

Frogmore Infant School

Inspection report

Unique Reference Number	115981
Local Authority	Hampshire
Inspection number	312131
Inspection date	10 July 2008
Reporting inspector	Paul Armitage

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

Type of school	Infant
School category	Community
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	172
Appropriate authority	The governing body
Chair	Mrs Sam New
Headteacher	Mrs Jill King
Date of previous school inspection	28 June 2004
School address	Green Lane Frogmore Camberley GU17 0NY
Telephone number	01252 872601
Fax number	01252 878996

Age group	4-7
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Introduction

The inspection was carried out by an Additional Inspector.

The inspection focused on the following areas currently of significance to the school:

- pupils' academic achievements
- the quality of pupils' personal development
- the quality of leadership and management.

Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were unjustified. These have been included in this report.

Description of the school

Frogmore Infant School has 172 pupils. Relatively few families apply for free school meals and the percentage of pupils whose first language is not English is well below average. The percentage of pupils who have learning difficulties and/or disabilities is similar to that found nationally. These pupils have mainly specific and moderate learning difficulties and one pupil has a Statement of Educational Need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Frogmore Infant School is outstanding. This is a view which is also shared by pupils, parents and the wider community in which the school plays a significant role. The response of one parent when told there was an inspection is typical of many others - 'My child has attended Frogmore Infant School for three years and I still find it hard to believe what a fantastic school it is. The level of teaching, the opportunities, the staff and the head are outstanding. I feel that all the children who attend are very lucky.' The inspector endorses this view. The school offers high quality teaching and learning, exceptional care, a rich curriculum and high quality management based on rigorous, honest, self-evaluation.

Academic standards are well above average and pupils make excellent progress. Children enter school with standards expected for their age but by the time they leave, they are achieving far better than this. A good example of their achievement is the quality of their writing - lively, interesting, with a good use of vocabulary, meaningful and well structured. Another example is dance where children show very good, creative responses, compose their own dance and talk about aspects of form and flow. Children with learning difficulties and disabilities do well because of teaching that is highly responsive to their needs - for example, a group of pupils receive extra support in reading to improve their confidence and fluidity. In recognition of the high quality provision that has resulted in high standards and achievement, the school has won numerous awards including the Arts Mark Gold, the Basic Skills Award and, in Reception, the Trail Blazers Award.

Pupils' personal development is outstanding. The high quality of their spiritual development is well illustrated by Year 1's sensitive response to the sculptures of Andy Goldsworthy resulting in their own impressive pieces of art. Likewise, their response in drawings to the pond life they saw on a visit to a local common. Moral and social development are strong, illustrated by the way Year 2 pupils worked collaboratively during World Water week to explore the issues surrounding water supply to African villages. This example also reflects the high quality of pupils' cultural development. So too does the excellent response of Reception pupils to their six week programme of African drumming and the whole school's response to the opportunities offered in music, art, dance and drama during the annual arts week.

Central to the school's success is a combination of high quality teaching, pupils' excellent response and a curriculum which covers topics which are interesting, ever-changing, and above all, relevant to children's needs. The teaching is of high quality because teachers are confident, know well the abilities of their pupils, use assessment information wisely to help tune what they teach and, quite simply, make learning fun. As a result, pupils are keen to study and respond with enthusiasm. Because of this their behaviour is excellent and unauthorised absence is well below average. Pupils are good at asking questions and finding answers. They do a lot for themselves both in school and at home but the school is right to want to develop this independence even further - the children certainly have the capacity to do this.

Children are well supported. Academically, they know how well they are doing and together with teachers, negotiate realistic but challenging targets which teachers help them achieve. There are many other examples of help. A good example of this is the excellent support given to children with emotional difficulties. Other examples include the additional help given to pupils with weaknesses in literacy and the Transition Project with the junior school which supports pupils moving from Key Stage 1 to 2.

Children have an excellent understanding of being safe and healthy. For example, during the inspection, Year 2 children prepared an assembly on healthy eating. In physical education, children talk readily about the importance of exercise and its effects on their bodies. At lunchtime, the school has organised a 'Huff and Puff' activity which pupils really enjoy.

The quality of leadership and management is outstanding. Each one of the governors plays a major role in the strategic management of the school. They are initiators of policies and practice that is likely to improve pupils' education. For example, they have established the 'Creativity Working Party' aimed at improving their own and teachers' understanding of how children think and how they can be encouraged to think creatively. They are also effective evaluators with a firm understanding of how well the school is doing.

The headteacher is pivotal to the success of the school. She knows her school well, sets clear expectations, provides challenge and new ideas, and is successful in encouraging staff to work with her. She is also skilful at encouraging them to take initiatives, making clear how much she values them. She is not complacent. Despite the school's considerable academic success, she is still searching for ways to improve further. She has rightly identified that middle ability children could do better still and this is now part of the school's development plan. She is well supported by an able leadership team and by efficient administrative, catering and maintenance staff. Together, governors and staff have created an ethos of care, sensitivity and fun linked to strong academic performance and pupils' personal development.

Effectiveness of the Foundation Stage

Grade: 1

Children at Frogmore get a really good start to their education. They make outstanding progress so that by the end of Reception, almost all far exceed the goals expected of them. There are numerous examples. For instance, progress is very strong in speaking and listening which is the pupils' weakest area when they first come to school. Other areas where progress is particularly strong are reading, writing and emotional development, the latter resulting in pupils' growing self-confidence and understanding of others. Pupils' knowledge and understanding of the world develops very well because pupils are always being encouraged to ask questions, find answers and talk about them. This illustrates the careful balance between activities led by adults and those initiated by children. There is close cooperation between staff so that expectations as well as children's needs are fully understood. There is regular assessment of pupils' progress which then influences what is taught next. There is excellent cooperation between Foundation Stage and Key Stage 1 staff ensuring that transition is comfortable for children and seamless in terms of their continuing academic and personal progress.

What the school should do to improve further

- Improve children's enquiry skills so that they take even more responsibility for their own learning.
- Further raise the standards of middle ability pupils in mathematics and reading.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

The quality of provision

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

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?	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

18 July 2008

Dear Pupils

Inspection of Frogmore Infant School, Camberley, GU17 0NY

As you know, I recently spent a day with you in your school. I talked to many of you and visited your classes. I also spoke with your teachers and met the headteacher and the chair of governors.

Your school is outstanding! I was very impressed with everything I saw and everyone I met. You work hard, you have lots of fun and you like coming to school. Your teachers also work hard. They are keen that you do well and they have lots of good ideas to make lessons interesting. Your headteacher knows everyone and leads your school very well. Your governors as well as office staff, caterers and maintenance staff all make sure that your school runs smoothly. This all adds up to a very successful school and you can be really proud of it. The standards you achieve are high and you make excellent progress. You are very well prepared for your next school. I particularly liked the way in which you take initiatives, asking questions and finding out the answers. You also speak very well - for instance, I remember the pupils who showed me their presentation about healthy eating.

Your headteacher knows that you do well but she still thinks some of you could:

- do even better in English and mathematics
- take even more responsibility for your own learning.

I think she is right - you are very capable and you will manage to do this.

Well done and thank you for making my visit such an enjoyable one. My very best wishes for your futures.

Yours sincerely

Paul Armitage

Lead Inspector