

The Lady Jane Franklin School

Inspection report

Unique Reference Number	134228
Local Authority	Lincolnshire
Inspection number	381641
Inspection dates	21–22 November 2011
Reporting inspector	Declan McCarthy

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Canon John Thorold
Headteacher	John Craig
Date of previous school inspection	13 January 2009
School address	Partney Road Spilsby PE23 5EJ
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by nine teachers. Meetings were held with a small group of parents and carers, a group of students, members of the governing body and staff. Inspectors observed the school's work, and looked at a range of school documentation, including samples of students' work, policies and procedures to promote safeguarding, school improvement planning, data to track students' progress and two case studies of students whose circumstances make them vulnerable. Completed questionnaire returns from staff, students and seven parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well is assessment used to ensure different groups of students learn and progress as well as others, particularly in matching learning tasks to their different abilities?
- How well are students involved in assessing their own learning in lessons?
- How well do middle leaders use outcomes from their own self-evaluation to bring about improvement in the quality of teaching and learning in their subjects?

Information about the school

The school provides for students with behavioural, emotional and/or social difficulties. Students are referred from the east of the county and all have a statement of special educational needs. Approximately a third of students have additional special educational needs and/or disabilities including global developmental delay, attention deficit hyperactivity disorder, autistic spectrum disorder and literacy difficulties. A few students are looked after by the local authority. An above average proportion of students are known to be eligible for free school meals and a high proportion enter the school other than at the usual time of admission. Prior to joining the school, students have experienced disruption to their education, often as a result of poor attendance and/or exclusion from school. Many arrive disaffected with learning. The school operates an extended day and a range of after-school activities.

Since the last inspection the school has gained a number of awards, including Healthy Schools status, Learning Outside of the Classroom in recognition of students' work in the local community and the International Schools award. There has been a reduction in staffing with the loss of a deputy headteacher post, a reduction in the number of teachers and teaching assistants and school administrative staff. There has also been an increase in the number of parent and community governors.

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

This is a good school. Outstanding care guidance and support and excellent partnerships within the community are having a positive impact on the rapid progress students make in their personal development. This is particularly evident in the excellent progress they make in their behaviour which is typically good throughout the school, and in their re-engagement with learning. Parents and carers are pleased with the work of the school.

Students' attainment is broadly average by the time they leave school and they make good progress from their relatively low starting points. By the end of Year 11, students gain a wide range of qualifications including GCSE. Those who entered the school at the usual time of admission achieve five A to G grades including mathematics. Although 90% leave with a qualification in English, there are limited opportunities for them to take GCSE English. Those who enter at times other than the usual times of admission make rapid gains in learning from lower starting points, particularly in literacy, because outstanding support is provided to move their learning forward and teaching is good. Teachers have high expectations for students' learning and good subject knowledge. They generally make good use of assessment in planning different tasks to match the diversity of students' aptitudes and abilities, although this is not always the case. Similarly students are frequently involved in assessing their own learning with some outstanding examples of this seen during the inspection. However, there are occasionally missed opportunities for this to happen. Attendance is broadly average. Most students make rapid improvement in attendance which is often above average, although a few are persistently absent. Students have a good understanding of safe practices and their spiritual, moral, social and cultural development is good.

Strong and purposeful leadership from the headteacher and deputy headteacher, based on consistent monitoring of the school's work, has resulted in good use of accurate self-evaluation for school improvement. However, middle leadership is less well developed, particularly in monitoring the use of assessment and target-setting within subject areas to raise achievement further. The governing body provides good support for the school and has overseen good improvements since the last inspection, particularly in the quality of teaching, the development of assessment and the curriculum. Members of the governing body ensure the school meets legal requirements particularly for safeguarding. Taken together, these factors demonstrate the school's good capacity for further improvement.

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What does the school need to do to improve further?

- Raise achievement by:
 - ensuring greater consistency in the use of assessment information in planning so that learning tasks are matched to the wide range of students' aptitudes and ability
 - enabling all students to assess their own learning in lessons and in their written work
 - developing the skills of middle leaders to monitor the impact of assessment and target setting on students' learning within their subject areas
 - providing more opportunities for students at Key Stage 4 to take GCSE English.

- Increase the attendance rate of those few students who are persistently absent by 15% by July 2012, through working closely with these students and their parents and carers.

Outcomes for individuals and groups of pupils

2

Students' achievement is good and they greatly enjoy learning. With good teaching, students rapidly re-engage with learning and make good progress. This was seen in lessons where students achieved broadly average levels of attainment. They greatly enjoyed their learning as they focused on interesting tasks and made good use of resources for learning, including computers for research. This was seen in a history lesson where students used computers to research the origins of the Saxons and their settlements in Britain, downloading a range of maps and historical documents to support their learning. In a food technology lesson, other students greatly enjoyed preparing cooking and presenting a batch of high quality muffins and pizza whirls to sell for Children In Need. At Key Stage 3, students make good progress in learning as a result of the new 'opening minds' curriculum which has been a thoughtful stimulus for learning. The year-on-year rise in the range of accreditation available to students such as new GCSE, B Tec and vocational courses has led to a steady rise in attainment. By the time they leave school at the end of Key Stage 4, all students have a range of qualifications which prepares them well for the next stage of their lives. This is reflected in their successful transfer to colleges of further education or employment. Students with additional special educational needs and/or disabilities, those who enter the school other than at the usual times and those known to be eligible for free school meals make equally good as their peers, and sometimes outstanding progress. This is because of the outstanding support they receive which focuses sharply on developing their literacy skills and improving their response in

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lessons by consistent referral to their targets. There are no significant differences in the achievement of boys and girls.

Students’ good moral and social development is reflected in their good relationships with others, a significant reduction in exclusions and incidents of unacceptable behaviour and their adoption of safe practices in school, such as in their use of the internet. They say they stay safe and bullying is rare. Their good behaviour in lessons makes a good contribution to learning. As they move through the year groups, they reflect on their learning and behaviour and increase their confidence and self-esteem. Students adopt healthy lifestyles well, through day-to-day sporting activities where they exercise vigorously, and in the healthy choices they make. They make a good contribution to the community through their outdoor woodland project to conserve the environment, by assuming responsibilities in school and through the active school council, who were instrumental in establishing road signs and speed humps to control the speed of vehicles entering the school. Students have a good understanding and appreciation of diversity, which is reflected in their drive to think like European citizens, in establishing links with international schools in Austria, Slovakia, France and Italy. They have raised funds for disaster relief throughout the world, looking at the impact of this on the lives of those global communities who were affected. During the inspection they made delicious muffins and pizza whirls to a very high quality to sell in raising funds for ‘Children in Need’.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

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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All teachers have good subject knowledge which ensures students acquire new knowledge and skills quickly. In lessons, all staff managed behaviour very effectively and maintained very good relationship with students. Teachers generally use assessment well to match work to different abilities and involve students in assessing how well they have done and what they need to do to improve. Outstanding examples of this were seen in students’ written work, examination course work and in lessons where they reviewed the own progress, that of their peers and considered how well they were learning against their own targets. Very occasionally this is not the case as information from assessment is not always used to plan learning tasks which are both achievable and challenging.

Outstanding opportunities for students to enrich their learning through a wide range of residential trips and visits to places of interest have a very positive impact on their personal development. This is reflected in the recently gained International Schools award, where visits to different countries have had a positive impact on students’ cultural development. The outdoor learning initiative and developments in careers and vocational learning have led to good engagement in learning at Key Stage 4, reflected in most students’ high attendance rates and good achievement in vocational courses. The range of GCSE subjects has increased since the last inspection with more students experiencing academic success in these examinations. Although 90% of students are successful in gaining some form of accreditation in English, there are limited opportunities for students to take English GCSE. It is too early for the impact of new developments in the curriculum, such as the humanities curriculum, to be seen in students’ achievement.

Teaching assistants make a significant contribution to students’ learning by ensuring that those with additional special educational needs make equally good progress as their peers. They do this by focusing sharply on explaining key vocabulary and linking this to the new concepts students are learning. As a result, students rapidly increase their understanding and skills. The care, guidance and support provided for those students whose circumstances make them vulnerable is exceptionally good and considerably enhanced by the school’s excellent links with outside professionals. This has resulted in rapid improvements in behaviour and re-engagement with learning. The school does all it can to promote good attendance and good behaviour and as a result most students do very well in these aspects of personal development. Staff provide excellent role models for students and careers guidance is well thought out and planned. Excellent liaison with parents and carers ensures good participation in reviews and very smooth transition beyond school.

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

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The effectiveness of care, guidance and support

1

How effective are leadership and management?

Under the exceptional leadership of the headteacher and deputy headteacher, staff share the same vision for the school and drive for improvement. Good use is made of the outcomes of their monitoring of all aspects of the school’s work, especially teaching. This has led to improvement in assessment systems, in the curriculum and in the quality of teaching. However, the role of middle leaders in ensuring assessment information is used consistently for planning and target-setting within their subjects is more variable. Members of the governing body visit the school regularly to gain their own view of the school’s strength and weaknesses. For example, during the inspection a curriculum governor visited to look at the impact of art and music on students’ learning and personal development. They have overseen and monitored the development of improved policies and procedures to ensure safeguarding is promoted well in the school. Vetting procedures are thorough and reflect best practice. The curriculum has a strong emphasis on promoting safeguarding, as seen in practical subjects and in the high levels of supervision and support to ensure the safety of those students whose circumstances make them most vulnerable. Discrimination of any kind is not tolerated and good promotion of equality of opportunity is reflected in the equally good achievement of different groups of students. Good links with parents and carers and outstanding partnerships with local businesses, local and international schools have a positive impact on students’ personal development, particularly in the good promotion of community cohesion. The school has used the outcomes of its evaluation of the impact of community cohesion well to develop its new International School status. It makes good use of its resources to ensure good value for money as reflected in students’ good outcomes.

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	1
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	2
The effectiveness with which the school deploys resources to achieve value for	2

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money	
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Views of parents and carers

In the low number of completed questionnaire returns, nearly all parents and carers expressed very positive views of each aspect of the schools' work. They strongly agreed that the school keeps their child safe and makes sure their child is well prepared for the future. They also strongly agreed that the school informs them about their child's progress and that the school is led and managed effectively. Very few concerns were raised by a very small number of parents and carers, who believe that the school is not meeting their child's needs and that behaviour is not managed well. Nevertheless, all parents and carers stated that they were happy with their child's experience at the school. Inspection findings supported the positive views expressed by parents and carers and found that behaviour was managed very effectively and that the school nearly always meets the needs of its students.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Lady Jane Franklin School 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 seven completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	57	3	43	0	0	0	0
The school keeps my child safe	5	71	2	29	0	0	0	0
The school informs me about my child’s progress	6	86	1	14	0	0	0	0
My child is making enough progress at this school	3	43	4	57	0	0	0	0
The teaching is good at this school	3	43	4	57	0	0	0	0
The school helps me to support my child’s learning	4	57	3	43	0	0	0	0
The school helps my child to have a healthy lifestyle	3	43	4	57	0	0	0	0
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)	5	71	2	29	0	0	0	0
The school meets my child’s particular needs	4	57	2	29	0	0	0	0
The school deals effectively with unacceptable behaviour	4	57	2	29	0	0	0	0
The school takes account of my suggestions and concerns	4	57	3	43	0	0	0	0
The school is led and managed effectively	3	43	4	57	0	0	0	0
Overall, I am happy with my child’s experience at this school	4	57	3	43	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



23 November 2011

Dear Students

Inspection of The Lady Jane Franklin School, Spilsby, PE23 5EJ

Thank you for making us feel welcome when we visited your school and for sharing your views about the school with us. We were impressed with your good behaviour and how hard you work in lessons. We agree with you and your parents and carers that you go to a good school. Your school is well led and managed by the headteacher and staff. There are excellent partnerships with local and international schools and within the community and with outside agencies. These enrich your learning and help you to make rapid progress in your personal development. Good teaching and excellent care, guidance and support for your personal development and your learning ensure you make good progress and are successful in school. Here are a few suggestions to make your school even better.

- I have asked your teachers to make sure you are always given work which you can do and which challenges your learning. As part of this, I have asked them to involve you in checking how well you have done in your lessons and in your written work and for your heads of department to check that this is being done too. You can help by reflecting on how well you have done and writing this down when you finish a piece of work.
- I have asked the school to work closely with those students who do not attend school regularly enough, and their parents and carers, to improve attendance. You can help by encouraging everyone to attend regularly.

Thank you once again and best wishes for the future.

Yours sincerely

Declan McCarthy
Lead inspector

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