

Frogmore Community College

Inspection report

Unique Reference Number	116442
Local Authority	Hampshire
Inspection number	338820
Inspection dates	17–18 March 2010
Reporting inspector	Chris Wood

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	583
Appropriate authority	The governing body
Chair	Mrs Sue Stott
Headteacher	S Howells
Date of previous school inspection	18 March 2010
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Introduction

This inspection was conducted by one of Her Majesty's Inspectors and three additional inspectors. They observed 37 lessons taught by 37 teachers, including two joint observations with members of the senior leadership team. In addition, they observed parts of lessons, tutor periods and assemblies to investigate specific aspects of students' learning and well-being. Inspectors also scrutinised the college's self-evaluation, policies, action plans and tracking of students' progress.

During the inspection, meetings were held with college staff, four governors and students who were representative of the college's diversity. Inspectors also analysed the responses to questionnaires returned by 165 parents and carers, 62 students and 28 members of the college staff.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following:

- the achievement of all students, particularly girls in Key Stage 4, to ascertain whether teaching is appropriately adapted and/or sufficiently challenging
- the effectiveness of the college's care, guidance and support and the impact that this has had on improving outcomes for all students, particularly in terms of their well-being
- the impact of the actions of leaders at all levels on raising attainment and increasing the rate of progress made by all groups of students.

Information about the school

Frogmore Community College is smaller than the average secondary school. Most students are from a White British background. The proportion of students from minority ethnic groups or who speak English as an additional language is lower than the national average. The number of students who are entitled to free school meals is also below that seen nationally. While the proportion of students with special educational needs and/or disabilities is slightly higher than in other secondary schools, the percentage of students with a statement of special educational needs is similar to the national average. The college has held specialist status for technology since 2004. The headteacher has been in post since September 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Frogmore Community College is a good school that provides its students with an outstanding level of care, guidance and support. As a result of excellent pastoral care and consistently good teaching, students enjoy their learning and make good progress during their time at the college. Attainment, which is above average, has risen year on year. The college has also been very successful in raising attendance. This was broadly average at the time of the last inspection but is now high. In addition, work undertaken as part of the technology specialism continues to contribute very strongly to the college's overall effectiveness. Two parents echoed the views of many others when commenting, 'We are extremely pleased with both of our children's progress at Frogmore. They are very happy and want to come to school to learn and achieve.'

As a result of the headteacher's strong and insightful leadership, the college has improved steadily and this rate of improvement is now accelerating, particularly in the curriculum. She is well supported by other college leaders and staff. They share her commitment, willingness to innovate and determination to work successfully in partnership with parents, other schools, colleges and external agencies. Consequently, there is a good capacity to sustain and build on the improvements that have already been made. Accurate self-evaluation has identified those areas of the college's work that need to improve most quickly. The college is rightly prioritising the development of a more flexible curriculum that offers students of all abilities a greater range of academic and vocational options. The college is also sharply focused on broadening the currently satisfactory opportunities that students have to extend their knowledge and understanding of the different communities living in modern Britain.

What does the school need to do to improve further?

- Ensure that the well-devised plans to develop the curriculum further lead to improved outcomes by:
 - offering a more 'personalised' range of options in Key Stage 4, that meet the needs of students of all abilities and interests
 - developing a more flexible and creative skills-based curriculum in Key Stage 3.
- Ensure that students have greater opportunities to learn about and engage with communities that represent the full diversity found in modern British society.

Outcomes for individuals and groups of pupils

2

Students enjoy learning and achieve well. In 2008 and 2009, the proportion who gained

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five GCSEs at grades A* to C, including English and mathematics, was above the national average. Last year, attainment in mathematics was well above average. Attainment is consistently high in the college's specialist subjects of design and technology and science, where many more students achieve the highest grades at GCSE than is the case nationally. The college's accurate tracking of students' progress and evidence from the lesson observations undertaken during the inspection indicate that this trend is set to improve further. Consequently, students are well prepared for their future education, employment or training.

Inspectors spent the majority of their time looking at the progress made by students in their lessons. They looked specifically at the progress made by girls, a group that had been rightly identified by the college as underperforming in 2009. However, inspectors found that all students were making the same good progress, including those with special educational needs and/or disabilities. This is because the teaching is consistently good and students usually apply themselves diligently and enthusiastically to the interesting and often challenging work that teachers prepare.

The college is a calm and inclusive community. As one Key Stage 3 student said, 'I feel safe because it is like a family.' Students are polite and their behaviour in lessons and around the college campus is good. Occasionally, particularly where activities are less purposeful, students can become distracted. Students have regular opportunities to contribute as mentors, ambassadors and through raising money for a variety of local, national and international charities. They take pride in belonging to the college and participating in a variety of performances and sporting competitions. During the inspection, one student, who was competing in a Taekwondo tournament, said, 'I'm going to win for the school.' He did, taking a gold and silver medal. Students have a good understanding of how to stay healthy, although some do not always make the best choices. However, inspectors were impressed by the level of participation and enjoyment seen in a Year 11 physical education (PE) session. All students felt that their fitness was improving as a result of their personalised gym programmes and one girl concluded with satisfaction after a vigorous basketball game, 'I've used a lot of energy this session.'

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Inspectors observed almost all of the college's teachers and found that the quality of teaching was consistently good. About a quarter of the teaching observed was outstanding. No inadequate teaching was seen during the inspection. The features that were ensuring good progress included:

- positive relationships between staff and students
- strong subject knowledge and detailed planning that led to good pace
- imaginative use of resources, often including interactive whiteboards
- careful adaptation of tasks to meet the needs of students working at different levels
- increasingly effective use of verbal feedback to help students identify how to improve their work.

There remain some areas for development that the college is aware of through its own accurate monitoring of teaching and learning. While assessment information is being used more often to inform teachers' planning, this is not the case in all lessons.

Inspectors saw several examples of teachers using precise questioning to probe and extend students' responses. They also saw, for example in food technology and in art, excellent use of success criteria and exemplar work to help students evaluate their progress towards personal targets. However, this is not yet a consistent feature across the college.

The strength of the curriculum lies in the way subject areas carefully adapt their programmes to the needs and interests of students. The specialist subjects enhance greatly the experience of students both in the college and in partner primary schools. Students also enjoy and achieve well across a range of other subjects, notably in dance

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and drama. Inspectors were impressed by the skills they demonstrated in these subjects during lessons and enjoyed the original work performed by Year 10 dance students in a Year 11 assembly. While there has been increased flexibility in recent times, with more students able to access a wider range of academic and vocational courses, such opportunities have been comparatively limited. This is beginning to change as a result of the college’s ongoing actions to develop the curriculum further. Although these changes will take time to embed, well-devised plans are under way to ensure a more creative and skills-based curriculum in Key Stage 3 and a broader, more personalised set of options in Key Stage 4.

Strong partnerships with parents and the coordinated way in which all staff work together is central to the excellent care, guidance and support provided by the college. The arrangements to help pupils transferring from the feeder schools and the transitions between key stages are also excellent. The college’s sharply-focused tracking identifies the progress made by different groups of students, including those that are most vulnerable. This information is shared very effectively with parents. The work of support staff and pastoral teams is exceptionally well targeted, ensuring that students make good progress in their learning and well-being. One parent reflecting on the previous anxiety experienced by her daughter commented, ‘Since being at Frogmore she has been a different child. She wants to go to school and do well.’ Support for the gifted and talented students is also very well developed. One parent of a student with strengths in mathematics and science noted that the college had recognised this quickly and was, consequently, ‘very impressed that every child’s individual needs are met’.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Since her arrival, the headteacher has set out a clear vision for raising achievement for all students, empowering leaders at all levels to take a more active role in driving improvement. A very large majority of staff are proud to work at the college because they feel involved in what it is trying to achieve. They are also committed to working closely with parents. One middle leader commented, ‘There is a big sense of community. This is very much a partnership.’ The governing body is knowledgeable and well informed. It currently does a good job in supporting and challenging the college and is becoming increasingly involved on a day-to-day basis in monitoring its work.

Leaders and staff in the college ensure through robust procedures and regular training

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that students are kept safe. A clear focus on the achievement and well-being of all groups ensures that equality is promoted well. This was seen, for example, in the range of students selected to meet with inspectors during the visit. They represented the diverse views and experiences of young people in the college. The college already does much successfully to create a respectful and cohesive college community. Links with the local community, underpinned by the existing good partnerships, are also developing quickly. Nevertheless, leaders recognise astutely that students would benefit from a deeper understanding of the wider diversity within Britain. It is acting quickly to ensure that this happens.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The proportion of questionnaires returned was high. During the inspection, the lead inspector met with the headteacher to discuss the range of issues arising. Indeed, the headteacher is keen to use the recently established parents' forum as a means of enabling parents and carers to express their opinions and suggest ideas to further improve the college's work. One parent noted that the forum 'really takes parents' views into account'.

A very large majority of parents were positive about the college, noting the quality of teaching, the dedication of staff, good communication, and the high quality pastoral care and support. One parent spoke for others when commenting, 'My daughter's progress and confidence have gone from strength to strength since starting in September. I am very pleased with the school!'

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Some parents raised concerns over disruptive behaviour, usually referring to specific incidents. Inspectors found that behaviour in the college was good and noted very few instances of poor behaviour. Inspectors agree with the very large majority of parents who feel that behaviour is managed effectively by the college. A few parents raised concerns over recent changes to the reporting of students' progress. Most of their comments, which are pertinent, refer to the recent changes to target setting. They can be seen, therefore, in the context of the college's successful drive to keep parents well informed and raise attainment further. In all areas where parents had concerns, other parents noted the same aspects of the college's work as strong.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frogmore Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 165 completed questionnaires by the end of the on-site inspection. In total, there are 583 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	33	99	60	7	4	2	1
The school keeps my child safe	80	49	83	50	0	0	1	1
The school informs me about my child's progress	75	46	84	51	6	4	0	0
My child is making enough progress at this school	54	33	93	56	13	8	1	1
The teaching is good at this school	47	29	106	64	6	4	0	0
The school helps me to support my child's learning	52	32	98	59	11	7	0	0
The school helps my child to have a healthy lifestyle	32	19	110	67	17	10	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	26	94	57	9	6	1	1
The school meets my child's particular needs	51	31	98	59	9	6	1	1
The school deals effectively with unacceptable behaviour	62	38	79	48	16	10	3	2
The school takes account of my suggestions and concerns	40	24	98	59	15	9	1	1
The school is led and managed effectively	55	33	93	56	9	6	1	1
Overall, I am happy with my child's experience at this school	66	40	91	55	3	2	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 March 2010

Dear Students

Inspection of Frogmore Community College, Yately, GU46 6AG

You may remember that my colleagues and I visited your college recently to see how well you were doing. The inspectors wanted to thank you for your positive contributions to the inspection. This is what we found out:

- You go to a good college that provides you with excellent pastoral care. It is an inclusive community where you feel safe and value each other.
- You are doing better each year in your GCSE examinations and many of you achieve results that are above the national average. You do particularly well in the specialist subjects of design and technology and science.
- Your attendance is excellent – let's keep it that way so that you continue to learn at a good rate. You enjoy lessons and make good progress because the teaching is good. The activities you do are interesting and well planned; you work well with the teachers and each other, and most of the time you try really hard. Very occasionally you get distracted, particularly if the activities you are given do not engage or challenge you.
- You make positive contributions through your work as mentors and ambassadors or when raising money for charity. You enjoy participating in performing arts and sport. The inspectors really enjoyed watching the Year 10 dancers in assembly and were pleased that one of your peers had been successful in a Taekwondo tournament. Although a few of you do not always make the healthiest choices, most of you understand the importance of being healthy and enjoy keeping yourselves fit.

Your headteacher knows what the college needs to do next to improve further. We have agreed that it would be a good idea to make sure that:

- the curriculum becomes more flexible, particularly at Key Stage 4, so that you can study a wider range of courses that are better suited to your needs
- you get more opportunities to learn about and engage with the different groups of people living in modern Britain today.

You and your parents play an important part in the college's journey. Make sure you maintain your high levels of attendance, continue to apply yourselves fully and aim to do

the very best you can, even when you find the work challenging.

Yours sincerely

Chris Wood

Her Majesty's Inspector

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