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Mrs Sarah Howells
Headteacher
Frogmore Community College
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Dear Ms Howells

Short inspection of Frogmore Community College

Following my visit to the school on 18 January 2017 with Ian Bauckham, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2013.

This school continues to be good.

The leadership team has maintained and improved the good quality of education in the school since the last inspection.

You have successfully established a culture in which everyone works tirelessly to improve pupils' outcomes. You are tenacious in your pursuit of excellence, while balancing your drive with the well-being of staff and pupils. Therefore, staff at the school trust and respect you and the leadership team. Morale is high and everyone at the school shares your determination to provide the best for every pupil. Consequently, your motto, 'we do whatever it takes', accurately sums up this very inclusive school.

Governors provide excellent support and challenge to you and other leaders. You work together effectively to develop and implement strategic plans to tackle areas of relative weakness. For example, your actions to tackle the areas for improvement given at the time of the last inspection have led to much stronger outcomes being achieved by pupils in mathematics and English. In particular, most-able pupils are now making much stronger progress in mathematics, as seen in the proportionately high number achieving the highest grade in their GCSE in 2016. Teachers now have much higher expectations of what they expect pupils to achieve in lessons and over time. You have implemented an effective whole-school strategy to improve pupils' presentation. Most pupils respond well to the advice given to them by teachers and can explain how they can improve their work.

There are effective systems in place to make sure subject leaders are accountable for the monitoring of the quality of teaching and pupils' progress in their areas. As a result, they have rightly recognised there is still more to do to ensure that the most able pupils make the same progress in English as they do in mathematics. They are also aware of where further improvement is needed, notably in science and French.

There are good relationships between staff and pupils. Pupils are happy and rightly say they feel safe in school. They show adults and each other high levels of respect and consideration, reflected in how well they apply themselves in lessons. This is because teaching has been improved and lessons are consistently well planned to meet the varying needs of pupils. As a result, pupils continue to make rapid progress and achieve well overall.

Safeguarding is effective.

Governors and the leadership team have ensured that safeguarding arrangements are fit for purpose and that records are detailed and of a high quality. Staff are trained well about how to help keep children safe from abuse, sexual exploitation, radicalisation and extremism. Leaders carry out appropriate checks on the suitability of staff before they are appointed. These checks are diligently recorded on a single central register.

There is a dedicated team of staff who work determinedly, yet sensitively, with pupils, parents and external agencies to help the more vulnerable pupils. Pupils feel that all staff are approachable and say that they know who they can turn to if they have concerns. They enjoy school and attend regularly. Pupils value the regular reminders through lessons and assemblies about how to keep themselves, friends and family safe.

Inspection findings

- During this inspection, inspectors focused on the following lines of enquiry:
 - how well leaders tackle areas for improvement from the previous inspection
 - whether pupils are keen to achieve well, present their work carefully, and respond to the feedback they receive
 - the effectiveness of leadership in securing good outcomes for disadvantaged pupils
 - the current progress of disadvantaged pupils
 - how well the curriculum matches the needs of pupils.
- Leaders constantly plan to improve and carefully monitor and evaluate the impact of their actions. Leaders know when the school is succeeding and if there are areas that could be better. This consistent approach has resulted in a steady improvement in the progress of pupils in most subjects. Most notably, pupils now take much greater pride in their work. More is expected of them and so they are making more rapid progress in most subjects. The large number of

pupils who arrive at the school with average prior attainment make strong progress across their subjects. However, leaders are rightly implementing innovative plans to ensure that the needs of individuals within this group are even better understood and met.

- The leadership team anticipates change and plans accordingly. For example, the leaders in English and mathematics are working with the deputy headteacher to make sure new GCSE courses are introduced successfully. By sharing expertise in this way, leaders are helping the most able pupils to improve their good results in English, so that they match the very strong results in mathematics.
- Governors work effectively with leaders to plan a curriculum that challenges the most able pupils and supports those in need of additional help. Consequently, the curriculum has been suitably well adapted to meet the needs of pupils.
- Leaders and teachers set ambitious targets for pupils and regularly monitor their progress. Teachers make good use of assessment information to ensure that they plan lessons that cater for the different needs of pupils, although this is more consistent in departments where practice is more established, such as in mathematics, geography and history. Teachers are swift to provide specific help to support pupils at risk of falling behind. Pupils value the approachability of teachers and the extensive extra help they receive.
- Leaders have ensured that the pupil premium grant is used effectively to ensure that disadvantaged pupils make accelerated progress from their starting points. Teachers monitor disadvantaged pupils' progress very carefully. If they fall behind, disadvantaged pupils are given appropriate extra help, which helps them to get back on track. The disadvantaged pupils whose circumstances make them particularly vulnerable are well supported in their personal development. However, teachers are now rightly focusing on improving their academic results further.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' progress accelerates further, particularly middle- and lower-attaining pupils in science and French and the most able pupils in English
- the school continues to strengthen the academic support given to the small group of disadvantaged pupils whose circumstances make them particularly vulnerable so that their achievement improves.

I am copying this letter to the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Anne Turner
Ofsted Inspector

Information about the inspection

During the inspection Ian Bauckham, Ofsted Inspector, and I met with you, leaders, governors, staff and pupils. We visited lessons to observe learning and looked at the quality of work in pupils' exercise books. We observed pupils at break, at lunchtime and as they left the school. We considered documentary evidence including that relating to safeguarding, attendance and the progress of current pupils. We took account of 83 responses to the Ofsted online survey, Parent View, and the outcomes of a staff survey.