

Fosse Way Primary School

Inspection report

Unique Reference Number	120394
Local Authority	Lincolnshire
Inspection number	339678
Inspection dates	6–7 July 2010
Reporting inspector	Sue Hall

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	563
Appropriate authority	The governing body
Chair	Bruce Large
Headteacher	Nora Walkley
Date of previous school inspection	15 November 2006
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Introduction

This inspection was carried out by four additional inspectors who visited all 19 classes and observed 31 lessons taught by 20 teachers. The inspectors also held meetings with the headteacher, staff, pupils and members of the governing body. They observed the school's work, and looked at documentation including the tracking of pupils' progress, school development plans and records of meetings of the governing body. Samples of pupils' recent work and documents regarding safeguarding were evaluated.

Questionnaires from 136 parents or carers, 92 pupils and 18 staff were scrutinised.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by more able pupils
- how well the curriculum promotes achievement in writing, especially for boys
- how well assessment information is used to provide challenging work for all groups of pupils
- the effectiveness of monitoring and evaluation systems in driving school improvement.

Information about the school

In this large school the proportion of pupils known to be entitled to free school meals is well below the national average. The large majority of pupils are of White British heritage, with a small number at the early stages of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average, but the school offers specialist provision for a group of pupils with speech and language difficulties. The school holds Healthy Schools, Eco Schools, International Schools and other awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school that continues to improve because of the way the headteacher and deputy have embedded ambition and driven improvement. Parents are very pleased with the quality of education provided, as summarised by one who stated, 'We believe Fosse Way Primary School to be the most caring and inspirational, creative school for our children.' A key feature of the school is the strong 'voice' the pupils have in making decisions about many aspects of school life. Pupils therefore really enjoy coming to school and enthuse about the range of activities available. Because they have such positive attitudes to learning, behaviour is excellent.

As pupils move through the school they make outstanding overall progress and by Year 6 attainment is high. The achievement of pupils of all abilities and backgrounds is excellent. Pupils do best in mathematics, where they are particularly secure in using what they already know to solve problems. Most also confidently use computers as a tool to support learning across the curriculum. While many read well, their writing is not at quite such a high level because some more able pupils, and especially the boys, are not always challenged to produce accurate and imaginative work in sufficient depth or detail.

The quality of teaching and learning is outstanding, with a particular strength in the way the staff praise the pupils' efforts to raise their self-esteem. In most cases, work is well matched to pupils' different abilities. The school has excellent systems to check and track the progress of every individual pupil and identify where additional support or challenge may be needed. The curriculum is outstanding, particularly in the way the staff enrich learning through creative activities and the use of information and communication technology (ICT). Good recent initiatives to improve writing even further are at an early stage and have not yet had a full impact on the development of higher level skills. The care, guidance and support provided for all pupils are excellent. The needs of every child are identified and addressed so that they grow in confidence and become mature and sensible young citizens.

The exemplary work of the senior leaders, well supported by team leaders, has ensured that the school has gone from strength to strength and has excellent capacity to continue to improve. Staff monitor and evaluate the effectiveness of the many initiatives very carefully. The school environment is stimulating and reflects the way the pupils are the centre of everything the school does.

What does the school need to do to improve further?

- Raise standards in writing by:

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- providing more imaginative and challenging writing tasks that interest the boys
- ensuring that the most able pupils are challenged to produce work in more depth, with greater accuracy and in more detail.

Outcomes for individuals and groups of pupils**1**

Observations during the inspection confirmed pupils' high standards and excellent progress in mathematics, science and ICT. In a higher set mathematics lesson in Year 6, pupils gathered electronic data, generated their own questions to interrogate the information and developed roles including 'classroom experts' where they asked others to explain something they were unsure of. Results in assessments and tests in Year 2 and Year 6 have been above and often well above national averages for several years. Recent data indicate that while there is little gender difference in overall standards, boys do not do quite as well as girls in their writing and at times staff do not ensure that pupils produce extended pieces of work with the required detail and technical accuracy, including punctuation. Nevertheless, overall the achievement of all groups of pupils, including those with speech and language difficulties and the very small number who speak English as an additional language, is excellent. This helps pupils prepare very well for their future lives.

Because of the school's strong ethos, pupils develop a degree of social maturity and awareness of their responsibilities that staff declare 'makes them a pleasure to teach'. Pupils are very aware that how they behave has an impact on their own safety and of others. The school holds recognition for the work it does to encourage active lifestyles and Eco awareness and pupils say they particularly enjoy the wide range of sports activities. Pupils understand how important healthy eating is, but a few do not make the best choices in packed lunches. There is an outstanding range of activities where pupils take on responsibilities in the school and wider community, including excellent opportunities to develop the 'pupil voice'. The school council and the Bright Ideas group are evolving into research groups focused on finding out and making recommendations about numerous aspects of school life. Attendance is well above average and the school rightly works hard to discourage the taking of holidays in term time. Pupils' spiritual, moral, social and cultural development is excellent, with particular strengths in the school's commitment to creative areas, which has a measurable impact on cultural awareness. Social skills are developed very well through the arrangements for mixed-age classes and annually changing groups to ensure everyone develops a wider circle of friends.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching and learning is particularly strong in the Nursery and in Years 5 and 6, where staff have very high expectations of behaviour and achievement which result in excellent progress. Exemplary teaching was seen in several lessons when welcoming new pupils to the school and into different classes to help all develop a real sense of anticipation for the coming year. Across the school, staff make particularly effective use of interactive whiteboards to provide information and set tasks. The school has an excellent system to check and track the progress each pupil makes. This information is managed in an exemplary manner and pinpoints where individuals or groups may require additional support. This is particularly effective in mathematics and for pupils with special educational needs and/or disabilities, ensuring that considerable progress is made towards their individual targets. Where teaching is occasionally slightly weaker staff do not demand enough of some pupils, especially in their writing.

Excellent curriculum development is at the heart of the many improvements in the school, and marks the school out as an innovative place to be. The work as a 'Change school' has provided high quality input from educationalists and professional artists which has inspired staff and pupils alike. Some of the displays of textile and paper creations linked to history topics are of exceptional quality and these, coupled to outstanding work in displaying a range of digitally produced materials and artefacts, provide a learning environment that is immensely stimulating. The school is aware that the only relative weakness in the curriculum lies in the provision for writing, and is working to address the issue.

The pastoral care of the pupils is outstanding and never overlooked in the drive to

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higher standards. The school makes clear to everyone that it truly believes 'Every child matters'. The use of information to identify pupils who are not making the expected progress has been key to providing support and thereby ensuring that those with special educational needs and/or disabilities make excellent progress. The school has developed very effective routines, including the use of 'marking ladders' where pupils assess their own or others work alongside the marking by staff, to give everyone a high degree of understanding about what needs to be done to improve.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the headteacher and deputy headteacher is outstanding, their close cooperation and challenging approach ensures that the school continually seeks to improve and does not rest on its laurels. The team leaders coordinate the work of key stage teams very effectively and have a clear understanding of what works well and where further fine tuning is needed. With a large staff team, school leaders are aware of the need to continually review procedures to ensure consistency of approach. Governance is effective. There is a good number of full governing body meetings, but governors are aware that their programme of focused visits is not extensive enough to ensure they are well informed at first hand of all school developments.

The links the school has with an extensive numbers of groups, agencies and other schools have been instrumental in developing many of the curriculum innovations. This has been hugely influential in inspiring senior staff and giving them a vision of what the school could be and how to achieve this. The effectiveness with which the school promotes community cohesion is outstanding at the local, wider national and international levels. This is epitomised in many ways, including work with faith groups and local senior citizens which has led to groups visiting the school as part of several topics. The school is recognised for its international work. Staff have taken part in study visits to several countries and links with schools in Ghana, for example, support different elements of the school's work. Links with parents and carers are very good and many support their children and the school well. The school promotes equality of opportunity very well, as seen to great effect in the provision for all pupils with additional needs such as those with speech and language difficulties. Safeguarding procedures are good and the school takes seriously its responsibilities to look after the pupils. A recent fire safety check identified some relatively small areas to improve, including in the relevant

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policy. The school is addressing these issues well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision for children in the Early Years Foundation stage is outstanding and gives them a 'flying start' to their education. The outside learning areas for all classes are excellent, and the area provided for children in the Nursery is quite simply fabulous. The environment is hugely stimulating and challenging and very well resourced to provide an extensive range of imaginative experiences for all. Children enter the Nursery or Reception classes at different times and with a range of previous experiences, but most are confident children with particular skills in the areas of their personal, social and emotional development and in early speaking and listening. They settle very well and are happy and enthusiastic learners. Teaching, learning and the curriculum are excellent, particularly in the Nursery. Very occasionally staff miss opportunities in the Reception classes for more focused development of mark-making and writing skills, particularly to encourage boys as early writers. The team approach to leadership and management is working well by giving all staff a shared responsibility in decision making during the period while the very recently appointed, but experienced, key stage leader develops her role further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The very large majority of parents and carers who responded to the inspection questionnaire are rightly very pleased with the quality of education and care provided for their children. All believe that their children are kept safe at school and a very large proportion accurately notes that the school is well led and managed. While there were relatively few comments attached to the inspection questionnaire several mentioned how happy their children are in school and how they grow in confidence. Only a very small number of disagreements with what the school does were noted including a few concerns about behaviour. Inspectors believe the behaviour of virtually all pupils is outstanding and a credit to the parents and school alike. A small number of parents and carers questioned whether their children could make more progress, and would like more information about progress. Inspectors believe the school has excellent systems to involve and inform parents and carers, including individual information and through a frequently updated website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fosse Way Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 136 completed questionnaires by the end of the on-site inspection. In total, there are 563 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	65	45	33	1	1	0	0
The school keeps my child safe	107	79	29	21	0	0	0	0
The school informs me about my child's progress	65	48	61	45	5	4	1	1
My child is making enough progress at this school	77	57	51	38	6	4	1	1
The teaching is good at this school	83	61	52	38	1	1	0	0
The school helps me to support my child's learning	81	60	48	35	4	3	0	0
The school helps my child to have a healthy lifestyle	91	67	40	29	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	83	61	47	35	1	1	0	0
The school meets my child's particular needs	84	62	51	38	1	1	0	0
The school deals effectively with unacceptable behaviour	72	53	51	38	6	4	1	1
The school takes account of my suggestions and concerns	74	54	49	36	5	4	0	0
The school is led and managed effectively	100	74	33	24	2	1	0	0
Overall, I am happy with my child's experience at this school	93	68	40	29	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2010

Dear Pupils

Inspection of Fosse Way Primary School, Lincoln LN6 8DU

Thank you very much for making the inspection team welcome when we visited your school recently. We really enjoyed chatting to you, and the groups we met with were really good at explaining what you all do. I particularly enjoyed seeing how very well looked after you are, particularly the new children in the Nursery and you older ones visiting your new classes, because this helps you all to look forward to your next year in school. I also really enjoyed seeing some of the lovely work you have produced with professional artists. Thank you also for the questionnaires that you filled in for the inspection. These are some of the findings from the visit.

Your school is providing you with an outstanding quality of education. Hurrah! Well done everybody.

We think a key reason why the school is doing so well is that your headteacher and deputy headteacher work really well together to keep pushing everyone forward. We also think you are very well behaved, and were pleased to see how thoughtful and considerate many of you become. We were very pleased to see how you make excellent progress, particularly in mathematics and when you are using computers - which you do very confidently.

We think teaching is already excellent, but to improve your school further we have asked the headteacher and staff to help improve your writing just a little more by making sure you have enough opportunities and the skills to write in a bit more depth and detail.

To help your school even further, please make sure you keep on trying hard all the time, and perhaps you could try to encourage your parents to help you eat healthy packed lunches.

Yours sincerely

Sue Hall

Lead inspector

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