

Frogmore Community College

Inspection report

Unique Reference Number	116442
Local Authority	Hampshire
Inspection number	290536
Inspection dates	7–8 June 2007
Reporting inspector	Chris Corp

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School	639
6th form	17
Appropriate authority	The governing body
Chair	Mrs Sue Stott
Headteacher	Mr Peter Green
Date of previous school inspection	5 March 2001
School address	Potley Hill Road Yateley GU46 6AG
Telephone number	01252 408444
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Age group	11–18
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Frogmore Community College is in the third year of its designation as a specialist technology college. The college is smaller than average including a very small sixth form. From August 2007 the sixth form will close; no lessons were taking place during the inspection. The vast majority of the students are from White British backgrounds. The proportion of students taking free school meals is well below average. Students come from a wide range of backgrounds. The proportion of students with learning difficulties and disabilities is below the national average. The college has been awarded the Investors in People Award and the Enhanced Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Frogmore is a good and improving college. It provides outstanding care, guidance and support for all the students. As one parent commented, 'The pastoral care is outstanding. The staff know and understand the children's needs'. The college is fully aware of its strengths and where there is room for even more improvement. The senior leadership team, with the support of subject leaders, has ensured that standards and achievement at GCSE have risen significantly.

The college has decided that the students entering post-16 education would be better served by local colleges and, as a result, decided to close the sixth form. The very small numbers of students remaining in Year 13 have successfully completed their courses and were supported well by the college.

Students achieve well in most subjects to reach well above average standards due to good teaching and positive attitudes to their studies. The students comment favourably on the support and guidance teachers give to them. In most lessons there is a cooperative relationship between staff and students. This ensures that teachers are able to provide well structured, challenging and engaging lessons. Good achievement is also due to the relevant curriculum that matches the needs of the students well in most aspects. However, the curriculum is only satisfactory because it does not meet statutory requirements for religious education at Key Stage 4. Students' progress is closely monitored and any who do not reach their targets are quickly identified and supported in a positive manner. In some classes, however, the quality of feedback to students, the management of behaviour and the setting of homework have weaknesses. This leads to slower progress.

Students' personal development and well-being are good. They feel safe and enjoy coming to college. There are, however, a small number of students that do not enjoy their education and are poor attenders despite the college's robust actions. Behaviour around college and in most lessons is good. The college is aware that the behaviour of a small number of students is not acceptable in some lessons and is rightly providing suitable support to both teachers and students. The college is a designated a 'healthy school' and this is fully justified. Students are well prepared and guided in their future career or post-16 choices. Students have many opportunities to take part in a wide range of activities within college and the local community.

Leadership and management are good. However, there are inconsistencies in the way different subjects are managed, which hinder improvement. In some subjects, the high quality of support for teachers and students has directly contributed to the rise in standards seen. However, not all subject areas offer this standard of support, for example in certain classes within mathematics and information, communication and technology (ICT). Some subject leaders do not monitor provision and standards carefully enough. Others do not take effective action to address inconsistencies in teaching.

The outstanding senior leadership team demonstrates a shared understanding of how to improve the college further, based on accurate self-evaluation. There have been new appointments made in many of the management positions in the college and these have helped to improve standards. The technology college status has had a very positive impact in many areas including raising standards, the support given to teachers and students, the use of information and communication technology and more effective links with the feeder schools. The college's improvement since the last inspection has been good and it has a good capacity to improve further.

Effectiveness and efficiency of the sixth form

Grade: 3

The number of students taking examinations in 2006 was low. The achievement of these students in Year 13 was satisfactory as a result of the satisfactory teaching. The sixth form was an integral part of the accurate monitoring procedures. The college also concluded that teaching was effective with teachers' planning being appropriate. The college maintained a suitable and appropriate curriculum for the students throughout. A very small number of Year 13 students were completing course work or about to take examinations at the time of the inspection. From discussions with some students it is clear that they have enjoyed their sixth form careers. They appreciate the positive relationships fostered by the staff and the many responsibilities they have held, together with social activities in which they have become involved. The students have found that their small numbers have enabled them to benefit from substantial and effective academic tutorial support. They feel well prepared for their careers and higher education. The students have found that senior staff and subject teachers have maintained the quality of care, facilities and teaching at an appropriate level for them, as the sixth form has prepared to close.

What the school should do to improve further

- Sharpen the way subject leaders provide guidance, monitor lessons and support the management of behaviour in their respective subjects, in order to improve the consistency of the teaching and learning across the college.
- Improve the attendance of a minority of students.
- Ensure that statutory requirements are met for religious education at Key Stage 4.

Achievement and standards

Grade: 2

Grade for sixth form: 3

Standards have been rising over a period of time and the test and examination results in Years 9 and 11 were well above national averages this year. There was a dramatic rise in the percentage of students gaining 5 or more A*-C grades in 2006 compared to previous years. However, standards were lower in mathematics compared to English and science. The recent focus on raising standards in mathematics has been successful and they are now significantly higher. Results in the sixth form were close to the national average and students' achievement was satisfactory.

The students enter the college with standards that are above the national average. They achieve well and make good progress in both Key Stages 3 and 4. The college has high expectations of all students and provides focused and effective support to ensure students do well in most subjects. The students are set challenging targets and receive good guidance on how these can be reached. Students with learning difficulties and disabilities make good progress because of the effective support from teachers and teaching assistants.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

The personal development and well being of students are good, they socialise well during breaktimes and there is a calm and peaceful atmosphere. However, in a few lessons there is

low-level disruption and some students need to be challenged in order for them to remain on task. The college has introduced a range of strategies to ensure that attendance improves but these have yet to have a significant impact on a small number who are poor attenders. Students enjoy the education they receive; they are loyal to the college and appreciate the personal support they are given. Spiritual, social, moral and cultural development is good and, for example, 'thoughts for the week' are challenging and followed up in assemblies. All students come to a good understanding of moral and cultural issues, helped by a well structured PSHE and citizenship programme.

Students receive two hours of physical education throughout the college and the numbers participating in sport-related enrichment activities is increasing. Students are developing well their awareness of healthy eating. Their views are sought and acted upon through the college council, prefect meetings, interviews and questionnaires. They are regularly involved in charitable activities that benefit causes both locally and nationally. As a result of opportunities for work-related learning, work experience and citizenship lessons, students are developing good skills for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 3

Overall the quality of teaching and learning is good, although there are some inconsistencies. In most lessons, teachers have adopted a tightly structured approach to planning and clear learning objectives meet the needs of all students. As a result, the students know what is expected of them and work productively. In the few lessons where teaching is satisfactory the match of work to students' needs is less focused. In general, teaching is lively and challenges students to think independently and develop their ideas. Teachers are enthusiastic about their subjects and keen to see that their students share their enthusiasm. Relationships are good and teachers manage their classes well, creating a purposeful working atmosphere. Students are interested in lessons and most respond well. In most classes students' work is carefully marked and they are given good information about how to improve. Some teachers do not manage behaviour effectively and do not provide constructive feedback for students. Homework is not always set regularly and consistently.

The good teaching is the result of clear guidance and thorough monitoring from effective subject leaders. Agreed approaches to lesson planning, using data, assessment and marking have raised teachers' expectations and they are setting challenging targets for their classes. These improvements to planning and assessment by teachers ensure that students are aware of their target grades and of how to improve their standard of work. Students with learning difficulties and disabilities are supported very effectively by teachers and learning support assistants so they make good progress towards their learning targets.

Curriculum and other activities

Grade: 3

Grade for sixth form: 3

The curriculum has many strengths but is only satisfactory because statutory requirements are not met in religious education. The curriculum provides a strong framework that enables students

in the main school to achieve well, both academically and personally. There are a variety of accredited options and activities to ensure the needs of students with learning difficulties and other disabilities and those identified as gifted and talented are met. GCSE religious education is offered in Years 10 and 11. However, the college is not compliant in delivering the Hampshire agreed syllabus for religious education in Key Stage 4. A personal, social and health education programme, a distinct citizenship course as well as careers, work-related learning and enterprise activities are particularly effective in supporting students' development as they move through the college. The curriculum is enhanced by a wide range of extra-curricular activities both within the college and beyond. The college's specialist status has enabled it to develop the curriculum in many areas and extend opportunities further in design and technology.

Care, guidance and support

Grade: 1

Grade for sixth form: 2

The college provides a really strong, caring and supportive environment where students feel safe, develop their personal qualities very well and make good progress towards the academic targets set for them. Those with learning difficulties and disabilities and other vulnerable students are very well supported and their progress towards targets set in their individual and personal education plans is frequently monitored and evaluated. The quality of care, guidance and support is enhanced by the role of the family and student support officer who works alongside heads of year. Provision for ensuring health and safety is very strong. Child protection and risk assessment procedures are securely in place and staff are aware of their responsibilities. When required, appropriate support is also provided as a result of close links with a wide range of outside professional agencies.

The use of assessment data to set academic targets is well established. Staff regularly analyse data to identify students who may not be achieving as well as they can. Positive steps are then taken to ensure that planning for these students addresses the concerns identified. This work was particularly effective in ensuring Year 11 students who were borderline eventually achieved pass grades in their GCSE examinations last year.

Leadership and management

Grade: 2

Grade for sixth form: 3

Leadership and management are good overall. The college has worked hard to improve the quality of leadership and management and this had led to higher standards and better achievement.

The headteacher and senior leadership team provide excellent leadership. They are well supported by an effective governing body. Together with the staff, they have developed shared values, a sense of common purpose and very good working relationships. The focus on improving the quality of teaching and learning and raising students' achievement is clear. They have used the technology college action plan very effectively to drive development. Monitoring of students' progress and the quality of teaching is thorough and systematic. The college's evaluation of its work is accurate and priorities are appropriate. Subject leadership is good overall but there are inconsistencies in the impact of monitoring of the teaching and learning within some

departments. Where there is consistency in teaching and learning within a subject area, standards have improved. Governors monitor and hold the college to account on the basis of a clear understanding of its strengths and weaknesses. They are prepared to tackle difficult issues as in the recent decision to close the sixth form because of low student numbers. The run up to closure has been managed well and ensured that the remaining sixth formers have received a satisfactory education. With the headteacher, they have also worked hard to ensure that the college is well staffed, despite considerable difficulties in recruiting teachers in shortage subjects like mathematics. However, they have failed to ensure that statutory requirements are met in religious education.

Overall, the college has improved well since the last inspection. Standards have risen significantly and the issues from the last inspection, apart from religious education have been dealt with. Funding is used well to provide good value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	3
How well does the school work in partnership with others to promote learners' well-being?	1	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	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	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	1	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
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	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

21 June 2007

Dear Students

Inspection of Frogmore Community College, Yateley, GU46 6AG

I take great pleasure in having this opportunity to thank you for the pleasant and polite manner in which you welcomed the team of inspectors to your college. We greatly appreciate the contributions you made in discussions and during lessons. You demonstrate a real pride in your college and this is fully justified. You play an important part of making Frogmore not only a good college but also one that continues to improve.

In discussions with you it was apparent that you appreciate the enthusiasm and commitment of the staff. You are aware that they will offer any support and guidance you need to enable you to improve and they have very high expectations of you. The college gives you outstanding support. It was also pleasing to note that the vast majority of parents and carers share this positive view of your college.

The leadership team of your college are outstanding and senior teachers in the school and the governors have an excellent knowledge of the college. They are fully aware of what further changes are needed to ensure you leave Frogmore having achieved your very best.

We have asked the college to ensure that:

- All subject leaders monitor lessons in their respective subjects to improve the consistency and quality of the teaching you receive, especially in making sure everyone behaves sensibly and you achieve well.
- They improve the attendance of a minority of students.
- You are all taught sufficient religious education in Key Stage 4.

Well done and thank you once again.

Dr Chris Corp

Lead Inspector