



# Frobisher Primary and Nursery School

Inspection Report

**Unique Reference Number** 114757  
**Local Authority** ESSEX  
**Inspection number** 290019  
**Inspection dates** 18–19 January 2007  
**Reporting inspector** Godfrey Bancroft

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Frobisher Drive
<b>School category</b>	Community		Jaywick, Jaywick
<b>Age range of pupils</b>	3–11		Clacton-on-sea, Essex CO15 2QH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01255 427 073
<b>Number on roll (school)</b>	301	<b>Fax number</b>	01255 431 727
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Maurice Alexander
		<b>Headteacher</b>	Mrs Christine Watkins
<b>Date of previous school inspection</b>	18 October 2004		

<b>Age group</b> 3–11	<b>Inspection dates</b> 18–19 January 2007	<b>Inspection number</b> 290019
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average sized primary school. Parts of its community face some very significant economic and social challenges. Attainment on entry is usually extremely low. The percentage of pupils from ethnic minority backgrounds is broadly average, although the number who speak English as an additional language is very low. The percentage of pupils who have additional learning needs or disabilities is well above average, as is the percentage of pupils who join or leave the school during each year. The school has gained Eco School accreditation and has the Healthy Schools Award.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Frobisher Primary and Nursery is a rapidly improving school that enables pupils of all abilities and backgrounds to do their best. It makes a real difference to the lives of its pupils. The school evaluates its own performance as satisfactory. However, the inspection judges it to be a good school that provides good value for money. Provision for children in the Foundation Stage is good and they achieve well. By the time pupils leave at the end of Year 6 standards are below average. Even so, from very low starting points, pupils make good progress. This is particularly true of those who have additional learning needs or disabilities and those recognised as gifted and talented, because of the additional support provided. The main reason why pupils are successful is that teaching and learning are good. Teachers plan their work carefully, matching it well to the full range of pupils' needs and abilities. Pupils are congratulated when they do well. This raises their self-esteem, enabling them to become confident learners. Even so, some lower-attaining pupils are not sufficiently aware of what they need to do to make their work even better. Pupils also learn well because their personal development and well-being are good. One pupil said, 'Our teachers are great. They are really friendly and helpful.' Teachers ensure that learning is enjoyable and that pupils feel secure and are well cared for. The development of pupils' speaking skills is satisfactory and many are confident speakers. However, some pupils struggle to express what they are thinking clearly. The curriculum is good. The school has taken great care to ensure that lessons and additional activities are adapted to meet pupils' learning needs effectively.

Since the school was last inspected all aspects of provision have improved significantly. This is because leadership and management are good. The headteacher has a single minded determination to ensure the continued improvement of everything that the school does. However, data about the progress of pupils are not sufficiently accessible for all teachers to allow them to analyse progress. Under the dynamic leadership of the chairman, the governing body fulfil its duties effectively. Governors are tremendous advocates for the work of the school and are doing much to ensure that it plays a central role in the life of the community. The school works very effectively with parents and carers. The support it provides for them is outstanding and includes the valuable funding for a home, school and community liaison worker and a family liaison officer. The analysis of the inspection questionnaires shows that parents and carers have overwhelmingly positive views of the school. One parent said, 'The school is doing a fantastic job for its pupils.' Improvement since the last inspection is good. The school's capacity for further improvement is also good.

### What the school should do to improve further

- Focus even more closely on the development of pupils' speaking abilities.
- Ensure that all pupils are fully aware of what they need to do to improve their work.
- Make sure that data about the progress that pupils are making is easily accessible for all teachers to use fully.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and make good progress. When children start in the Foundation Stage their attainment is extremely low in relation to that expected for their age. They make good progress in the Nursery and Reception classes, especially in personal, social and emotional development. By the end of Year 2 standards in reading, writing and mathematics are well below average. Even so, in recent years a pattern of gradual improvement has been evident. At the end of Year 6 standards in English, mathematics and science are below average. For many pupils, given their very low starting points, attaining these standards means they have made good progress. This is particularly true of pupils who have additional learning needs or disabilities. Sometimes the significant number of pupils who join or leave the school in the course of each year has the effect of depressing levels of attainment. Despite this, over the last five years attainment in Year 6 has improved steadily.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. The youngest children make rapid progress in their social development and are soon able to share and work with others. Most pupils understand right and wrong, and show courteous and thoughtful behaviour that contributes much to the positive climate of the school. Pupils enjoy lessons and are enthusiastic in their work. They have good regard to safety. Increasingly, pupils realise the importance of taking exercise and know how to make wise choices in eating. Many pupils contribute willingly to the school community. This is typified by the care they show for the environment as members of the school's 'Ground Force'. Pupils' self-esteem develops very strongly. Most collaborate very well with others in a variety of activities and acquire a sound foundation of skills for their future well-being. Pupils' spiritual, moral, social and cultural development is good. Many value music and art as well as the additional activities provided such as French and writing to a school in Ghana. The older pupils clearly wish to learn and most thrive in the school's friendly environment which was described by one as giving 'the freedom to explore your imagination'. Attendance is below average but the school does everything within its power to ensure that pupils attend.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and result in good achievement. Teachers set a good pace and ensure activities last just the right length of time so pupils do not lose concentration. In most lessons activities are matched well to the range of pupils' abilities. Management of pupils is very good with secure routines and high expectations

of the right behaviour. Teachers use their specialist knowledge well to enthuse and challenge the pupils. Learning support assistants are a great asset in lessons because they understand the learning needs of the pupils. Teaching teams are particularly successful at raising pupils' self-esteem. Pupils appreciate the regular marking of their books. Teachers' consistently provide constructive guidance, but some lower attaining pupils find it hard to use this to improve their work. Targets set for groups of pupils are not always successful in pointing the way forward because a few pupils do not understand the language in which they are expressed.

## **Curriculum and other activities**

### **Grade: 2**

The school places great emphasis on planning a curriculum that is well matched to pupils' learning needs. It is acutely aware that many pupils lack social and life skills, and hence ensures that personal, social and health education permeates the school day. Teachers are confident to adapt lessons and change teaching patterns so that pupils can learn in the way that suits them best. Activity days, when teachers make the best use of their individual expertise, are very popular with the pupils because they pick up the teachers' enthusiasm and can experiment with new ideas. Occasionally opportunities to develop pupils' writing or use information and communication technology in some subjects are missed. The school provides a wealth of experiences beyond the classroom. Access to the school's own minibus means pupils regularly go swimming and visit local theatres and historical sites. An excellent range of clubs gives pupils chances to take part in sporting activities. Outdoor areas are used satisfactorily to promote learning. Even so, the headteacher is consulting the pupils, staff and governors on imaginative new plans for the outdoor areas.

## **Care, guidance and support**

### **Grade: 2**

Pupils are cared for very well and the care provided for vulnerable children is outstanding. The school meets current requirements to ensure pupils' health and safety. As a result, pupils feel secure and know they can turn to adults in the school if they feel worried. Parents are extremely confident that their children are well looked after. Procedures to guide the large number of pupils with additional learning needs are good. Teachers and learning support assistants enable them to make good progress. Learning mentors make a good contribution to pupils' academic and social development. The school's partnership with external agencies providing pastoral and academic support for pupils is outstanding. The school council works effectively to ensure that pupils' views are heard and acted upon.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, with the help of the governing body, has assembled a very committed and hard working team of teachers and support

staff. The significant improvements made in all aspects of the school's work since its last inspection can be attributed to the single minded commitment of this team. All staff benefit greatly from very good continuing professional development. The good support provided by the headteacher, deputy headteachers, team and subject leaders for their colleagues is also a central feature of the school's continued improvement. Arrangements to check on, evaluate and improve the quality of education are good and have led to improved teaching and learning. Governors do a good job. They are passionate advocates for the school and are very knowledgeable about what it does well and what might be improved. The role of the governing body is typified by their good work, in partnership with the headteacher, in ensuring that resources are used wisely and in attracting additional funding to support improvements to the quality of provision.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

19 January 2007

Dear Children,

Frobisher Primary and Nursery School, Frobisher Avenue, Jaywick, Clacton-on-Sea, Essex, CO15 2QH

It was a great pleasure for us to visit your school. We particularly enjoyed the opportunities to talk with you about your education and to watch you enjoying your lessons. We agree with you and with your parents and carers that there are lots of things that your school does well and that make it good.

- It gives the youngest of you a good start to your education.
- It takes very good care of you, makes sure you feel safe and makes your learning enjoyable.
- Your teachers and learning support assistants help you all to do the best you can.
- Your behaviour is good and you work very hard.
- You have a good range of enjoyable and interesting activities. There are also lots of additional opportunities for you to extend your learning.
- Your headteacher and school governors are good at making sure that you have everything you need to learn successfully.

We are asking your headteacher and teachers to do three things which we hope will make your school even better:

- to give you even more help to become better speakers, which will support your work in English
- to make sure that you all know what you need to do to make your work even better
- to give your teachers more information about how much progress you are making.

Well done. We wish you every success in your education and for your future.

Yours sincerely,

Godfrey Bancroft, Lead Inspector

On behalf of the inspection team.