



# The Lady Jane Franklin School

## Inspection Report

**Unique Reference Number** 134228  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 282501  
**Inspection dates** 9 March 2006 to 9 March 2006  
**Reporting inspector** Mr. Alan Lemon LI

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

<b>Type of school</b>	Special	<b>School address</b>	Partney Road
<b>School category</b>	Community		PE23 5EH
<b>Age range of pupils</b>	11 to 16		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01790 753902
<b>Number on roll</b>	46	<b>Fax number</b>	01790 755640
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Canon. John Thorold
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. John Craig

<b>Age group</b> 11 to 16	<b>Inspection dates</b> 9 March 2006 - 9 March 2006	<b>Inspection number</b> 282501
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This special school was opened in September 2003 in new purpose-built accommodation. Its first year was turbulent. A consultant headteacher and a seconded deputy headteacher were appointed in November 2003. The governing body appointed the consultant as the permanent headteacher in April 2004. The school caters for boys and girls in Years 7 to 11 who all have Statements of Special Educational Needs for social, emotional and behavioural difficulties. There are 46 pupils on roll and the majority are boys. All the pupils are White British. They live across a wide area of Lincolnshire and most experience social and economic deprivation. The school operates an extended day from Monday to Thursday in term time. When pupils enter the school their level of knowledge and skills varies widely but is well below average, overall.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

School effectiveness is satisfactory and this agrees with the school's own judgement. Value for money is satisfactory. At its current stage of development the impact on pupils' progress means their achievement is satisfactory. The school has begun to track pupils' progress systematically but has not reached the point where it knows for sure how good progress is, overall, or of any differences in pupils' rate of progress. Teaching is satisfactory. Good lessons are lively and interesting but occasionally, teachers' limited expertise in some subjects leads to work that does not engage pupils with learning. The school is soundly led and managed, overall, although there has been good leadership in overcoming the school's early difficulties in getting up and running. Governors and senior staff know clearly what they have achieved and what remains to be done. Planning is systematic and the capacity for further improvement is good. Pupils are well supported. Their behaviour is managed effectively, which means the school is settled. The extended day is popular with pupils. Parents are being supported and their involvement in their children's learning is increasing. Barriers to learning are being removed through expert individual work on pupils' literacy, although the gains made and the development of other key skills are not being promoted effectively across the curriculum in Years 7 to 9. Here, the co-ordination of work and activities has not yet been given the decisive leadership found in Years 10 and 11, where a good range of vocational courses engages pupils and prepares them well for the future.

### **What the school should do to improve further**

- Improve the leadership of educational provision in Years 7 to 9, to strengthen teaching and ensure that there is effective promotion of pupils' key learning skills. - Continue with the development of systematic tracking of pupils' progress.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. They benefit from the stability established in the school. Pupils say they are reasonably happy to attend and there has been sound progress in how well they attend and behave. As the school has not yet established secure ways of tracking pupils' progress it is harder for it to quantify the gains they make. This applies particularly to progress by the end of Year 9. By the end of Year 11, most pupils have achieved success in a range of accredited course including GCSE examinations and Entry Level Certificates (ELC). In the two years for which there is information, the trend in Year 11 results is upwards and this points to satisfactory achievement. However, while final assessments are some time off, the quality of pupils' coursework in their new vocational courses shows that the majority are making good progress and standards are rising. Their work shows pupils are responding positively and are on track to gain a good range of accreditation. Pupils throughout the school are making good progress in improving the accuracy and enjoyment of reading as a result of the expert and effective input of the reading recovery programme. The shine

is taken off this to a degree by the lack of a whole-school literacy strategy whereby pupils can apply and develop in all their subjects what they have learnt through reading recovery. Progress across the school is satisfactory in mathematics, science, information and communication technology (ICT) and personal, social and health education.

## **Personal development and well-being**

### **Grade: 3**

The school manages pupils' behaviour effectively. The relationships between staff and pupils are good. A firm and consistent approach to behaviour management means that pupils are co-operative and act safely. Pupils say there is bullying occasionally but it is not a concern, as it is dealt with effectively by staff. The rate of temporary exclusions is high, mainly as a result of the school's not tolerating dangerous behaviour by pupils. Pupils are enjoying school reasonably well and particularly the variety of activities offered in the extended school day. Spiritual, moral, social and cultural development is satisfactory. Pupils' attitudes are satisfactory and their attendance is improving rapidly. The attention given to healthy lifestyles is increasing. The risks of smoking are taught well. In general, pupils take an adequate note of the key messages about staying healthy. Their part in contributing in the community is better through raising money for charities, involvement in environmental projects and helping with sports at the local primary school. The strong vocational emphasis in the new curriculum for pupils in Years 10 and 11 contributes considerably to preparing them for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. In general, teachers and their assistants interact with and manage pupils well. Pupils receive good support and encouragement for learning during most lessons. Teaching assistants, in particular, are an effective resource in this respect. The level of lesson planning is reasonable in Years 7 to 9 and pupils' progress is adequately assessed. Planning and assessment are more effectively developed in Years 10 and 11 because the pupils' work is drawn from well-structured accredited courses. No teaching in Years 10 and 11 was seen as pupils were away on work experience placements. In Years 7 to 9, teaching and learning varied between good and inadequate. Most teaching was well planned and challenging, with the result that pupils were interested in learning. In a personal, social and health education lesson, Year 8 pupils worked enthusiastically and independently with computers on researching and writing about the hazards of smoking. Some lessons were not so engaging because the topic failed to capture interest. Underlying this was limited expertise in teaching the subject and adapting it to the interests of pupils. Learning objectives were not made clear enough to pupils and they showed too little interest. This caused occasional misbehaviour but most pupils remained co-operative.

## **Curriculum and other activities**

### **Grade: 3**

The range of work and activities is sufficiently broad and balanced across the school and is adequate in meeting pupils' needs. The range of vocational work in Years 10 and 11 gives pupils a good variety of relevant, challenging and interesting experiences. This involves extensive links with employers, careers advisers and colleges. There are good opportunities for learning about, and for, the workplace, which includes strong elements of literacy, numeracy and information and communication technology. The planning of work and activities in Years 7 to 9 is not as sharply focused but is adequate, overall. Pupils have very good support through the reading recovery programme for improving their literacy, although planned promotion of literacy, numeracy and some other key skills in all subjects is not yet developed sufficiently. The resources in ICT are good and used well with the result that learning opportunities are good. The school has extended the day from Monday to Thursday each week to provide a good choice of activities that interest pupils. There are also opportunities to play sports and take part in outdoor education throughout the year. Many pupils take part enthusiastically in such activities as sports, cookery and drama, which allows them to develop their relationships, interests and new skills.

## **Care, guidance and support**

### **Grade: 2**

A key strength in settling the school and getting it established on a firm basis has been the shared commitment of all the staff and effective co-operation with agencies towards pupils' well-being and to meeting their needs. Staff work effectively as a team to support and encourage pupils in the right directions. They are consistent in facing the challenges pupils present and follow closely clear procedures that ensure that all pupils are protected and kept safe. The school pursues clear aims that result in effective management of pupils' behaviour, incentives for pupils to succeed, such as the extended day, and rewards for pupils' accomplishments. This is proving successful in getting very reluctant pupils into productive learning. The school has developed a broad strategy of support that helps it succeed with its pupils. The family liaison worker on the staff has formed positive links with parents. This keeps parents closely involved in their children's schooling and they are given effective support to aid their children's progress. The expertise of workers from the Children and Adolescent Mental Health Service and the teaching assistant co-ordinating anger management techniques are brought together well to give support to parents.

## **Leadership and management**

### **Grade: 3**

The headteacher has a clear vision giving strong direction to making the school increasingly effective. This is underpinned at the senior management level with the expertise and insight into what makes a difference in school to pupils with emotional and behavioural difficulties. The use made of new spacious accommodation and its

good specialist facilities contributes much to this. Increasingly, pupils are finding fresh access to learning and opportunities to succeed and to prepare well for the future. Governors, the headteacher and senior staff are well aware of how much has been achieved in establishing the school and what has yet to be accomplished. Systematic monitoring and evaluation of the school's work are at an early stage in informing leadership and management, particularly in relation to pupils' performance. Teaching is observed by an external consultant and points for improvement identified are being tackled. However, only limited review of educational provision takes place. This reflects the point the school has reached in forming its senior management team and the fact that only very recently has it been possible to delegate responsibilities for the curriculum. However, the school's capacity for further improvement is good. The route to improvement is followed through the management of teachers' performance and the programme of staff training as well as through school development planning. These are linked together well and the pace of change is sufficient to ensure that developments are systematic and are firmly established.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

### **Text from letter to pupils explaining the findings of the inspection**

I thoroughly enjoyed the day I spent with you recently. All of you have been very friendly and helpful to me and I thank you for assisting me in doing my job. This is what I found out about your school: - While your school is fairly new, at this stage I think it does a satisfactory job in providing you with an education and helping you make progress. - Staff are working hard to improve the school and there are good signs that it is getting better. For example, there is a good choice of courses for pupils in Years 10 and 11. - I think all of the staff are doing well in looking after you. They are providing a lot of valuable and enjoyable activities, particularly after school. - There are clear signs that your behaviour is much better and that your attendance is improving. I was pleased with what I saw of this, especially in lessons, so well done for that. Even though the school is satisfactory, there are some things that can be done to make it better: - As much attention and effort need to be put into improving the work pupils in Years 7 to 9 are given as has been given to pupils in Years 10 and 11. - The school needs to keep a closer track of your progress so that it knows better what to do to help you achieve even more. Once again, many thanks for the pleasant time spent with you.