

Inspection of a good school: Frogmore Junior School

Green Lane, Frogmore, Frogmore Junior School, Camberley, Surrey GU17 0NY

Inspection dates: 5 and 6 March 2024

Outcome

Frogmore Junior School continues to be a good school.

The headteacher of this school is Emma Rodziewicz. This school is part of GLF Schools Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Julian Drinkall, and overseen by a board of trustees, chaired by Lynne O'Reilly.

What is it like to attend this school?

This is a happy, inclusive school. Warm relationships permeate all aspects of school life. Pupils feel safe and know that staff always listen to them. Their voice matters. Staff put their pupils at the heart of every action they take. There are high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Typically, pupils achieve well.

Rights and responsibilities are at the centre of the school's aims. Pupils understand these very well. A culture of respect runs through the school. Pupils make sure that lessons are productive places to be because they know everyone has a 'right to an education' and a 'right to be listened to'. Pupils strive to 'get to gold' by working hard and showing acts of kindness. They love discovering whose name is written in the platinum book, the highest behaviour award in the school.

Pupils enjoy the leadership responsibilities they have. They take them seriously and look out for each other. For example, pupils made sure that the new 'trim trail' is accessible for all of their friends. They are currently working with a local councillor to make the road outside the school safer.

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

The school has introduced an ambitious trust-wide curriculum for all pupils recently, including those with SEND. The curriculum identifies knowledge and skills for each subject well. Teachers know exactly what to teach and when to teach it. They emphasise important vocabulary well in lessons, encouraging pupils to practise and use new words successfully. On the whole, outcomes at the end of key stage 2 in English and mathematics in 2023 were in line with the national picture.

The school has high aspirations that all pupils will succeed and play a full part in school life. It identifies and considers pupils' additional needs effectively. Teachers write precise and useful targets for pupils with SEND. They adapt learning effectively when needed. Pupils with SEND are flourishing and learning well.

Even with the curriculum being fairly new, delivery is effective. Pupils show high levels of concentration. Lessons are productive. The school ensures that teachers are well prepared. Consequently, staff have a strong and growing level of expertise. They follow the school's agreed approach to teaching. They present information clearly. Effective training and work with the trust's cluster schools have contributed well to this. Staff morale is high. The trust contributes a wealth of expertise and skills. Trustees and governors are well informed about the quality of education that the school provides for pupils. Local governors carry out delegated statutory responsibilities with diligence.

Pupils remember their current learning well. Teachers check what pupils know in lessons effectively. They spot misconceptions and give clear and effective feedback to pupils. However, pupils struggle to remember key learning over longer periods of time in some subjects. The school has not yet considered fully exactly what it wants pupils to learn in the longer term in these subjects, and how it can support pupils in securing this learning consistently well. This means pupils are not yet achieving as highly as they could in these subjects.

Reading is a priority across the school. The school has identified high-quality children's literature for pupils to read and study. These carefully chosen texts reflect the school's commitment to diversity and inclusion. The school has a well-established phonics programme. This helps pupils who join the school still at the early stages of reading very effectively. Pupils benefit from daily phonics lessons and expert tutoring, which helps them catch up.

The school's work on pupils' personal development is a strength. Pupils debate moral and ethical issues regularly. Pupils respect the views of others, politely disagreeing if need be. Pupils celebrate difference. They run assemblies about additional needs found in the school, such as autism and physical disabilities. Pupils say this helps them to understand their friends better. Pupils benefit from a wide range of opportunities that develop their talents and interests well, such as clubs, trips and residential.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school has not identified the most important learning that pupils need to secure over time. This limits how well teachers can check what pupils have remembered, and how well pupils know what they need to for future

learning. The school should ensure that clear curricular goals are in place for all subjects so that pupils achieve highly.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139944
Local authority	Hampshire
Inspection number	10296390
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	Board of trustees
Chair of trust	Lynne O'Reilly
CEO of the trust	Julian Drinkall
Headteacher	Emma Rodziewicz
Website	www.frogmorejuniors.co.uk
Dates of previous inspection	2 and 3 October 2018, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school joined the GLF Schools Multi-Academy Trust in October 2019.
- The headteacher took up her role in September 2023, after being head of school. Both assistant headteachers are new to post since the last inspection.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also heard pupils read to a member of staff.

- The inspector also looked at other aspects of the school's curriculum.
- The inspector met with leaders, staff and pupils. She also met with the chief executive officer, the interim primary director and the regional director from the trust.
- The inspector held a meeting with the chair of the trustees of the GLF trust, one further trustee and two members of the local governing committee, including the chair.
- The inspector spoke with groups of pupils about their experiences at school. She considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspector spoke with staff about their workload and well-being. She considered the views of staff shared through Ofsted's online survey for staff.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

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