

# The Lady Jane Franklin School

## Inspection report

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<b>Unique Reference Number</b>	134228
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	328859
<b>Inspection dates</b>	13–14 January 2009
<b>Reporting inspector</b>	Rosemary Eaton

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	64
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon John Thorold
<b>Headteacher</b>	Mr John Craig
<b>Date of previous school inspection</b>	9 March 2006
<b>School address</b>	Partney Road Spilsby Lincolnshire PE23 5EJ
<b>Telephone number</b>	01790 753902
<b>Fax number</b>	01790 755640

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school caters for students with social, emotional and behavioural difficulties. All students have statements of special educational needs. A significant number have additional learning difficulties such as autistic spectrum disorders. Currently, only seven of the students are girls and almost all students are from White British backgrounds. A small number are looked after children. Students travel to the school from the surrounding area, some having journeys of over an hour each way. Many come from disadvantaged backgrounds. Prior to joining the school, students' education has typically been very disjointed, often with significant periods of exclusion. The school has gained the Sportsmark award. It operates an extended day by providing breakfast and a range of after school activities.

## 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. Its outstanding curriculum is a major reason why students enjoy their time here. The varied, exciting and highly relevant courses motivate students, contributing to improvements in attendance and especially in behaviour. In turn, their good personal development has a significant impact on students' academic progress. By the end of Year 11, the large majority of students gain a wide range of accreditation because they have learned to apply themselves and persevere with their work.

Owing to their social, emotional and behavioural difficulties and previously disrupted educational experiences, students join the school working at levels very much below those expected for their age. Despite achieving well, standards remain exceptionally low by the time students leave. Most reach levels of literacy and numeracy that enable them to function adequately as young adults and they become very confident users of information and communication technology. These skills, combined with the personal attributes needed in the world of work, help to prepare students well for their lives beyond school. Good quality teaching underpins students' good academic progress. Lessons are planned carefully to build on previous learning. Many lessons capture students' interest through well judged changes of activity or stimulating resources. On other occasions, tasks are mundane and sometimes run on for too long, so the pace of learning slows. Through accurate monitoring and evaluation, the school's leaders have identified this issue and plan to increase the range of approaches used by teachers.

The headteacher's very effective leadership ensures that the present and future needs of each student are at the heart of the school's work. Students appreciate that they are cared for and supported well, commenting that 'staff know straight away if something's gone wrong'. They feel safe in school and learn to take increasing responsibility for their own safety, for example, during work experience or outdoor activities such as climbing or canoeing. Students are ready and willing to contribute to projects such as planting bulbs in the local area and from time to time they are encouraged to help each other, with reading, for example. There is no organised forum for students to take part in decision making or opportunities for them to hold positions of responsibility to support the school community.

Staff promote healthy lifestyles consistently through the curriculum and day-to-day school life. Students respond enthusiastically to opportunities to be physically active outside school hours, enjoying pursuits such as golf, horse riding, street dance or judo. The sheer variety of these activities reflects the school's outstanding partnerships with the wider community. The school is led and managed well. Leaders and staff continuously reflect on their practice and plan opportunities to move forward. This has led to good improvement since the previous inspection and provides an equally good capacity to maintain this rate of progress. Parents appreciate the chances the school gives their children. As one student observed, 'it pushes you to do the best you can'.

### What the school should do to improve further

- Ensure that teaching consistently involves varied and interesting activities and resources.
- Provide more opportunities for students to participate in decision making and take on responsibilities within school.

## **Achievement and standards**

### **Grade: 2**

Students achieve well during Years 7 to 11. As they settle into school and develop skills such as the ability to stay on task, students begin to make up the huge gaps in their knowledge, skills and understanding. For most students, weak literacy skills inhibit learning across the board. Special programmes to speed up progress in reading are often very successful, supporting students' work in all subjects and enabling them to tackle application forms and read safety notices in the workplace. Standards of writing tend to be especially low because students find this particularly difficult and are often initially very reluctant to write. Nevertheless, from their individual starting points, students make good progress. Other than the few whose attendance is poor, students gain a broad range of external accreditation. Small numbers achieve GCSE pass grades in subjects such as mathematics, art and design, and science. In other subjects, students gain Entry level accreditation or Award Scheme Development and Accreditation Network awards at bronze or silver level. They are awarded vocational qualifications in areas including skills for working life, construction, and hospitality and catering skills. The very small numbers of girls and students who are looked after achieve well because the school ensures that it meets their needs. The consistent focus on providing equally well for all students means that those with additional difficulties, such as autistic spectrum disorders, also make good progress. A few students spend some or all of their time in mainstream schools because they have progressed so well.

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

### **Grade: 2**

Students have positive views about many aspects of the school but they tend to enjoy practical activities most. One commented about a woodland project that 'It was great to clear the stream and lay the decking.' They appreciate that projects like this benefit the whole school community. By behaving well, students gain privileges such as going out of school unsupervised at lunchtime. They are encouraged to express their opinions but have few opportunities to influence decisions, initiate developments or take on responsibilities to improve the school. Spiritual, moral, social and cultural development is good. Students learn about the heritage and culture in their county, visiting docks and museums, a mosque and Lincoln cathedral. They study other cultures, visit European countries and explore their own attitudes to racism. Records show clearly that most pupils respond well to the school's efforts to encourage regular attendance and acceptable behaviour. Attendance is satisfactory overall although a few students are persistently absent. Behaviour is good. Students are adamant that bullying is rare and that staff deal with it promptly and effectively. Students learn to work with others, follow instructions and confidently tackle new experiences, helping to prepare them well for their lives beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good because relationships between staff and students are very positive. Students are confident that they will always get the help they need. Behaviour is usually managed well. Low-key approaches stem from staff's detailed knowledge of each student and the best way to meet their needs. Teaching assistants make significant contributions

to teaching and learning, either leading lessons or working closely alongside teachers. Teachers ensure that students are clear about what they are to learn and often check that these objectives have been achieved by the end of the lesson. Students make best progress during lessons that include changes of activity, enabling them to learn in different ways and keeping them alert and interested. When they spend too long listening to the teacher or doing repetitive tasks, students lose focus and are less productive. Teachers formally assess students' learning at fixed points during the year. They make good use of this information, for example, to identify when extra help is needed.

## **Curriculum and other activities**

### **Grade: 1**

'It's a great course, exactly what I need and can manage.' This is typical of students' comments about the curriculum. Learning opportunities are adapted extremely well to students' particular needs. For example, personalised learning plans are established for any who are not ready for full-time formal education. These are flexible so that a student might work independently, in a small group or attend a course off-site. In Years 7 to 9, themes such as 'Air' are increasingly employed to make links between subjects, enabling students to transfer skills and reinforce learning. Timetables are collapsed periodically so that students can study a topic in depth, with allied visits. In Years 10 and 11, work-related learning is a very strong and successful feature, with a wide range of college choices and work placements. On a separate site, the school offers a course in learning to safely ride a motor cycle or moped, maintain it and understand the law related to insurance and so on. This is an extremely practical aid to future employment in a rural area. Lessons in food technology and after school cookery clubs enable students to gain valuable life skills. Students all follow courses in outdoor adventurous pursuits working each week in locations such as RAF stations, other schools or community facilities. Annual residential visits are organised for each year group at centres in this country and abroad, enabling them to apply skills such as climbing and teamwork.

## **Care, guidance and support**

### **Grade: 2**

The school works hard to ensure students' safety and well-being. Current Government safeguarding requirements are met. Staff are well trained, for example, in first aid, child protection and managing students' behaviour safely. A number of very strong partnerships with outside agencies enhance what the school provides, for example, in terms of careers advice. The liaison officer successfully promotes links with students' homes, including those of looked after children. Parents and carers value the group meetings arranged to offer advice from professionals such as an educational psychologist. Staff provide good quality pastoral support and students confirm that help is always forthcoming. They are pleased that 'everyone knows us'. Individual education plans focus on the most significant aspects of each student's personal development, and all staff are involved in monitoring their progress towards these. Suitable arrangements are in place to encourage regular attendance. Academic guidance is satisfactory. Students are aware of their targets for each subject and teachers sometimes refer to these during lessons. Marking is usually encouraging and helpful.

## Leadership and management

### Grade: 2

The responsibilities of the senior leadership team are clearly defined. Its members fulfil significant roles very well. They contribute to the well organised systems to monitor and evaluate the school's work. These provide an accurate view of strengths and areas to develop further and feed into the plans to improve the school. Reviews of actions taken show clearly that the good leadership has a direct impact on students' opportunities and achievements, for example, by establishing the off-site vocational courses. The achievement of individual students is tracked carefully and prompt action is taken when progress appears to falter. Plans are in hand to improve the ease and efficiency with which groups of students, such as looked after children, are monitored. The school ensures that all students have equally good opportunities to achieve. Whenever possible, it offers students choices of activities so that, for example, girls are not disadvantaged. The school makes a good contribution to community cohesion. Through its work towards the International Schools award, students are learning to appreciate diversity and accept different viewpoints. Relationships with the neighbouring mainstream school are mutually supportive, enhancing opportunities for staff and students from both schools. Governance is good. Governors are very supportive and well informed. They help to ensure that the school provides good value for money and are currently establishing links with different aspects of the school's work in order to extend their monitoring activities.

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**Annex A**

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 January 2009

Dear Students

Inspection of The Lady Jane Franklin School, Spilsby, PE23 5EJ

Thank you for being so pleasant and helpful when we visited your school. We very much enjoyed our time with you. This letter is to let you know what we found out about the school.

The Lady Jane Franklin is a good school. The staff work very hard to provide you with an outstanding curriculum. The variety of courses and opportunities is exceptional and we know how much you enjoy activities such as outdoor pursuits, the motor bike course and clearing the stream.

You make good progress so the oldest students gain a wide range of certificates. Your good personal development is one reason you achieve well, because your behaviour improves so much during your time at the school. The other important point is that you have good teaching. Often, lessons are very interesting so you are encouraged to work hard all the time. We have asked the school to make sure that all lessons have different sorts of activities so you learn well from start to finish.

The staff look after you well and you told us that you feel safe. The school does a good job of getting you ready to leave, making sure you have the right skills and attitudes. We know that you do projects to help other people, such as planting daffodils in the local area. We would like the school to give you more opportunities to take on responsibilities within school and to help make decisions about some aspects of school life. You might organise this through a school council.

Your headteacher and the staff have lots of good ideas to keep the school improving. We are sure that you will help by continuing to do your best. We would like to send each one of you our best wishes for the future.

Yours sincerely

Rosemary Eaton

Lead inspector