, particularly when crossing roads and when using computers and telephones.

### Behaviour

- The behaviour of pupils is good.
- School records show reduced exclusions since the previous inspection and much fewer incidents of unacceptable behaviour. All occurrences are carefully recorded and followed up, leaving pupils in no doubt as to what is expected of them.
- Pupils move carefully and safely around the building. At times their behaviour was impeccable, as for example during assemblies, in the Resource Base and in some classes, especially when enthused by stimulating work. Pupils are especially polite and helpful to visitors.
- The vast majority of pupils concentrate well, are attentive during lessons and show a real love of learning. They show great respect to their teachers and respond well to the guidance they receive. Pupils enjoy sharing ideas with their 'learning partners' and happily help each other with their learning. Very occasionally a few pupils become too dependent on adult support, while a few others sometimes become disengaged from their work and need reminders from staff to concentrate more.
- Attendance is above average and many pupils miss very little school. School leaders check the attendance of pupils regularly and work supportively with families and outside agencies to improve the attendance of the few pupils who are absent too often.

## Outcomes for pupils

are good

- Currently, pupils across the school make good progress. This is evident in school records of pupils' developing skills, inspectors' scrutiny of pupils' work in books and observations of their good responses and learning in class.
- Inspection shows that the broadly average levels of attainment in reading, writing and mathematics reached by pupils in the Year 6 mainstream classes earlier this year showed good improvement. This was especially the case in writing, which continues to show rapid improvement in response to more effective teaching.
- However, it should be noted that the school's inclusion of a high number of pupils with complex physical and learning needs has a variable and significant impact on nationally published data. Such information therefore needs careful consideration.
- The improvements seen in the quality of teaching are helping pupils to make faster progress than previously. As a result, pupils' attainment at the end of Key Stage 1 continues to match the national average. Across Key Stage 2, standards show positive improvement. Pupils are now making increasingly faster progress and demonstrating expected and better levels of skill for their age in reading, writing and mathematics.

- Many pupils are welcoming opportunities to explain their ideas more frequently in class, and are rapidly extending their speaking and listening skills to aid their learning and progress.
- Pupils learn well and make good progress in reading. Good teaching of phonics (the sounds that letters make) in the early years and Key Stage 1 classes supports pupils' reading and writing well. Results for the national screening check for phonics has improved and attainment in Year 1 is now close to the national average.
- Across the school, pupils show reading skills expected for their age and this reflects sustained improvement since the previous inspection. For example, when reading to inspectors, pupils used their phonics knowledge to read with increasing confidence, fluency and expression.
- Across the school, pupils' writing shows good improvement and securely good progress. Pupils' handwriting shows significant improvement in all classes following a strong focus. This has significantly enhanced the way pupils present their work across the range of subjects and has notably raised pupils' confidence.
- Pupils display great pride in their work and work hard to improve, and these aspects underpin good learning. This was seen in Years 5 and 6, where pupils demonstrated good skills in descriptive writing when explaining the impact of the Second World War on the world and on modern Britain. Pupils used a wide range of vocabulary to represent their own thinking and move learning forward.
- Work in mathematics is also very carefully presented and shows improving standards. Pupils are making better progress because teachers give them a clear picture of what they are expected to learn and close guidance on how to improve.
- However, pupils do not always have enough opportunity to develop their mathematical skills or to apply them when solving problems, including across other subjects, and this constrains progress.
- The breadth of inspection evidence shows that most-able pupils, especially in Years 2, 5 and 6, are making good progress. They relish teachers' expectations to explain their strategies and share and improve their ideas in discussion with their 'learning partners'.
- Occasionally in a few classes, the tasks set for most-able pupils are not sufficiently challenging so they do not make the rapid progress of which they are capable.
- Disadvantaged pupils, from their differing skills on entry and often in relation to complex learning needs, make the same good progress as other pupils in the school and other pupils nationally. Currently, the picture of progress for this group of pupils across the school is improving rapidly.
- Disabled pupils and those who have special educational needs, including pupils in the Resource Base and several others with more complex needs across the school, also make good progress from their various starting points. Their progress matches that of their peers across the school because they receive good support in class.
- Teachers and teaching assistants ensure that work is appropriate to pupils' specific needs and that those in need of emotional support are extremely well nurtured, especially in the Resource Base.

## Early years provision

**is good**

- The additional direction of senior leaders has enriched the continuing good leadership and effective nature of the early years provision. Alongside a new but experienced leader in the Reception class, senior leaders have completed a refurbishment of the spacious indoor and outdoor facilities. This has widened the variety of practical learning opportunities provided for the children.
- Staff make good use of the resources available to make activities interesting, and boost children's confidence in learning and their enjoyment of school. As a result, children currently in Reception engage well in their work and play and have made a positive and confident start.
- On beginning school, children's levels of skills and, in particular, the proportion with disabilities or special educational needs, show significant variation from year to year. Over time, children's skills have been consistently lower than typical for their age, particularly in personal, social, emotional and language development.
- Children make good progress from their differing entry points during their time in Reception. This is because teaching, and the care and support provided by all staff, are consistently good and help children to enjoy school and learn well.

- Often, the support provided for children is outstanding, especially the skilfully balanced way that staff both nurture and challenge children with complex needs to engage in learning. For example, children from the Resource Base frequently mix and learn with mainstream children in the secure outdoor area to study nature and extend their physical and social skills successfully.
- Staff work closely with parents and with pre-school settings to ensure that children make a positive transition to full-time schooling.
- Teachers and teaching assistants compile careful records of children's work and responses in class. They use digital photography and write detailed, accurate evaluations to note and assess children's progress.
- Teachers and teaching assistants work well together, follow consistent routines and set clear expectations that children should learn to be kind and treat each other with respect.
- Staff work effectively to ensure that welfare requirements are met and to keep children safe. As a result, children feel safe, behave well and enjoy learning together. For example, children, including the most able, joyfully took turns knocking over, counting and re-setting skittles to make good progress in developing their physical, social and mathematical skills.
- Teachers encourage children to reflect about the natural world through investigating the range of trees, shrubs and pets nurtured in the outdoor learning areas. Most of the time they question children carefully to explore their ideas and to promote their spiritual, moral, social and cultural development. Very occasionally though, opportunities are missed to check and further deepen children's understanding when they undertake their own activities.
- Children work well across the areas of learning. Although their overall level of development by the end of their year in Reception is below average, it represents good progress from their starting points. In particular, children's resilience in working cooperatively together supports their future good learning into Year 1.

## School details

<b>Unique reference number</b>	126479
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10009217

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Spurway
<b>Headteacher</b>	Paul Bacon
<b>Telephone number</b>	01249 652815
<b>Website</b>	<a href="http://www.frogwell.co.uk">www.frogwell.co.uk</a>
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<b>Date of previous inspection</b>	18–19 March 2014

## Information about this school

- The school is broadly similar in size to the average-sized primary school.
- The majority of pupils attending the school are from White British backgrounds.
- The school has a Resource Base, which is a specialist unit for pupils with complex disabilities or learning needs. There are currently 14 pupils with a statement of special educational needs attending this unit.
- The proportion of disabled pupils or those who have special educational needs, including within the school's mainstream classes, is above average and is high in some year groups.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is above average.
- In some year groups across the school, a large proportion of the pupils supported by the pupil premium also have special educational needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Children experience early years provision on a full-time basis in a Reception class.
- A nursery operates on the school site. There is also a breakfast and after-school club. As they are managed privately and inspected separately, they were not part of this inspection.



## Information about this inspection

- The inspectors observed 18 lessons and saw the work of 11 teachers. They were accompanied by the headteacher and deputy headteacher during most of these visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is improving. The inspectors examined the school's systems for checking progress and records of checks on the quality of teaching.
- The inspectors talked to individual pupils and specific groups of pupils about the school and their work. They listened to individual pupils read, attended two assemblies and observed pupils enjoying their Christmas lunch. The inspectors also looked at samples of pupils' work across a range of subjects and classes.
- The inspectors held meetings with members of the governing body. They also held meetings with school staff, mainly senior and middle leaders. An inspector met with a representative group of pupils including members of the school council. The lead inspector met with a representative from the local authority.
- The inspectors took account of the views expressed in the nine online responses to Ofsted's Parent View questionnaire, in 30 staff questionnaires and in six pupil questionnaires. They also took note of the school's own survey of parents' views and gathered the views of several parents during informal meetings at the school during the inspection.
- The inspectors considered the school's use of the primary physical education and sport funding and the pupil premium.

## Inspection team

Alex Baxter, lead inspector

Ofsted Inspector

Margaret Faull

Ofsted Inspector

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