

Frances Olive Anderson Church of England (Aided) Primary School

Inspection report

Unique Reference Number	120625
Local Authority	LINCOLNSHIRE LA
Inspection number	291803
Inspection dates	10–11 July 2007
Reporting inspector	Roger Fry

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	153
Appropriate authority	The governing body
Chair	Mr D Topp
Headteacher	Mrs J Dagg
Date of previous school inspection	27 June 2005
School address	The Grove Lea Lincolnshire DN21 5EP
Telephone number	01427 612827
Fax number	01427 612446

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Frances Olive Anderson School is a below average size primary serving the village of Lea and surrounding area. Pupils are nearly all White British and all speak English as their first language. Several pupils come from Traveller communities. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with recognised learning difficulties is below average. On entry to school, children's knowledge and skills are typical of children in schools nationally.

At the time of the last inspection in 2005, the school was judged to have 'serious weaknesses'. The school is part of the local authority's (LA) 'Intensifying Support Programme' (ISP).

The school is an 'Eco', Clean Air and FA Charter School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Frances Olive Anderson Primary provides a satisfactory and improving education for its pupils, which matches the school's self-evaluation effectively. The school's previous designation as having serious weaknesses no longer applies. Parents' confidence in the school has improved considerably. One parent spoke for many when she said, 'I feel the school, after a number of unsettled years is making good progress.'

Pupils' achievement is satisfactory. Pupils' improving academic progress combined with their well developed social skills provide a secure base for the next stage of their education. The provision for children in the Foundation Stage is good and they make good progress because of the lively teaching. Pupils make satisfactory progress in Years 1 to 6. By the time pupils leave the school in Year 6 standards are average. This year standards are average in English and above average in mathematics and science. Boys' writing standards in Year 6 are lower than other aspects of their work.

Teaching and learning are satisfactory. In the past, too little attention was given to how pupils were getting on as they moved through the school. Teachers were unclear what good progress was and pupils underachieved at Key Stage 2. The turnaround in standards and progress in Year 6 this year is the result of improved teaching generally. Dedicated teaching in Year 5 last year and continued this year in Year 6, where gaps in pupils' knowledge were found and then filled successfully, has led to the improvement. Teachers' use of different lesson targets for groups of differing abilities has helped to quicken their rate of progress, but some targets are not matched closely enough to their needs.

Pupils' personal development is good. They bring many positive attitudes from home. They make good progress socially. Pupils are proud of the many sporting and other awards they have gained. In aspects of physical education, standards are above average because there are many well organised clubs that teach pupils particular skills well. The satisfactory curriculum has improved because literacy and numeracy are now taught systematically. Information and communication technology (ICT) is not used to support work in other subjects effectively. Care, guidance and support are satisfactory. Pupils feel safe and well cared for, but their lesson targets are not always written in a way that is clear to them.

The leadership and management of the school is satisfactory and improving because there is an agreed way forward. The headteacher has the talent of being able to guide improvement and take everyone with her. Self-evaluation is used well to drive change. Governors and staff have made good decisions, such as to take on the LA's ISP to help boost standards and progress. Governors make a good contribution because their skills are used effectively. Subject leaders are growing in confidence because duties are delegated and they are beginning to thrive on the greater responsibility.

The school had several areas to improve in 2005. The school has made good progress with improving teaching and raising standards at Key Stage 2. Teachers now have accurate assessments of what pupils know and can do.

Writing standards are rising in Key Stage 1. The attention to detail, such as the close analysis of pupils' assessments and consequent steps taken to remedy weaknesses found, indicate that the school has a good capacity to improve.

What the school should do to improve further

- Raise standards in boys' writing at Key Stage 2 by ensuring pupils check and correct their work as needed.
- Raise standards in all subjects by developing the contribution that ICT makes in lessons.
- Develop pupils' lesson targets so their learning needs are met more closely and they are written in language that pupils can understand.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Pupils from Traveller communities and those from minority ethnic groups make satisfactory progress. Pupils with learning difficulties and disabilities make satisfactory progress towards their targets. Children in the Foundation Stage reach the standards expected by the time they enter Year 1 in all areas of learning and exceed the standards expected in their personal, social and language development. They make good progress. Pupils make satisfactory progress in Years 1 and 2 and reached above average standards in reading, writing and mathematics this year.

Pupils left the school with exceptionally low standards in mathematics and science, and well below average standards in English in 2006. Very few pupils reached higher than average standards and pupils' progress from Year 2 was very weak indeed. This year, standards in Year 6 are average. Significant improvements have been made in mathematics and science standards. Pupils now make satisfactory progress in Key Stage 2 from their starting points. Boys' writing standards are lower than other aspects of their work. Standards in ICT are meet expectations.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Through school assemblies and personal, social and health education (PSHE), pupils develop a good understanding of matters that will affect them in the future. The knowledge of their own cultural traditions is good whilst their understanding of different cultures, though not extensive, is satisfactory.

Pupils behave well both in lessons and around school. They enjoy school and behave responsibly towards one another, hence attendance is good. They feel safe and know that should they have a problem they can go to any member of staff. Pupils have a good understanding of what is needed to keep fit and healthy and are very positive about the wide range of sporting and musical activities that are offered, particularly in the after-school clubs.

Pupils are closely involved with the local community, especially through links with the church and in raising money for charities both at home and abroad. Through discussions in classes and the school council, pupils give their views and contribute well towards improving the school's facilities, such as by making suggestions for more playground equipment.

Quality of provision

Teaching and learning

Grade: 3

Teaching throughout the school has improved and standards have risen significantly in Years 5 and 6. Achievement is now satisfactory. In the Foundation Stage, teaching is lively and

stimulates children's curiosity and they learn new ideas quickly. Good lessons throughout the school challenge and engage pupils well and move learning on at a purposeful pace. Teaching assistants make a valuable contribution to pupils' learning. They prompt pupils and repeat information, particularly when pupils find an idea difficult to understand.

Marking typically gives pupils a clear understanding of what they need to do to improve their work. Good procedures have been introduced to check on how well pupils are doing. Up until this year teachers did not have a clear view about pupils' rate of progress and the teaching was not well focused on raising achievement. Teachers now know precisely what pupils have attained and how fast their progress has been. Teachers have worked effectively to improve the match of work to pupils' abilities, but not all lesson targets are matched precisely enough to their needs.

Curriculum and other activities

Grade: 3

In the Foundation Stage there is a good balance between teacher directed and child initiated activities, which children enjoy. In Years 3 to 6, the recent extra emphasis on developing literacy and numeracy skills means that the curriculum now meets pupils' needs and they are making better progress. Staff have found the gaps in pupils' knowledge and helped pupils catch up. The school has yet to make clear links between subjects to make lessons even more interesting. Opportunities for pupils to use their ICT skills in other subjects are too limited.

The curriculum is particularly well enriched with a wide ranging programme of visits and visitors to school. Theatre groups, musical events and outdoor activities, including a residential visit for Years 5 and 6, make a strong contribution to their learning and enjoyment. Pupils also learn to play a range of musical instruments and to learn French or Spanish. There are good opportunities for children to work together in teams. The school has identified a number of pupils who have special talents and provides opportunities for them to develop and improve their skills through additional activities.

Care, guidance and support

Grade: 3

Parental confidence in the school has improved considerably. Parents justifiably believe that their children are safe and well cared for at school. Pupils trust the adults who work with them. Any incidents of bullying or misbehaviour are dealt with effectively. Procedures for child protection, health and safety and safeguarding pupils are all secure. Pupils learn how to live healthy lives and stay safe. All pupils are helped to make the most of what the school offers and their progress in lessons is improving. Pupils with learning difficulties are identified early and effective action is taken to help them. External agencies are contacted where appropriate to provide extra expertise. Children from Traveller communities receive good individual support from the LA's Traveller Support Service. Arrangements for tracking pupils' progress have improved. However pupils' individual targets are not always in language that is easily understood by them, so they are not fully aware what they need to learn next.

Leadership and management

Grade: 3

The headteacher and senior teacher lead the school well. They have gained the confidence of staff and parents and the school is moving forward. All staff communicate well. Teachers are able to measure pupils' successes and respond better to pupils' needs. Governance is good. In the last two years, newly appointed senior governors have made excellent use of their expertise to support the school in areas such as forward planning and in understanding the school's assessment information. The governing body now has a clear oversight of the school's work through its programme of checks.

The changes to the school's patterns of working, made in close consultation with the LA's consultant, have raised standards. The school's evaluations of the quality of its work made by senior staff are accurate and effective. Subject coordinators have made a satisfactory start to evaluating the quality of teaching and learning. The school is in a period of following guidance and does not fully control the process of change, which is the next step.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

12 July 2007

Dear Pupils

Inspection of Frances Olive Anderson CE Aided Primary, Lea, Lincolnshire DN21 5EP

Thank you for being so helpful during our recent visit. We enjoyed meeting many of you at lunchtime and in lessons. This letter is to tell you about what we found out about your school. Here are some of the good things.

- You make good progress in Reception. It is a fun place to be in.
- Your standards of work are average this year in Year 6. You have made better progress this year.
- Your teachers keep a close watch on your progress.
- Your parents are pleased to see the school improving.
- You enjoy school because teachers and other adults care for you and help you to learn.
- You work hard and get on very well with one another.
- The headteacher, staff and governors are working hard to improve the school further.
- Many of you make a good effort to help the school run smoothly, such as through the school council.

Your teachers and I have noticed that there are three areas where the school can improve:

- Boys in Years 3 to 6, you could do with checking your writing as carefully as you can and correcting it if needed.
- Teachers could use ICT more often to help you learn in lessons.
- Your lesson targets always need to be written in language you can easily understand.

I hope that you will all keep on working hard and doing well.

Roger Fry (Lead inspector)