

# Fosse Way Academy

Ash Grove, North Hykeham, Lincoln, LN6 8DU

**Inspection dates** 13–14 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve very well in writing and increasingly well in reading and mathematics.
- Teaching is usually good, with some that is outstanding. As a result, pupils, including children in Nursery and Reception, make good progress.
- Leadership and management are good. Senior leaders have successfully maintained the proven strengths in the quality of teaching and pupils' achievement.
- Pupils' attitudes to learning are impressive, as is their conduct towards their peers and adults in the school. Their behaviour is excellent. They feel very safe at school.
- The range of extra activities offered to pupils is extensive. Visitors to school, music, art, drama and sports activities all enrich and extend pupils' learning.
- Pupils enjoy coming to school. Their attendance is above average.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to help pupils make even more rapid progress in reading and mathematics.
- Teachers do not always set work that demands enough of pupils or ensure that lessons are well-paced.
- Checks made by senior leaders on teaching do not focus sufficiently on the progress made by different groups of pupils.

## Information about this inspection

- Inspectors observed 27 lessons or parts of lessons, five of which were observed jointly with senior leaders.
- Meetings were held with a randomly selected group of pupils, the Chair and Vice-Chair of the Governing Body and senior and middle leaders.
- Inspectors looked at a wide range of school documents, including the school's own data concerning pupils' current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account 45 responses to the Online Parent View questionnaire together with the school's own recent survey of parents' views. Additionally, all three inspectors talked informally to a few parents and carers in the playground as they brought their children to school on the second day of the inspection.
- Inspectors considered 25 questionnaires returned by staff.

## Inspection team

Krishan Sharma, Lead inspector	Additional Inspector
Joan McPhail	Additional Inspector
Stephen Palmer	Additional Inspector

## Full report

### Information about this school

- This is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of those supported at school action plus or who have a statement of special educational needs.
- Most pupils are White British.
- The proportion of pupils known to be eligible for pupil premium funding is much lower than average. This is extra funding provided by the government to support certain groups of pupils. In this school, it applies only to pupils known to be eligible for free school meals and pupils from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages specialist provision for a group of pupils with speech and language difficulties. It caters for up to 12 pupils aged 4 to 11.
- There is a breakfast club, which is not managed by the governing body and was not part of this inspection.
- The school became an academy on 1 June 2011. When last inspected in July 2010, the predecessor school, known as Fosse Way Primary School, was judged to be outstanding. The current headteachers were both in post at that time, one as headteacher and the other as deputy headteacher.

### What does the school need to do to improve further?

- Raise the proportion of outstanding teaching so that pupils make rapid and sustained progress in all lessons by:
  - setting work that challenges all groups of pupils, particularly in reading and mathematics
  - ensuring that lessons move at a brisk pace and that pupils are given maximum time to work on their own
  - making sure that adults in Nursery and Reception make well-timed interventions when children are working independently to deepen their learning.
- Improve the impact of leaders on the quality of teaching by:
  - increasing the focus of lesson observation by senior and middle leaders on the progress made by different groups of pupils
  - sharing the outstanding practice that already exists in the school.

## Inspection judgements

### The achievement of pupils is good

- Children in Nursery and Reception make a good start and develop their reading, writing and mathematics skills well. Most of them enter Nursery and Reception with skills and knowledge that are broadly at the levels expected for their age, with a few at higher levels than are normally expected. Good progress continues as pupils move through the school.
- After a slight dip at the end of Year 2 in 2012, pupils' attainment is currently rising to above average. Writing is now particularly strong. Pupils' attainment at the end of Year 6 remains consistently above average in both English and mathematics.
- Progress in reading is mostly good. Pupils' knowledge of phonics (the sounds that letters make) is strong because its teaching is regular and effective. They enjoy reading and most are competent readers as they move through the school, although not all of them are secure in understanding of the meaning of the text they read.
- A higher proportion of pupils than in schools nationally now make better than expected progress in writing. Pupils write for a good range of purposes. The examples of pupils' written work seen during the inspection showed a good degree of technical accuracy and control.
- Pupils' progress in mathematics is good and contributes to their consistently above average attainment. However, progress in some lessons was insufficiently rapid due to unnecessary repetition. Pupils can make mental and written calculations with confidence and accuracy.
- Pupils' oral skills are well developed and most are good listeners. They are keen to talk and express their ideas confidently. Pupils are competent in using computers for locating and extracting the information they need.
- Disabled pupils and those who have special educational needs, including those taught in the speech and language class, make progress similar to their peers. The extra support they receive is carefully targeted to meet their individual needs accurately.
- Across the school, a few more-able pupils make slower progress than they should because work set for them is not always demanding enough.
- In the 2012 Year 6 tests, the gap in attainment between pupils known to be eligible for pupil premium funding and other pupils was slightly larger than that found nationally. The gap is the equivalent of two terms behind in English and mathematics. The school's tracking of pupils' progress shows that these pupils are beginning to make faster progress. The extra help they get through a range of interventions is making a difference.

### The quality of teaching is good

- Teaching is usually good and some of it is outstanding. It has supported pupils' good progress over time and has made an effective contribution to their well-developed social skills and excellent relationships.
- In Nursery and Reception classes, adults are skilful in communicating with young children, who

find this reassuring. On occasions, adults miss opportunities to intervene to help children to remain focused on their activities by commenting on what they are doing or by asking questions.

- Planning is generally good, with teachers having a clear idea of what they want pupils to learn and achieve. They expect all pupils to work hard. The teaching assistants are very clearly briefed, which enables them to make a constructive contribution to pupils' learning.
- In the best lessons, teachers achieve a high level of commitment from all pupils, who make good or better gains in their knowledge and understanding. They check pupils' progress through persistent and probing questions and their comments challenge pupils to think deeply. The pace of these lessons is brisk and pupils are given enough time to work on their own. These strengths are not found in all lessons.
- In a very small minority of lessons, teachers do not set tasks that provide a suitable challenge for all groups of pupils, particularly the more-able. Consequently, pupils do not make the best possible progress in reading and mathematics.
- The teaching of writing is conscientious and is increasingly effective. Teachers' skills are now much stronger as a result of the training they have received. Systematic guidance in planning for writing and constructive comments are helping all groups of pupils to become competent writers.
- The teaching of disabled pupils and those who have special educational needs systematically builds on their previous knowledge and skills. This helps adults to consolidate learning as well as planning their next steps.
- The teaching of pupils who are supported by pupil premium funding is specifically aimed at improving their basic skills. The extra support, given through small groups and one-to-one arrangements, is beginning to help them to catch up.
- The teaching of pupils in the specialist speech and language class is effectively targeted at meeting their specific needs. Carefully planned programmes of activities help them to achieve well from their individual starting points.

### **The behaviour and safety of pupils are outstanding**

- Pupils display excellent attitudes to their learning. They take pride in their work and appreciate what the school provides for them. All groups of pupils relate very well with each other.
- Children in the Nursery and Reception are very responsive and willingly join in all the activities planned for them. They move around responsibly and care about each other's safety.
- Behaviour is almost always impeccable and is consistently well managed. Pupils understand what is acceptable and what is not. They show excellent manners towards each other and adults.
- Pupils, including those in the specialist speech and language class, feel safe and secure. They are aware that they have a responsibility towards their own and others' safety. Pupils understand that bullying may take various forms, including name-calling and inappropriate use of the internet. They say that bullying is rare, and is unacceptable. If and when it occurs, it is dealt with promptly.
- Attendance is above average. Senior leaders continue to promote regular attendance and

punctuality.

## **The leadership and management** are good

- Senior leaders have successfully secured pupils' good achievement and the good quality of teaching. The school evaluates its performance accurately and has demonstrable capacity to improve further.
- Pupils' progress is regularly reviewed to ensure that extra help is provided to those who need it. Senior leaders and governors maintain a continuous review of the performance of disabled pupils and those who have special educational needs, and those who are supported by pupil premium funding. They are determined to ensure that they get a fair deal and that their equality of opportunity is safeguarded.
- Leaders' checks on the quality of teaching are regular and are generally accurate. Their monitoring does not always include a specific focus on the progress different groups of pupils make in lessons and in their written work.
- Performance management arrangements establish clear links between teachers' pay and the impact of their classroom practice on pupils' learning and achievement. Continuing staff training is rightly linked to the school's key priorities for improvement. Recent external training on the teaching of writing has strengthened teachers' skills and has contributed to improvements in pupils' achievement. Senior leaders recognise that the school could make further use of its best classroom practice to improve the quality of teaching.
- The curriculum and planned extra-curricular activities contribute well to the development of pupils' basic skills and their personal development. Knowledgeable visitors, sport, music, drama, art and educational visits all promote pupils' spiritual, moral, social and cultural development well.
- The school has an extensive range of links with parents. Parents and carers appreciate easy access to staff in Nursery and Reception classes. Most parents are satisfied with the information they receive about their children's performance at school.
- **The governance of the school:**
  - The governors have a good knowledge of the school's strengths and weaknesses. The governing body maintains an overview of pupils' performance and knows how well the school is faring in comparison with similar schools nationally. Governors keep themselves informed about the overall quality of teaching. They are fully aware of the need to align teachers' performance in the classroom with their pay rises and promotion. The governing body has a good grasp of the school budget and is determined to ensure that the pupil premium funding is used to boost the achievement of eligible pupils. It ensures that the school's safeguarding arrangements meet current national standards. Governors bring a good range of skills and experience to the work of the governing body and are ready to seek training that will help them to do their job better.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136790
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	412284

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	570
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bruce Large
<b>Headteachers</b>	Nora Walkley and Robert Cowling
<b>Date of previous school inspection</b>	Not previously inspected
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