

Sir Francis Hill Community Primary School

Inspection report

Unique reference number	120427
Local authority	Lincolnshire
Inspection number	380019
Inspection dates	3–4 July 2012
Lead inspector	John Horwood

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair	Richard Emiliani
Headteacher	Hilary Hackney
Date of previous school inspection	11 March 2009
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Age group	3–11
Inspection date(s)	3–4 July 2012
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Introduction

Inspection team

John Horwood

Additional Inspector

Anthony Kingston

Additional Inspector

Janis Warren

Additional Inspector

This inspection was carried out with two days' notice. Approximately 11 hours were spent observing teaching, which included visiting 23 lessons taught by 17 teachers. Meetings were held with staff, members of the governing body and groups of pupils. Informal discussions with parents, carers, staff and pupils also took place during the two days. The inspectors observed the school's work, and looked at documents including the school development plan, minutes of meetings, the school's information on pupils' progress and samples of pupils' work. The responses to questionnaires from 99 parents and carers were examined and analysed.

Information about the school

This is a larger than average-sized primary school. There are two classes in each year group as well as a morning and an afternoon Nursery. The proportion of pupils from minority ethnic heritages is lower than average and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is similar to that found nationally. The proportion of disabled pupils and those with special educational needs who are supported at school action plus or have a statement of special educational needs is lower than average. More pupils than usual join the school other than at the usual times and many are not in the school for their entire primary education. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. A privately managed before- and after-school club operates on the school site, and is subject to a separate inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Pupils make good progress because teaching is good and management systems to improve pupils' academic and personal skills are effective. Pupils' behaviour in and out of lessons is outstanding and they make excellent contributions to safety within the school. Parents and carers are, rightly, very satisfied with the school. The school is not yet outstanding because pupils do not attain the same high standards in writing as they do in mathematics and reading.
- Achievement is good. All groups of pupils, including disabled pupils and those with special educational needs, make good progress in all year groups. Consequently, attainment is rapidly improving and is now above average.
- Teachers have good subject knowledge and fully involve pupils in lessons with interesting and challenging activities. They adapt most activities well to meet the learning needs of all pupils. Attainment data is well used by teachers to identify any underachievement, but the impact of this is less effective in writing than in other subjects.
- Pupils have very positive attitudes to learning and all are keen to learn. They have a clear understanding of how to keep safe and promote this well through school parliament initiatives. Pupils say they feel extremely safe in school and are taught how to keep themselves safe and healthy.
- Leadership and management are good. Leaders at all levels have a shared vision of providing the best education for all pupils. There is a clear focus on identifying and supporting the needs of all pupils early and providing good-quality support. School performance is monitored closely and a comprehensive programme for monitoring teaching and learning has led to improved teaching through helpful professional development for staff. While pupils' spiritual, moral, social and cultural development is good overall, links with communities beyond the local area are not fully developed to support pupils' wider

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understanding.

What does the school need to do to improve further?

- Raise attainment in writing to match the high levels already evident in reading and mathematics by consistently using the high-quality data available to systematically challenge and extend pupils' learning.
- Develop additional links beyond the local community to support pupils' understanding of other faiths and cultures.

Main report

Achievement of pupils

Children join the Nursery with skills below those expected for their age. They make good progress and usually reach expected levels in areas of their personal development but below expected levels in their communication and number skills by the end of the Early Years Foundation Stage. The current Reception class have, however, exceeded age-expected levels in all areas of learning, having made greater progress. Children enjoyed their lessons about letters and sounds (phonics) where they responded well to variations in voice levels by the teacher. They participated enthusiastically in the construction activities designed to develop their writing skills and in the activities linked to the sports day theme. Children independently choose and pursue their own activities both indoors and outdoors.

Pupils continue to make good progress as they move through the school. At the end of Key Stage 1, attainment is broadly average with reading skills above expected levels. At the end of Key Stage 2, attainment over a sustained period is above average. For the current Year 6, school data show high attainment in mathematics and reading while in writing it is above average. Pupils who join the school at different times make good progress, but the lack of continuity in their learning often leads to lower attainment levels. There are no significant variations in the achievement of boys and girls, and those known to be eligible for free school meals achieve as well as others. Disabled pupils and those with special educational needs are integrated into class activities and well supported by teachers and teaching assistants, or taught in small groups for short periods. Consequently, they achieve well. They make slightly better progress than others and the gap between their attainment and that of their peers is closing. More-able pupils are given harder work and are on track to reach the higher levels. Inspection findings that pupils' progress is good are confirmed by the work seen in their books, and further endorsed by responses of parents and carers who returned questionnaires.

Pupils' positive attitudes help them to enjoy learning and achieve well. For example,

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Key Stage 1 pupils thoroughly enjoyed planning and producing a recount of the educational visit of the previous day. Throughout the school, pupils discuss the learning objectives at the start of lessons and have the opportunities to assess their progress at the end. They enjoy practical activities, as was seen in a Year 6 design and technology lesson where they had to design and produce a box. Disabled pupils and those with special educational needs are set tasks that are challenging while matched to their abilities, and have the work explained to them very clearly.

Quality of teaching

Teaching is good throughout the school. Teachers have excellent relationships with pupils and ensure productive discussions during lessons. The impact of teaching on pupils' spiritual, moral and social development is good. Teachers are good role models and use curriculum content well to extend the learning of pupils' own faith and also to teach about other faiths and cultures. However, there are not enough opportunities for pupils to interact with those from different backgrounds. Adults have high expectations of pupils' academic ability and their behaviour. Teachers use strategies for learning that match pupils' individual needs so that pupils learn well across the curriculum, especially in mathematics and reading. The teaching of disabled pupils and those with special educational needs is effective and teachers deploy teaching assistants well throughout the day to provide support in classes where they can be most effective. Teaching assistants provide good support to pupils' care and learning, particularly, but not exclusively, for those who are disabled and those with special educational needs.

The high proportion of good and outstanding practice seen during this inspection supports the leadership's view that teaching is improving. Teaching is effective because there is a focus on pace and enjoyment. The identification of timescales by teachers is normal practice in many lessons. Teachers get into the spirit of the topic and interact exceptionally well with pupils to motivate them. In a Year 2 English lesson, the teacher identified herself as a time connective between pupils who were modelling part of the story, making learning fun and effective. In a Year 6 design and technology lesson, the teacher 'found' a letter from Rapunzel to use as an effective link between the two parts of the lesson. Good use is made of information and communication technology to make lessons interactive and meaningful. Where teaching is satisfactory, pupils are often kept in one group too long before moving onto group activities matched more closely to their individual abilities.

Targets are used well to motivate pupils and the marking of their work helps them know exactly how to get to the next level in their learning. Teachers always include regular periods for pupils to read in class to build on their phonics skills (the sounds that letters make) developed in the lower classes. The inspectors' view that teaching is good agrees with the views of parents, carers and pupils.

Behaviour and safety of pupils

The behaviour and attitudes to learning seen during the inspection were outstanding.

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Parents and carers, as well as pupils and staff, confirm that this is the normal situation in the school. The questionnaire responses about behaviour, attitudes and bullying showed a very high level of agreement. Pupils say they feel very safe in school, a view shared by staff, parents and carers. Through the school parliament, pupils have made a major contribution to setting high standards of behaviour and defining rules in this area. This is backed up by the use of playground buddies to support and monitor behaviour. Pupils also said that the opportunity to build up 'golden time' was effective at reducing any behaviour lapses. School records show that all incidents are comprehensively recorded and followed up. Pupils are aware of the dangers of internet use. An isolated incident of using mobile phones inappropriately outside school was dealt with effectively by supporting the pupils and families. The school does accept a few pupils on managed moves from other schools but they are well-managed and any disturbance to lessons is rare. Children in the Early Years Foundation Stage are well cared for and feel safe. They play and learn together well, have positive attitudes and good behaviour. The school is a very harmonious community with excellent relationships throughout. Attendance has risen rapidly because of action taken by the school and is currently above average.

Leadership and management

The school mission statement 'climbing high to reach that sky' reflects the clear vision of all leaders to help pupils attain the highest levels. The senior leadership team provide good leadership and management and all leaders contribute to monitoring school improvement. Teaching and learning is very well managed and funding is consistently focused on ensuring high-quality teaching and learning. Good professional development is provided for all staff. Good progress has been made in addressing the areas for improvement identified during the previous inspection. Teaching and achievement have been consolidated as good with both rapidly rising during the past three years, and behaviour has improved from good to outstanding. Consequently, the school shows capacity for further improvement. The governing body provides good support and challenge to the school, and its members are actively involved in monitoring progress and visiting the school. The school's self-evaluation is accurate and its development plan demonstrates the clear vision of leaders towards even better outcomes. Parents agree with the inspection team's view of good leadership, with the overwhelming majority saying they would recommend the school to others.

The outstanding relationships throughout the school contribute to pupils all having equal opportunity to succeed. Leaders ensure that pupils who join the school during the upper year groups are supported to help them settle and make good progress. The achievement of all pupils is similar and there is no evidence of discrimination of any kind. Current government safeguarding requirements are met, with a good focus on health and safety.

The curriculum focuses on developing pupils' skills in reading, writing and mathematics. Good use is made of information and communication technology in most lessons. Breadth and balance across learning opportunities are extended

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through themes linking subjects. These are particularly effective at promoting spiritual, moral and social development while contributing to cultural development. A wide range of clubs and activities are available at lunchtime and after-school, and these are well attended. The curriculum is adapted well to support disabled pupils and those with special educational needs, as well as providing challenging opportunities for the most-able pupils. Through a process of consultation teachers have with pupils at the planning stage, pupils are encouraged to identify their own lines of enquiry. This makes learning more personalised and increasingly more relevant.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 July 2012

Dear Pupils

Inspection of Sir Francis Hill Community Primary School, Lincoln, LN6 7UE

Thank you for making us welcome when we visited your school. We enjoyed talking with you, reading the questionnaires many of you completed and looking at the work you do. Your school provides you with a good education.

There are many things we admired about your school and these are a few of them.

- Your behaviour and attitudes to learning are excellent.
- You, your parents and carers all say that you feel exceptionally safe in school.
- You enjoy coming to school where you all work and play well together.
- You all make good progress because teaching is good and those who need extra help are given it.
- The school provides a wide range of activities for beyond the school day.
- The quality of teaching and the levels of attainment you reach are rising.
- Your school is led and managed well.

For the school to improve further, we have asked your headteacher to do two things to raise standards.

- Help you improve your writing by using the information teachers have about your progress to identify early those of you who need extra help and providing it for you.
- Develop additional links beyond the local community to support your understanding of other faiths and cultures.

All of you can help your school to move forward by continuing to work hard. I wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

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