

The Lady Jane Franklin School

Partney Road, Spilsby, Lincolnshire, PE23 5EJ

Inspection dates 16–17 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
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.

- Outstanding leadership, including very effective challenge from governors, provides a nurturing approach throughout the school which has transformed pupils' behaviour and personal development.
- The school provides exceptionally well-targeted training for teachers and counsellors. Pupils benefit from the rich variety of subjects provided and the range of therapies which are well matched to their individual stages of development.
- Democracy is promoted outstandingly well, for example, through pupils electing their own house captains, and older pupils making short speeches to justify why they should be elected to the school council.
- Pupils learn tolerance of a range of faiths. Their whole-school project on what it means to be British is particularly creative.
- Behaviour is outstanding. Pupils who were unable to work collaboratively prior to coming to this school quickly develop the skills to work well in teams.
- Pupils' understanding of how to keep safe, particularly in the work-place, is excellent.
- Teaching is outstanding across all key stages and subjects. It is flexible and aimed at the individual pupil, typically offering relevant activities focusing on pupils' lives and developing their employability skills.
- Pupils make outstanding progress, particularly in English and mathematics.
- Year 11 pupils leave school with qualifications and skills that prepare them extremely well for their next step in education or training.
- Pupils enjoy school and most attend regularly. A very small number of pupils do not attend as often as they should.

Information about this inspection

- Inspectors visited 11 lessons taught by different teachers and instructors. Nine of these lessons were observed jointly with a member of the senior leadership team.
- Inspectors examined pupils’ work across the school. They also listened to pupils read in lessons.
- Meetings were held with the headteacher, other senior and middle leaders, members of staff, and pupils. A number of discussions were also held with governors. The lead inspector spoke by telephone with the local authority’s special educational needs adviser, and with a consultant commissioned by the local authority to challenge and support the school.
- Inspectors reviewed documents relating to pupils’ academic and social progress, and the school’s self-evaluation. They also looked at curriculum and assessment policies and records relating to pupils’ safety.
- There were insufficient responses to Parent View (Ofsted’s online questionnaire for parents) for a reliable analysis to be provided, and so inspectors could not see what the few parents who did respond had to say. However, inspectors met with parents and spoke to some others by telephone. Inspectors also looked at 26 Ofsted questionnaires returned from staff.

Inspection team

Jeffery Plumb, Lead inspector

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- The Lady Jane Franklin School provides for pupils aged 10 to 16 with behavioural, emotional and social difficulties, but almost all pupils have additional disabilities and learning difficulties.
- All pupils have statements of special educational needs (currently being transferred into 'education health care plans'). Their additional needs include autistic spectrum disorder, attention deficit hyperactivity disorder, oppositional demand avoidance, attachment disorder, pathological demand avoidance, obsessive compulsive disorder, post traumatic stress disorder, dyslexia and dyspraxia. A few pupils have severe learning difficulties. Some pupils have very complex and severe challenging behaviours and mental health difficulties.
- A few Year 6 pupils are taught mainly in a small-class group by the same teacher. From September 2015 the school will only provide for pupils aged 11 to 16.
- Year 7 pupils are taught in a specialist nurture class to help them overcome any emotional barriers to learning.
- Pupils choose vocational subjects from Year 9 and continue with these subjects in Key Stage 4.
- The school is located in purpose-built facilities for pupils with behavioural, emotional and social difficulties.
- Some of the school's vocational provision is situated in a garage on a nearby industrial estate, staffed by the school.
- The school does not make use of alternative provision.
- There are significantly more boys on roll than girls.
- An above average proportion of pupils are supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals, and for children who are looked after). It also provides for a few pupils from families in the armed forces.
- Most pupils are from White British backgrounds and very few are from families who speak English as an additional language. However, in recent years the number of pupils from other European countries has started to rise.
- The school provides outreach support and training to other primary, secondary and special schools to train teachers in supporting pupils with behavioural, emotional and social difficulties.
- The school is working towards conversion to academy status. On 1 September 2015 it will become part of the Community Inclusion Trust academy chain which currently has three schools.

What does the school need to do to improve further?

- Continue to improve the attendance of the few pupils who do not attend as often as they should so as to raise their achievement and enhance their personal development.

Inspection judgements

The leadership and management are outstanding

- Governors and senior leaders have created a challenging and nurturing culture where all pupils have an equal chance to succeed. The headteacher's vision to enable pupils to overcome emotional obstacles to learning and gain qualifications and skills that will make them employable is shared by all staff. Consequently, all Year 11 leavers in 2014 gained meaningful college courses or training placements.
- Educational and therapeutic staff work in a very effective partnership to enable pupils to make outstanding academic and social progress. Each pupil enjoys equality of access to an outstanding education. There is no room for discrimination of any type. Relationships at all levels are excellent.
- Senior leaders and the curriculum leaders rigorously check the impact of teaching on learning. They base excellent training for teachers and teaching assistants on thorough monitoring of their needs. Teachers respond enthusiastically and improve their practice considerably as a result. The proportion of outstanding teaching, moderated by an external consultant (a national leader of education), has increased significantly this year.
- Leaders know their school exceptionally well. Their robust analysis of the school's provision is used to set challenging targets for further improvement. For example, following a recent investigation as to why the rate of progress in reading and writing lagged behind that of mathematics, decisive action was taken. Teachers were given additional training, new resources were purchased, and specific strategies were implemented. Pupils now make the same outstanding progress in reading and writing as they do in mathematics.
- Teachers use assessment of how well pupils are learning outstandingly well to set work precisely to the needs of pupils and thus accelerate their learning.
- Leaders at all levels make a valuable contribution to pupils' education and welfare. For example, a teaching assistant finds and manages work experience opportunities for pupils very effectively. The home-school liaison officer provides valuable support to pupils' families, and has been highly successful in helping them to improve the attendance of their children.
- An extremely flexible, broad and relevant curriculum enables pupils to choose subjects that interest them and support them in their career aspirations. Pupils receive outstanding guidance about what subjects to choose. Well-coordinated transitional arrangements at the end of Year 11 enable pupils to make informed choices to select the most suitable college course for them. The new National Curriculum changes have been modified to meet the particular interests and needs of the pupils at this school. From Year 9 pupils are able to choose from 31 different accredited subjects.
- Work experience motivates pupils to learn and behave sensibly. A wide range of clubs, outdoor adventure activities, residential trips and educational visits enhance pupils' development of social skills, alongside promoting fun in learning. Excellent planning has developed the curriculum even further for some of the most-able pupils currently in the lower part of the school.
- Pupils' spiritual, moral, social and cultural development is outstanding. Through the 'fair trade' project pupils reflect spiritually on those less fortunate than themselves. Through participating in anger management sessions, pupils work out what they did wrong and what they need to do to make amends. Cultural diversity is promoted in lessons. For example, in a food technology lesson pupils spoke about *halal* and *kosher* food and thought through how this would be important for them if they went into the catering industry later in life.
- The school focuses strongly on encouraging pupils' awareness of the British values of tolerance and liberty. It sensitively enables pupils who find difficulty in working as part of a group to learn to engage as members of a team. Pupils develop their understanding of democracy through the processes of electing house captains and school council representatives. Pupils showed tolerance when they visited a mandir (Hindu temple) and valued the way Hindus worship. They saw this as different from their own experience but equally valuable. A creative and emerging project involves all pupils in what it means to be British and stimulates their critical thinking.
- The school's arrangements for safeguarding pupils are outstanding. The senior leaders are trained in how to detect sexual exploitation and domestic violence, and have put in place thorough and detailed risk assessments for pupils in vulnerable circumstances. Child protection procedures are suitably robust. Pupils with mental health needs are monitored and supported rigorously. All safeguarding training, including safe-recruitment training, is fully up to date.
- The school makes outstanding use of its additional pupil premium and Year 7 catch-up funding. Those pupils who benefit from this reap the rewards of very effective support, enabling them to make outstanding progress.

- The primary physical education and sport funding is used wisely, enabling pupils to participate in new sporting activities, such as mountain biking, that they thoroughly enjoy. This helps them gain in confidence, and their physical fitness improves as a result.
- The school has an outstanding partnership with parents who say they greatly value the annual reviews, that they are listened to, and are helped to manage their children's behaviour at home.
- The local authority has commissioned specialist support and challenge for the school, but, as befits an outstanding school, the support given is slight. The leadership found the support given in moderating its progress data and the quality of teaching to be very useful.

■ The governance of the school:

- Governance is outstanding. Currently, it is focusing on supporting the leadership as the school moves forward to convert to academy status.
- Governors are frequent visitors to the school. They challenge the school's senior leaders, and ask tough questions about pupils' progress. They have all been trained in the analysis of progress data.
- Governors know about National Curriculum changes and are in discussion with the other special schools in the Community Inclusion Trust academy chain about how to best modify the school's assessment processes. They have utilised their professional experience robustly to help the headteacher improve teaching. They understand that only effective teachers can be rewarded, and are aware of the measures taken by the school to improve teaching. They have a clear approach to checking how well the headteacher performs and, with the help of an external consultant, set him rigorous targets to improve pupils' behaviour and academic achievement even further. They support the school's outreach work to support other schools and use income generated from this to improve provision for pupils within the school. All legal requirements for safeguarding are met, and governors are also astutely aware of the risks of self-harm and signs of mental illness in pupils.
- Governors hold school leaders fully to account for spending on pupil premium funding, Year 7 catch-up funding and primary sports funding.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. When they start at this school, many pupils bring negative feelings about education and some present very challenging behaviour issues. Counselling and excellent anger-management support enable pupils to overcome obstacles to their schooling. Consequently, pupils gain highly positive attitudes to learning.
- Concentration and teamwork in lessons are outstanding because pupils are so enthusiastic to succeed. In vocational subjects pupils are keen to engage in particularly relevant and interesting work-related activities. Behaviour in these lessons is exemplary.
- Teachers and teaching assistants are highly skilled in helping pupils overcome anxieties and focus on their learning. On rare occasions when pupils wander off task, they are swiftly brought back and successfully re-engaged with learning.
- The school is orderly and calm. There is no litter or graffiti. Displays are looked after very well. The feedback about the respect pupils showed when they visited war graves in Normandy was overwhelmingly positive.
- Pupils value the rewards for behaving well. They accept sanctions when they misbehave and work hard to improve.
- There are no racist incidents. Very few pupils have experienced exclusions this year.

Safety

- The school's work to keep pupils safe and secure is outstanding. Exceptionally rigorous assessment of potentially risky behaviour is supported by highly personalised plans that ensure pupils' safety. The school works very effectively with families and mental health services to keep pupils safe.
- Visitors to school are very carefully checked before being allowed in. Leaders scrupulously check arrangements for trips to venues out of school to ensure the safety of pupils.
- Pupils confidently say that they feel safe at school. They have a trusted adult in school to go to and share any concern. Pupils say that bullying is rare. When, on occasion, nasty remarks are placed on social media sites outside of school hours, staff are very quick to deal with this when taxis bring pupils to school the very next day.

- Pupils are adept at assessing risk for themselves. They are extremely aware of the hazards to be watchful for in the workplace. They fully understand the risks of getting involved with a gang, and know how to keep themselves safe when using a computer.
- Most pupils attend regularly because they enjoy school. A few do not attend as often as they should and as a result their progress tends to lag behind their friends who attend regularly. However, attendance continues to improve.

The quality of teaching

is outstanding

- The impact of teaching on pupils' learning over time is outstanding. Throughout the school, the teaching of English and mathematics is outstanding. Typically, teaching very successfully develops pupils' life skills and employability.
- Teaching of vocational subjects enables pupils to gain outstanding work-related skills. It also significantly develops pupils' literacy and numeracy skills. For example, in a Year 11 lesson on repairing a motorcycle pupils successfully learnt how to measure and make a bracket to hold the exhaust pipe, and were able to use the technical language required in the motorcycle trade. In addition they gained excellent problem-solving skills as they re-wired the electrics on the motorcycle.
- Teachers' subject knowledge is excellent. They plan flexibly, taking into account their understanding of the wide range of special educational needs and emotional difficulties of pupils within their classes. This knowledge and understanding is used exceptionally well to accelerate pupils' learning, particularly in reading, literacy and mathematics.
- Questioning is used very effectively to deepen pupils' understanding. For example, pupils learned to understand a concept in a lesson through adjustments to questioning: where needed, fresh questions were used until pupils 'got the concept'. Because relationships are so positive pupils are not afraid to make mistakes and learn from them.
- Teaching assistants make an outstanding contribution to pupils' learning, being particularly skilled in helping pupils who fall behind with their work to catch up. They pick up on cues when pupils are distressed and move in quickly to help them with their learning. For example, where pupils were reluctant to read, the teaching assistant advised, 'Just read the first sentence', leading to a positive response and confident reading.
- Teachers are consistent in planning activities which move pupils on quickly in their learning. They base their planning on accurate assessments of what pupils know and can do, and provide new and challenging work which helps to accelerate pupils' learning. Assessment is used to plan many different activities in lessons so that pupils develop well and make rapid progress from their starting points.

The achievement of pupils

is outstanding

- Throughout the school, pupils make outstanding progress in English and mathematics. Attainment is different for each pupil, reflecting their wide range of needs. By Year 11, one may get an Entry Level 1 in English, another a GCSE pass. It is a similar picture in mathematics. But for each pupil, this shows outstanding progress from their starting points. The school does not put pupils forward for early entry to GCSE.
- All subjects are used to contribute to pupils' outstanding progress in reading, writing and the development of mathematical skills.
- By Year 11, pupils gain outstanding vocational qualifications to support them in their next step of development. They go on to college or work-based further training and sustain their placements on Level 1 courses in subjects like construction, mechanics and catering. A magical ingredient is the manner in which the school enables pupils to successfully achieve in various combinations of subjects to help them with their career aspirations. For example, pupils wishing to apply to the army catering core achieve outstandingly well in both a uniformed services course and also in a food catering course.
- All groups of pupils make outstanding progress, including disadvantaged pupils and the few minority ethnic pupils. The very few girls also make outstanding progress. Year 7 pupils supported by catch-up funding make rapid gains in reading and numeracy.
- Progress for the most-able pupils is outstanding. Teachers use assessment very effectively to plan for their needs and consequently these pupils receive harder and more complex activities than their peers in lessons. They also have the opportunity to study discrete subjects, matched to their aptitude and interests, such as Latin. Currently, the most-able pupils are mainly in Key Stage 3 and the school is

preparing to introduce more accredited courses at Key Stage 4 to challenge these pupils.

- Pupils who benefit from the primary school physical education and sport premium funding make outstanding progress in physical education.
- A strength of the school is the provision for individual pupils (including those with more complex needs) to excel in areas in which they are talented. For example, pupils have won a number of competitions, nationally in baking, and at a local level in photography and art. These achievements significantly enhance pupils' self-esteem.

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

Unique reference number	134228
Local authority	Lincolnshire
Inspection number	464164

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

Type of school	Special
School category	Community
Age range of pupils	10–16
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Pam Powell
Headteacher	Chris Armond
Date of previous school inspection	13 January 2009
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