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Mrs Gill Richardson
Headteacher
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Dear Mrs Richardson

Requires improvement: monitoring inspection visit to Frogmore Junior School

Following my visit to your school on 11 July 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2016. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.

Evidence

During the inspection, meetings were held with the headteacher, the academy consultant, pupils, the chair of the governing body, the academy improvement partner, the chief executive officer of the multi-academy trust and a group of learning support assistants. All of these meetings were to discuss the actions taken since the last inspection. With the academy consultant, we visited every classroom to consider teaching, learning and assessment.

I examined a range of documentation, including the school's register of checks on adults working or volunteering in the school, minutes of governing body meetings and assessments of what pupils know and can do. I reviewed leaders' evaluation of the school's performance and evaluated the school improvement plan.

Context

There have been significant changes to teaching staff and leadership since the last inspection. Two teachers and the interim deputy headteacher have left the school. In January 2016, an academy consultant was appointed to provide leadership support for three days each week. This academy consultant has been appointed as headteacher from September 2017, following the promotion of the current headteacher.

Main findings

Teaching, learning and assessment have continued to improve since the last inspection. You have robustly tackled areas of weaker practice and effectively supported all staff to improve their work. Expectations have been clarified so that all teachers use the same effective approach to plan and assess pupils' work. Learning support assistants are making a better contribution to pupils' learning as a result of the training and development they have received. Pupils said that these changes were making learning easier. Your recent questionnaire to parents indicated their increasing confidence in the school.

Leaders rightly use a variety of approaches to ensure that their evaluation of the quality of teaching is sharp. Their judgements are carefully checked by the multi-academy trust. Consequently, leaders in the school and in the multi-academy trust have a very accurate picture of the quality of teaching in the school.

The high-quality training and support that teachers receive have contributed to improvements in teaching. To achieve greater consistency, all professional development is based on the national teachers' standards. Precise evaluations of the quality of teaching are used to inform the professional development teachers receive. You have begun to introduce the same successful approach for learning-support assistants. This is based on their national professional standards. The staff that I spoke to said that this was contributing to an increasingly positive and professional atmosphere in the school.

Improvements in teaching have resulted in better outcomes for pupils. Current assessment information shows that more pupils are achieving the levels expected for their age across the school. Particularly pleasing are the current outcomes for pupils in Year 6, which are a considerable improvement on results in 2016. The progress that the most able pupils make has improved, although this is still lower than national averages.

Leaders remain rightly focused on improving rates of progress, particularly in writing and for the most able pupils. Plans to tackle these areas are clear and straightforward. They effectively enable leaders and governors to monitor closely how successful actions have been and if the rate of change is fast enough. These plans are working well and have successfully guided improvements so far.

Leaders of the multi-academy trust have arranged productive additional support for the school from a variety of sources. As the trust's central team is based some distance away, they have, where possible, found support that is closer to the school. As a result, good and outstanding providers have given effective support to develop aspects of teaching during the last year, for example the teaching of mathematics and the moderation of teacher assessment. Advisers from the trust have also worked successfully with the school to develop pupils' writing. The impact of this work is effectively evaluated by trust staff. This has enabled the trust to ensure that the support makes a difference and that staff learn from excellent practice in other schools.

External support

Since the last inspection, the multi-academy trust has provided the school with a good level of support. The trust ensures that the encouragement and challenge it gives is robust and based on accurate evidence. The attendance of senior officers from the trust at all governing body meetings ensures that they have a good understanding of the school's strengths and weaknesses. As a result, they quickly identify areas where progress is too slow or that need additional support. This close attention has contributed to the good progress the school has made since the last inspection.

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

Yours sincerely

Phil Minns
Her Majesty's Inspector