

# Fortuna School

Kingsdown Road, Doddington Park, Lincoln, LN6 0FB

**Inspection dates** 4–5 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher and senior leaders, with strong support from subject leaders and governors, are providing outstanding leadership and management in sustaining excellent teaching and achievement and continuously improving the school.
- School leaders promote pupils' personal development, including their spiritual, moral, social and cultural development, extremely well.
- Pupils' behaviour in lessons and around the school is outstanding. They respond exceptionally well to the consistent management of their behaviour. Pupils make very rapid improvements in their behaviour and attendance, and develop excellent attitudes to learning. Pupils feel very safe and know who to speak to if they feel anxious.
- Pupils' learning flourishes because the quality of teaching over time is outstanding. Teachers and teaching assistants work seamlessly together in setting very high expectations for pupils' learning and behaviour in lessons. Staff nurture pupils' emotional development exceptionally well, so that pupils grow rapidly in confidence and self-esteem.
- Teachers have a thorough knowledge of each pupil and make excellent use of well-chosen resources to plan exciting activities.
- Pupils' achievement is outstanding. They make rapid progress in learning relative to their low starting points on joining the school. They are well prepared for the next stage of their education, as the gap between their standards, and those of others of the same age, narrows significantly.

## Information about this inspection

- Inspectors visited nine lessons with senior leaders to look at the impact of teaching on pupils’ learning over time. Inspectors also observed pupils’ participation in a whole-school practice for the Christmas concert.
- Inspectors heard a few pupils read. They looked at samples of pupils’ work in books and work displayed in classrooms.
- Meetings were held with senior and subject leaders, the Chair of the Governing Body, a representative of the local authority, two different groups of pupils including the school council, and five parents. Inspectors also held informal discussions with different pupils at break time and lunchtime.
- Inspectors looked at the responses to the school’s most recent survey of parents as there were too few Parent View (the online questionnaire for parents) results. They also took account of 31 completed questionnaires returned by staff.
- Inspectors observed the school’s work and looked at a wide range of documentation, including records of behaviour, attendance figures, records of pupils’ progress over time, safeguarding policies, minutes of governing body meetings, the school development plan and the self-evaluation document.

## Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Kathleen Yates

Additional Inspector

## Full report

### Information about this school

- Fortuna School caters for pupils who have behavioural, emotional and social difficulties. Many have additional needs, such as attention deficit hyperactivity disorder (ADHD). All pupils have a statement of special educational needs or an education, health and care plan.
- Most pupils are White British and few pupils speak English as an additional language. There are approximately five times more boys than girls.
- A high proportion of pupils, approximately two thirds, are eligible for pupil premium funding. This is additional funding for pupils known to be eligible for free school meals and those in care of the local authority.
- Although the school is designated for pupils aged from four years old, the youngest pupils attending the school during the inspection were in Year 1. This is similar to the time of the previous inspection when the youngest pupils attending were in Year 2.
- Most pupils start at different times during the first half of the autumn term each year, although 21 new pupils arrived together at the beginning of September 2014.
- Most pupils have experienced previous disruption to their education and a significant number, nearly one third, have been excluded from their previous schools.
- Since the last inspection, the nature and severity of pupils' needs has increased. For example, there has been almost a five-fold increase in the number of pupils referred to the school who are in local authority care.

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

- Embed the new curriculum across the school and implement the new assessment arrangements by September 2015.

## Inspection judgements

### The leadership and management are outstanding

- Under the inspired leadership of the headteacher, the school continues to flourish. Staff and governors are fully committed in providing a strong ethos for nurturing pupils' learning, ensuring outstanding teaching, and promoting excellent behaviour and personal development.
- The headteacher and senior leaders, with good support from subject leaders and governors, are continuing to improve the school since the last inspection. The areas for improvement identified then have both been extremely well addressed. A new system for developing pupils' reading skills was introduced with full training provided for staff. This led to a substantial rise in pupils' achievement in reading and writing during the last academic year, which has been sustained. Assessment data is now fine-tuned to rigorously track progress in learning and pupils' behaviour relative to their different starting points.
- School leaders have a highly accurate view of the school and use this information well to set realistic and challenging priorities for development. All staff and governors are involved in the process, with subject leaders making a strong contribution in setting targets for improvement through using the outcomes of the evaluations of their own subjects.
- Leadership of teaching is outstanding and securely based on robust arrangements for managing the performance of teachers and teaching assistants. Leaders at all levels regularly monitor the impact of teaching on pupils' learning. They provide feedback on the strengths of teaching and discuss any areas to improve teaching further, providing support or training if necessary. This has led to a rise in the proportion of outstanding teaching since the last inspection across the school, with no teaching that is less than good.
- Equality of opportunity is extremely well promoted across the school, which is reflected in the consistently high achievement of all groups of pupils, including the least and most able, and no significant differences between the achievement of boys and girls. The school is highly effective in tackling discrimination and this is seen in the very good relationships pupils have with one another and the great respect they show to all adults.
- Leaders have ensured that the new curriculum has been developed and is already implemented. It consists of topic themes which change every term. Each theme begins with a 'Wow' day to fire up pupils' imaginations and immerse them in learning. For example, at the beginning of the topic on rainforests, pupils arrived at school to see that every classroom had changed into a rain forest. They experienced great excitement, and a sense of awe and wonder, as they were most eager to learn and find out more about the topic. Each topic promotes the basic skills of reading, writing, mathematics, communication and research skills extremely well.
- Other subjects such as science, humanities, art, food technology, and personal, social and health education are promoted through the topics. This is having a very positive impact on pupils' achievement so that they are well prepared for transfer to appropriate secondary schools. The new systems for assessing pupils within each curriculum area are developing well and are due for implementation by the end of the academic year.
- The strong nurturing ethos within the school, a range of well-conceived assemblies and the new curriculum promote pupils' spiritual, moral, social and cultural development exceptionally well. Pupils are provided with many excellent opportunities to work together and develop their social skills, especially in lessons. They have numerous opportunities for reflection in assemblies and in lesson activities where, for example, they reflect on their own successes in learning; this was seen in the scrutiny of their books.
- Pupils' moral development is exceptionally well promoted through well-chosen topics to foster their personal development, and through the consistent implementation of the system of rewards and sanctions. Pupils learn about diversity through theme days where they sample different foods, through assemblies, where, for example, a member of the traveller community comes into talk to pupils and through religious education where pupils learn about different religions.

- Pupils' preparation for life in modern Britain is well promoted through, for example, the celebration of world religions and Christian festivals such as the Nativity. Pupils also learn about democracy, applying this to the election of school council representatives.
- Strong partnerships with parents and local schools are ensuring very smooth transfer to secondary or special schools when the oldest pupils leave. Excellent team work between therapists, mental health professionals and outside agencies ensure the needs of all pupils are fully met and they make outstanding progress in their personal development.
- Leaders make very good use of pupil premium funding to purchase additional educational resources, such as books, to support the reading of individual pupils, and provide further training and more access to play therapy. This has enabled disadvantaged pupils to make the same progress as their classmates in literacy, numeracy and personal development.
- The school makes good use of the primary physical education and sport funding to purchase bicycles and a cycling proficiency trainer, and to provide swimming lessons for all pupils. This greatly improved pupils' cycling skills in Years 5 and 6 and enabled all pupils to gain swimming awards.
- The local authority is providing good support for the school through regular visits, and is enabling the school to share its excellent practice within the county.
- Safeguarding is promoted exceptionally well. Checks made on the suitability of staff and visitors to work with children are rigorous. All staff are fully up-to-date with training in child protection, safe handling and the management of behaviour. Robust checks are made on any potential risks and staff are vigilant in the supervision of pupils at all times during the day.
- **The governance of the school:**
  - Governors provide good levels of support and challenge for the school through regular visits. They have an accurate view of their strengths and areas for development through regular audits of the governing body and they use this information effectively to develop their own practice. They have a realistic and accurate view of teaching and oversee the arrangements for managing the headteacher's performance well. They use the outcomes of the school's monitoring of teaching and the school's data on pupils' progress when considering how the best teaching should be rewarded and to influence clear priorities for further improvement.
  - Governors ensure that the legal requirements for safeguarding are up to date. For example, they ensure that all training and policies and procedures to promote safeguarding are in place and up to date. They are effectively overseeing how well the school promotes pupils' spiritual moral social and cultural development and are considering further how British values are promoted. Governors are holding the school to account for its additional spending on pupil premium and primary physical education and sport funding to ensure that the school achieves value for money.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils make very rapid improvements in their behaviour during their time in school. In lessons and around school, their behaviour is at least good and usually outstanding.
- Pupils have excellent attitudes to learning as seen, for example, in their books, where they complete all tasks set and take a great pride in the presentation of their work. They have excellent relationships with staff and with one another. They share and take turns, listen to others with respect, and are courteous to visitors. Parents are extremely pleased with the progress their children are making in their behaviour and attitudes to learning.
- Pupils' outstanding behaviour impacts very strongly on their spiritual, moral, social and cultural development as they build their self-esteem, develop excellent relationships with others and become very

reflective of how well they are doing and how they can improve further.

- Pupils are consistently well behaved at break times, during lunchtime, and when moving around the school.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Robust systems are in place to assess any potential risks to pupils' safety and well-being during school activities and visits. High levels of staff engagement in pupil activities ensure close supervision at all times.
- Procedures for monitoring and promoting good attendance are highly effective. Immediate contact is made with the home should a pupil be absent and pupils are always rewarded for good attendance. As a result, attendance has risen year on year since the last inspection and is now above the national average. Given their histories of previous disruption to the learning, this represents outstanding progress in attendance.
- Pupils, staff and parents believe that bullying rarely occurs, which is also reflected in the very few recorded incidents of bullying in the school. They also believe that when such incidents occur, they are dealt with effectively. Pupils have a good awareness of different types of bullying, including prejudice-based bullying.
- Pupils use equipment safely and abide by the rules for the safe use of the internet. They understand the importance of this and the dangers of misusing social networking sites. Through well-chosen topics in personal, social and health education they are increasing their awareness of the negative effects of drugs and alcohol.

### **The quality of teaching**

### **is outstanding**

- The impact of teaching on pupils' learning is never less than good and is mostly outstanding across the school, which has led to pupils' exceptional learning and progress. This is reflected in pupils' books, in whole school data about pupils' progress over time and in the school's monitoring of teaching since the last inspection. It was also confirmed during visits to lessons with senior leaders.
- Teachers use their thorough knowledge of each pupil to precisely match learning tasks to different learning needs. In discussions about their learning in lessons, pupils confirmed that they found the work neither too easy, nor too hard.
- Exceptionally strong teamwork between teachers and teaching assistants is effective in promoting very high expectations for learning and behaviour of all pupils, as was evident in every lesson visited during the inspection. This is a strong feature of typical teaching over time identified by school leaders. Pupils' outstanding behaviour in lessons has an extremely positive impact on their learning and progress.
- All adults were seen nurturing pupils' emotional development exceptionally well with very consistent feedback on how well each pupil was doing. They made equally consistent use of praise and encouragement which enabled pupils to grow rapidly in confidence and self-esteem.
- The use of well-chosen resources within the new curriculum motivates pupils exceptionally well and immerses them in learning. For example, in an exceptionally well-planned literacy lesson, pupils were looking at persuasive language in writing to win a competition. Suddenly, a member of staff arrived with a parcel delivery from a make-believe television celebrity for each pupil. Pupils were eager to open the parcel and then quickly proceeded to use persuasive language in their writing to inspire others to buy the products so that they would win the competition. This promoted their spiritual, moral, social and cultural development exceptionally well, as they experienced a sense of awe and wonder in their learning.
- Outstanding teaching of reading and writing and consistently good teaching of mathematics is reflected in pupils' outstanding learning and progress over time, as seen in their books.

- The teaching and additional support provided to disadvantaged pupils and those with additional learning needs is outstanding and reflected in the school's data about their progress over time.

### The achievement of pupils

### is outstanding

- Pupils' attainment on entry is low, because of their previous experiences of disruption to their learning. By the end of Year 6, attainment has risen rapidly with the gap between their standards and those achieved by others nationally, narrowing substantially. This has led to a five-fold increase in the proportion of pupils reaching the levels expected for their age in reading and writing since the last inspection. This is because they make rapid and sustained progress in their learning during their time in school. At Key Stage 1, levels of attainment in reading, writing and mathematics are low, but pupils make rapid progress in these areas during their time in school. For example, although none of the very few pupils previously scored on the Year 1 phonics screening test, all made good progress in Year 2, when re-tested.
- At Key Stage 2, pupils build on this progress and make rapid gains in reading, writing, the use of punctuation, grammar and spelling, and mathematics. As a result, they are well prepared for the next stage of their learning. Although the majority transfer to secondary special schools, a significant number of pupils successfully return to mainstream secondary school, with a very small number gaining places at selective schools.
- Pupils with additional learning needs and the few pupils who speak English as an additional language make the same outstanding progress as their classmates because highly effective additional support is provided by teaching assistants in lessons. There are no significant differences in the progress of boys and girls.
- The few most-able pupils make the same outstanding progress as their classmates because expectations for their learning are high and their thinking is always extended. This is seen in their results, where they reach nationally expected levels, and in their written work.
- Disadvantaged pupils make the same outstanding progress in reading, writing and mathematics as their classmates because the pupil premium funding is well used to provide additional resources and support for learning, including play therapy. This has stimulated pupils' learning and given them the confidence to re-engage with activities and do as well as their classmates.
- Pupils have made outstanding progress in gaining swimming awards and cycling proficiency awards as a result of good use of the primary physical education and sport funding to promote swimming and cycling.
- Pupils make outstanding progress in personal development and across a range of subjects including history, science, art music and physical education. This was seen during the whole-school practice for the Christmas performance, where all pupils sang carols confidently and spoke their lines clearly and confidently as they performed in a highly professional manner.

## 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>	134229
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	448937

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emile Van der Zee
<b>Headteacher</b>	Bridget Robson
<b>Date of previous school inspection</b>	13 March 2012
<b>Telephone number</b>	01522 705561
<b>Fax number</b>	01522 705563
<b>Email address</b>	enquiries@fortuna.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

