

Inspection of Frogmore Infant School

Green Lane, Frogmore, Camberley, Surrey GU17 0NY

Inspection dates: 4 and 5 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils value the support they get in this warm and caring school. Leaders encourage everyone to live out the school values of care, curiosity, excellence, honesty, persistence and respect at all times. For example, Year 2 pupils learn how to show care through leading play activities for the younger children in Reception.

Kindness is key at Frogmore. Relationships between adults and pupils are strong. When pupils are upset, adults are quick to respond. All pupils learn how to recognise and respond appropriately to bullying. While bullying is rare, adults deal with it well. They take a personalised approach to helping pupils appreciate their differences and resolve conflict.

Leaders really want to engage families in their children's learning. Parents value regular events to come into school to see their children's achievements. This enables pupils to become confident communicators through showcasing their successes.

Leaders want all pupils to be active citizens who make a positive contribution to society. Pupils learn about the importance of giving through organising support for charities and by providing entertainment for a lunch club at the local church. Year 2 pupils also enjoy educating the whole school community about environmental issues by producing and distributing detailed information packs.

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

Leaders are clearly ambitious for all pupils to learn a broad curriculum and to achieve well. Expectations for pupils, including those with special educational needs and/or disabilities (SEND), are high. In the strongest subjects, for example design and technology (DT), knowledge is clearly identified and organised into a coherent sequence right from the start of Reception. Teachers know exactly what to teach and how to support pupils effectively to achieve well.

However, the curriculum is at various stages of development. In some subjects, for example in history, the precise knowledge that pupils need to learn is not yet identified in full. This means that pupils do not always remember their learning confidently. However, leaders know exactly what they need to do to ensure every subject is well considered and carefully planned.

In some subjects, teachers' subject knowledge is secure. They plan activities that help all pupils, including those with SEND, to achieve well. For example, in music, teachers revised previously learned musical vocabulary at the beginning of a lesson and then made sure that pupils used this vocabulary to explain their ideas about a piece of music they were listening to. However, in some other subjects, leaders have not yet ensured that teachers have had the training they need to help pupils remember their learning confidently. This means that pupils find it more difficult to apply what they know to new learning.

Leaders clearly prioritise reading. Teachers promote a love of books. They read interesting and engaging texts to pupils regularly. Leaders have ensured that all pupils experience highly effective teaching that helps them learn to read right from the start of Reception. Pupils who find reading more difficult receive strong adult support. This ensures that these pupils get the help they need to keep up with their classmates.

Pupils behave well. They are polite and well mannered around the school. In lessons, pupils generally focus well. In Reception, adults have made a good start to establishing clear routines. Children know exactly what they need to do at key times of the day, for example when getting ready for story time or when they want to eat a snack.

Leaders provide a wide range of opportunities to support pupils' personal development. As soon as children join the school in Reception, they learn about the importance of living a healthy lifestyle. Clubs on offer including football, cooking, art and construction help to foster pupils' individual talents and interests. Leaders have prioritised helping pupils to appreciate the awe and wonder of nature. Pupils see and care for new life through watching ducklings hatch and grow. They learn about seasonal changes through regular nature walks. Opportunities are also sought to use real life examples to enhance the curriculum. For example, prior to constructing a model castle in DT, pupils visit Windsor Castle to gain useful knowledge to help them develop their own ideas in school.

Leaders and governors work in partnership to improve the school. Governors routinely challenge leaders about the quality of education they provide. Staff feel valued. They say that leaders support them well to do their best for the pupils in the school. Parents are also incredibly supportive of the school. As one parent stated, 'Staff are passionate about supporting all children to be the best that they can be.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance. All relevant checks are carried out to ensure staff are safe to work with children. Safeguarding training is detailed and regular. Leaders check staff knowledge and make sure that all adults know what to do if they have any concerns about a pupil. Leaders act swiftly to ensure that all pupils and their families get the help they need when they need it. Leaders make referrals to external agencies when necessary to keep pupils safe from harm.

Pupils learn how to keep themselves safe. They have an age-appropriate knowledge of how to stay safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not yet identified and sequenced all of the key content that teachers need to teach. This means that pupils are not always able to make links between concepts securely enough, so that they build knowledge systematically. Leaders need to continue to review and refine the curriculum so that pupils can achieve well across every subject.
- Teachers' pedagogical knowledge is not yet consistently strong across all subjects. This means that teachers do not always use the most effective strategies to help pupils remember what they have learned. Leaders need to strengthen teachers' pedagogical knowledge to ensure that pupils remember the intended curriculum well.

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.

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	115981
Local authority	Hampshire
Inspection number	10228849
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair of governing body	Rita Vasa
Headteacher	Jill King
Website	www.frogmore-inf.hants.sch.uk
Date of previous inspection	10 July 2008

Information about this school

- This is a smaller-than-average infant school.
- It currently does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and senior leaders, and held a telephone conversation with a representative from the local authority. The lead inspector also met with representatives of the governing body, including the chair of governors.
- The inspection team carried out deep dives in early reading, mathematics, DT and music. For each deep dive, the inspectors discussed the curriculum with subject

leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff, and through discussions with pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

His Majesty's Inspector

Rachel Roberts

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022