

Inspection of a good school: Frogmore Community College

Potley Hill Road, Yateley, Hampshire GU46 6AG

Inspection dates:

8 and 9 February 2022

Outcome

Frogmore Community College continues to be a good school.

What is it like to attend this school?

The school is a happy and friendly place to learn. Pupils say they feel that they belong to the 'Frogmore family'. They feel well supported and cared for by staff. Pupils say that everybody is welcomed and nobody is left out. They told inspectors that they like getting to know other pupils from different year groups in their tutor groups and that this helps to create the family atmosphere.

Pupils take an active role in the running of the school. They regularly take part in fundraising activities which support the school and local charities. For example, pupils recently raised money for a school defibrillator. Pupil ambassadors promote equality and diversity across the school by ensuring the views of pupils are listened to.

Most pupils conduct themselves well. They show respect and courtesy towards their peers and the adults who work with them. The atmosphere around the school is relaxed and friendly. Pupils understand the behaviour systems. In most lessons they are able to concentrate on their work and do their best. However, pupils say that lessons are sometimes disrupted by a small minority of pupils, particularly when their regular teachers are absent.

What does the school do well and what does it need to do better?

The curriculum is ambitious and well designed. In most subjects, the curriculum sets out what pupils should learn and the order in which things are taught. Leaders have improved the key stage 3 curriculum to ensure pupils are better prepared for future study. In English, for instance, leaders have increased the range of texts that pupils study to ensure sufficient challenge. In most subjects, leaders have identified essential vocabulary and themes that pupils need to learn and remember. However, in a few subjects, such as science, this is not as strong, which means that some pupils do not achieve as well as they could.

All pupils study the full national curriculum for three years in key stage 3. At key stage 4, the school provides a broad range of subjects, despite its relatively small size. Pupils have free choice of optional academic and vocational subjects. The numbers of pupils studying English Baccalaureate subjects in key stage 4 are similar to the national average. Additionally, very high numbers of pupils continue to study arts and technology subjects.

Staff are enthusiastic and have good subject knowledge. They work together to plan activities that build on what pupils have learned before. Staff are improving the way they check what pupils know and remember. In modern foreign languages, for example, teachers use assessment well to identify and address gaps in individual pupils' learning.

Many pupils lack confidence in reading and in speaking in class. Leaders are determined to tackle this relative weakness, but work is at an early stage. Staff read to pupils regularly. However, many pupils do not read regularly or widely themselves. Some staff lack the skills to develop reading and spoken language in class. Specialist teaching for the weakest readers, however, ensures that these pupils develop increasingly secure reading skills.

Pupils with special educational needs and/or disabilities (SEND) benefit from effective support. The school caters particularly well for pupils with physical disabilities. These pupils are fully involved in school life and learn well.

The house system and tutoring makes a significant contribution to pupils' personal development. The school's well-planned personal, social, health and economic (PSHE) and citizenship programme includes a range of topics that pupils feel are relevant to them. Pupils appreciate and value PSHE and citizenship sessions. They say that staff take these lessons seriously and teach them in an interesting way.

The school is well led and managed. Staff value the support they receive and leaders' concern for their workload and well-being. Leaders provide effective support to the early career teachers (ECTs). Governors know the school well and provide constructive support and challenge. Their knowledge of the school is enhanced by discussions with senior pupils.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding within the school. Staff know how to respond if they have any concerns. Systems to record and follow up concerns are robust. Designated safeguarding leads are experienced and very knowledgeable about the pupils and families that they work with. They work proactively with other staff in the school and with external agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subjects, including science, are at an earlier stage of curriculum development, particularly in key stage 3. In these subjects the curriculum is not sufficiently demanding and does not prepare pupils fully for study in key stage 4. Leaders should ensure that the curriculum in all subjects sets out clearly and precisely what pupils need to know and be able to do. This will help pupils do as well as they could.
- Many pupils do not read widely enough, either within academic subjects or for pleasure. This sometimes limits the breadth of their vocabulary and the depth of their writing. Some staff lack the expertise needed to teach reading successfully. Leaders should ensure that staff have the subject knowledge needed to help pupils to improve their reading. Leaders should also make sure that pupils are encouraged to read more widely.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116442
Local authority	Hampshire
Inspection number	10200491
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	706
Of which, number on roll in the sixth form	N/A
Appropriate authority	The governing body
Chair of governing body	Stephen Colclough
Headteacher	Christopher Vaudin
Website	http://www.frogmorecollege.co.uk
Date of previous inspection	18 January 2017, under section 8 of the Education Act 2005

Information about this school

- A very small number of pupils in Year 11 attend alternative provision at Rowhill School, which is run by Hampshire County Council.
- The school has seven ECTs, who follow the Ambition Institute core induction programme.

Information about this inspection

- Inspectors held meetings with the headteacher and senior leaders. Inspectors also met with a range of teaching and support staff.
- Inspectors evaluated the quality of education by looking in detail at the teaching of English, science and modern foreign languages. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited about the curriculum. In addition, the lead inspector met with leaders of mathematics, history, art and design technology to review curriculum planning and examples of pupils' work.

- Inspectors met with the special educational needs co-ordinator (SENCo) and listened to small groups of pupils reading with the SENCo and a member of learning support staff.
- Inspectors evaluated the effectiveness of safeguarding. The school's single central record was reviewed. Inspectors met with the designated safeguarding lead and discussed some case studies of safeguarding referrals.
- The lead inspector met with representatives from the governing body and had a telephone conversation with a local authority officer.
- The lead inspector had a telephone conversation with the leader of the alternative provision and a tutor.
- Inspectors considered the views of members of staff who responded to Ofsted's online staff survey, responses to the Ofsted Parent View survey, and free-text responses. Inspectors met with groups of pupils formally and informally to discuss their views of the school. Inspectors also took account of responses to Ofsted's online pupil survey.

Inspection team

Mark Bagust, lead inspector

Ofsted Inspector

Alan Johnson

Ofsted Inspector

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