

Inspection of Frodingham Infant School

Rowland Road, Scunthorpe, North Lincolnshire DN16 1ST

Inspection dates:	24 and 25 September 2024
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and productive at this school. They are polite and kind to each other. Pupils know that staff will sort out any problems that they may have. Pupils enjoy school and take part in clubs such as gymnastics or football.

The school has high expectations of what pupils can achieve. Children in the early years quickly learn routines and important skills such as taking turns and counting. However, as pupils move through the school some of them fall behind in the curriculum. They then do not catch up quickly enough. This is sometimes missed by staff.

Pupils enjoy their lunchtimes and breaktimes. There are a range of games and activities for them to take part in. Behaviour in classrooms is mostly positive and staff build warm and encouraging relationships with pupils. Any issues with friendships are quickly resolved.

The school has designed a thorough and aspirational personal development programme for pupils. This ensures that pupils are taught important concepts about being kind and looking after each other. They learn about the fundamental British values and how to be respectful in an age-appropriate way.

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

The school has made some important changes to the curriculum since the last inspection. Leaders have now defined the 'sticky knowledge' that runs through each year group. The school has created resources that direct teachers to come back to the sticky knowledge over time.

However, some of this content is sometimes not taught well to pupils. Teachers sometimes introduce many new concepts at once or set tasks that rely on knowledge that pupils have not learned. Some of these activities do not help pupils to practise the knowledge and skills set out in the curriculum. This impacts on some of the more vulnerable pupils the most, such as pupils with special educational needs and/or disabilities. The school has developed systems to help some of these pupils feel settled and focused in class. However, teachers sometimes miss when these pupils make mistakes or have not understood something. This is particularly the case for pupils in key stage 1. Some of these pupils then continue to make mistakes.

The school has trained staff on how to teach the early reading curriculum. Staff show pupils how to break words down and are skilful in how they model this. Some staff do not check how well pupils are doing this. Sometimes, staff do not know whether pupils have understood. Some pupils who are struggling to keep up do not get regular opportunities to practise reading. This hinders these pupils in becoming fluent, accurate readers by the end of Year 2.

Teachers are skilled in teaching the personal, social and health education curriculum. Pupils learn about their emotions and how to build positive relationships with each other.

They learn about how families can look different. Parents are now fully informed about what their children will be taught.

Children thrive in the early years and successfully develop their physical and social skills. Staff are experts in boosting children's communication and language development. They introduce carefully chosen new words. Children enjoy physical activities, for example by moving crates and then hopping from one to another. Children develop strong routines through the clear expectations that staff set out for them.

The school has mapped out a monitoring schedule that indicates what leaders should do, such as talking with pupils or looking in their books. However, this monitoring has not focused on the quality of teaching in each subject. The school has not evaluated what teachers need to do to improve their teaching. The training that teachers receive is not helping them to improve quickly enough.

Staff feel well supported by the school. They know that they can ask for help if needed. The school recognises that some teachers do not have the training that they need in how to deliver the curriculum well in all subjects, particularly in key stage 1.

The school builds strong relationships with parents and carers. Staff involve parents in experiences such as sharing home learning. Pupils benefit from a wide range of experiences, such as performing on stage or going to the local library.

Governors have a clear view of the strengths and weaknesses of the school. They support leaders and challenge them through their questioning in meetings. They know that there is still more to do and have an accurate evaluation of what is needed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The pedagogy used by the school is often not clearly linked to the content of the curriculum and what pupils need to remember. Some strategies used by staff do not allow pupils to practise, and therefore secure, important knowledge. The school should train staff in effective pedagogical strategies that support the subject-specific aims of the curriculum.
- Monitoring in the school has not focused sufficiently on the quality of the implementation of the curriculum and its impact. Teachers' implementation of the curriculum is sometimes not helping pupils to learn content in the long term. The school should ensure that the monitoring focuses on the quality of delivery of the curriculum and supports teachers to improve where needed.

- In key stage 1, teachers sometimes miss where pupils have a misconception or have not understood something. Some pupils then continue to make mistakes. The school should ensure that teachers spot where this is happening and respond to it in a timely way to avoid misconceptions being formed.

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	117748
Local authority	North Lincolnshire
Inspection number	10346308
Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair of governing body	Elaina Skuce
Headteacher	Christina Mallender
Website	www.frodingham.n-lincs.sch.uk
Dates of previous inspection	1 and 2 November 2022, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school runs a breakfast club for pupils.
- There is a Nursery class for three- and four-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, senior leaders and other staff about the school's progress since the last inspection. Inspectors also spoke with the chair of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- Inspectors visited the early years and discussed the provision with leaders and staff.
- Inspectors observed breaktimes and lunchtimes and spoke with pupils about their experiences of school during these times.
- Inspectors considered the responses shared through Ofsted Parent View, including the free-text comments.
- To evaluate the effectiveness of safeguarding, the inspectors: 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

Matthew Knox, lead inspector

Ofsted Inspector

Jenny Thomas

His Majesty's Inspector

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