



Fosse Way Primary School

Inspection Report

Unique Reference Number 120394
Local Authority LINCOLNSHIRE
Inspection number 291714
Inspection dates 15–16 November 2006
Reporting inspector Patricia Walsh HMI

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

Type of school	Primary	School address	Ash Grove
School category	Community		North Hykeham, Lincoln
Age range of pupils	3–11		Lincolnshire LN6 8DU
Gender of pupils	Mixed	Telephone number	01522 682020
Number on roll (school)	528	Fax number	01522 696977
Appropriate authority	The governing body	Chair	Mr Bruce Large
		Headteacher	Mrs Nora Walkley
Date of previous school inspection	29 January 2001		

Age group	Inspection dates	Inspection number
3–11	15–16 November 2006	291714

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Fosse Way Primary School is a larger than average sized school which serves the local community of North Hykeham. There is provision for twelve pupils in the Speech and Communication class. This means that more pupils have a statement of special educational needs than is typical of a school of this size nationally. The proportion of pupils claiming free school meals is below average and fewer pupils than average come from minority ethnic groups. Children's attainment on entry is above what is expected nationally for children of this age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some excellent features and is close to being outstanding. The vast majority of parents support this view. Pupils are happy and enjoy coming to school and they value the opportunities offered to them. As one pupil said, 'Teachers make our lessons fun, it's a brilliant school'. High expectations of all staff contribute to pupils' outstanding personal development and well-being. This promotes their good behaviour and impressive social skills.

Leadership and management are strengths of the school. Under the excellent leadership of the headteacher, the school seeks to provide the very best that it can for all its pupils and strives to constantly improve what it does. The clear direction that she provides sets the very positive climate for learning. As one parent stated, 'The headteacher is always around, she bothers about what the children are doing'. The very high expectations, drive and sense of purpose of the senior staff have brought about significant improvements to pupils' achievement. There is a strong sense of teamwork between teachers, teaching assistants and governors. The governors have an excellent understanding of what is going well and what needs to improve.

Pupils achieve well throughout the school. They make a good start in the Foundation Stage and sustain this good progress during their time in school. This means that standards are well above average by the time they leave. The quality of teaching is good with some outstanding features and is directly responsible for the good progress pupils make in lessons. Throughout the school teachers place great emphasis on promoting pupils' personal development and create a learning environment in which all pupils feel secure, confident and become enthusiastic and successful learners. Planning is firmly based on information from the school's thorough assessment of pupils' achievement. This means that all pupils, including those with learning difficulties and disabilities, are suitably challenged. Pupils with speech and communication problems are fully included in the life of the school and have good access to all that is available. These pupils receive high quality support, appropriate to their individual needs, from both teachers and teaching assistants. The assessment of pupils' achievement is excellent, both in terms of their personal and of their academic progress. Teachers carefully track and record pupils' progress, they help them to improve their work by thoughtful marking. Teachers know their pupils and meet their learning needs in lessons well, ensuring they receive high levels of care. Pupils readily acknowledge that they feel cared for and safe whilst in the school.

The excellent curriculum makes a strong contribution to pupils' personal development. Pupils are keen to join in the wide range of very good opportunities offered to them. Through the many opportunities for pupils to be involved in discussion and to gain self confidence, they develop into sensible young adults by the time they reach Year 6, showing a mature approach to their work and to school life in general. This contributes significantly to the extent that pupils enjoy coming to school and is reflected in the excellent levels of attendance. The school evaluates its own performance well but it does not always use the range of information that is available to put measures into place early enough to bring about sustained improvement.

What the school should do to improve further

- Use the wealth of data and information the school has amassed from monitoring to focus more precisely on what needs to be done to ensure that all pupils make the best possible progress.

Achievement and standards

Grade: 2

The children's skills, knowledge and understanding at the end of the Reception year are good. Most children reach standards beyond those expected. By the end of Year 2 teachers' assessments in reading, writing and mathematics show that pupils' standards are above average. Pupils achieve well and make good progress throughout their time at the school. By the time they leave at the end of Year 6 results in the national assessments for English, mathematics and science are well above those found nationally. Work done on improving the performance of higher attaining pupils in English had a significant impact on the results in the most recent Key Stage 2 tests. Almost all pupils meet the challenging targets they are set. Pupils with learning difficulties and disabilities, as well as those with special gifts and talents, also make good progress from their starting points.

Personal development and well-being

Grade: 1

The personal development and well-being of the pupils are a notable strength of the school. This is a happy school where pupils' behaviour is good and they are enthusiastic about their learning. Even the youngest children know how to share and take turns. Everyone displays positive attitudes and all pupils, whatever their background, ability or needs, are fully included in all activities. Attendance is excellent. Pupils are kind, considerate, caring and highly conscious of how to stay safe. They have a good awareness of how to pursue a healthy life style and are working towards the 'Healthy Schools' Award. Their spiritual, moral, social and cultural development is excellent. The school provides a wealth of opportunities for the pupils to learn about the richness and diversity of the world. For instance, long term links with a school in Ghana are not just about money raising, but more importantly are about the pupils developing a deeper understanding of other people's perspectives, viewpoints and beliefs. The school has established excellent links with the community, local business and government bodies to heighten pupils' understanding of the realities of the wider world. Staff succeed in fostering in the pupils excellent personal qualities that put them on the road to becoming well adjusted and successful adults.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall with some outstanding features, which ensures that the pupils achieve well. Teachers and pupils share a mutual respect and the resulting positive relationships mean that pupils are not afraid to ask for help. Teachers' planning is excellent. They clearly identify what is to be taught and how this is to be done. In lessons, pupils' behaviour is often very good because the teachers have high expectations and manage their pupils very well. On occasion, individual teachers allow too much noise in their lessons, or do not manage the available time well enough, thereby inhibiting pupils' progress.

Teaching assistants are used very well to support pupils' learning and they work effectively alongside the teachers. Additionally, the school uses volunteer help well to support pupils in lessons. Pupils' work is carefully marked and assessed and this helps them to know where they can improve. All pupils, including those with learning difficulties and disabilities, have clear and achievable targets and strive to meet them.

Curriculum and other activities

Grade: 1

The meticulous planning of the curriculum for all subjects supports the good progress pupils make. The subject leaders and staff ensure that by developing well researched, high quality topics, pupils have as wide an education as they can provide. The two year curriculum plan identifies the main topics to be taught within each key stage and the staff devise ways to ensure effective and stimulating teaching of each subject. This results in lessons which are enjoyed greatly by the pupils. As one said, 'The teachers make lessons fun and this helps us to learn.'

The children in the Foundation Stage enjoy an outstanding curriculum and this gets them off to a good start. Throughout the school visitors and visits are used to promote learning well. The school uses nationally recognised experts, such as the artist Philip Cox, very well to extend pupils' experiences and learning. An excellent range of activities beyond the school day, including sports, art and music, helps to enrich pupils' learning.

Care, guidance and support

Grade: 1

Teachers have a very good knowledge of their pupils and give them exceptional support in their learning. Teachers mark and assess pupils' work extremely accurately and use the information gained to give pupils clear targets for future learning. Pupils with learning difficulties and disabilities are very well supported, allowing them to make similar progress to other pupils.

The school council is well established and has a positive effect on the life of the school. The council has, for example, identified areas for development and worked well with

teachers to implement them. Amongst these are the quiet playground area and the changes made to lunchtime arrangements. Procedures for child protection are very well established. Health and safety checks and risk assessments are carried out efficiently. Pupils always have an adult in whom they can confide should they have a problem.

Leadership and management

Grade: 1

The headteacher shows outstanding leadership qualities. Her personal drive and vision are strong factors in the improvement made by the school and in pupils' good achievement. Her commitment to ongoing improvement is shared by all staff. The staff work effectively together to make things better for the pupils, which shows in their excellent personal development.

Monitoring and evaluation of the school's work are good. Senior managers thoroughly analyse a wide range of data and in most respects put actions into place swiftly. There is a sharply focused plan for improvement that addresses the areas that will make a difference. However, the success criteria are too general and do not give sufficient guidance on whether the improvement has had an impact on pupils' learning.

Governors are highly supportive of the school. They also challenge and hold the school to account for its performance. Taking everything into consideration the school gives very good value for money and has a very considerable capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 November 2006

Dear Children

Fosse Way Primary School, Ash Grove, North Hykeham, Lincoln, Lincolnshire, LN6 8DU

Thank you for making us so welcome when we visited your school. We really enjoyed looking around and meeting you, your teachers and teaching assistants and seeing what you achieve in school. We found talking to you very interesting and helpful and these discussions helped us come to decisions about how good your school is.

You go to a good school and there are some excellent things we were able to observe. Your teachers go to great lengths to make your lessons interesting and to make sure you are all involved. We know from talking to you that you appreciate this and enjoy learning new things. You can help to get even better by really concentrating in all lessons and working as hard as you can. It is very clear that you enjoy school and this shines through in your good behaviour and in the way you help one another around school. We were particularly impressed by all the things you are doing for your friends in Ghana.

The school is in excellent hands under the leadership of your headteacher. The way all your teachers work together will help the school to get even better in the years to come. We have asked Mrs Walkley to work with the teachers and governors to consider all the information they get when they are looking at what is happening around school, so that they can help you to achieve even better in the future.

Yours sincerely

Pat Walsh HMI

Lead Inspector