

Fleet Wood Lane School

Inspection report

Unique Reference Number	120408
Local Authority	Lincolnshire
Inspection number	339682
Inspection dates	15–16 June 2010
Reporting inspector	Michael Miller

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Pastor Ross Dean
Headteacher	Christine Wright
Date of previous school inspection	30 November 2006
School address	Wood Lane Fleet Spalding
Telephone number	01406 423351
Fax number	01406 490698
Email address	enquiries@fleetwoodlane.lincs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. They observed ten lessons, and six teachers were seen. Inspectors held meetings with the governing body, staff and the school council. They looked at pupils' work and attended assemblies. They talked informally with pupils, and met with their parents and carers at the start of the school day. School documents were scrutinised including policies, development planning and self-evaluation, monitoring files, curriculum and safeguarding documents. Minutes of governing body meetings were examined as well as the headteacher's reports to the governing body, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 49 parents and carers, 15 members of staff and 77 pupils.

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

- the work the school is doing to improve further the pupils' attainment in mathematics and science by the time they leave at the end of Year 6
- the progress the school is making in developing its methods for assessing pupils' work
- the ways through which the school is developing its curriculum in order to promote the pupils' enjoyment and achievement, and increase challenge for its higher attaining pupils
- whether the pupils' personal development is a strength of the school.

Information about the school

This is a smaller than average sized school. The number on roll has fluctuated significantly over recent years due to local economic and employment circumstances. The proportion of pupils joining or leaving the school each year is high. The percentage known to be eligible for free school meals is above average. Most pupils are from White British backgrounds. The percentage of pupils from minority ethnic groups and the proportion who speak English as an additional language are both broadly average. The proportion of pupils with special educational needs and/or disabilities is average. These pupils have a variety of individual needs, but the majority have moderate learning difficulties. The percentage with a statement of special educational needs is above average. Most classes are taught as mixed-age groups, with only Years 1 and 6 currently being taught as single year groups. The governing body provides a breakfast club each morning during term time as part of its extended services to the pupils and their families. The school has gained Healthy Schools status and achieved the Activemark Sports and Rooted in Reading 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is preparing its pupils well for the next stage of their education. Pupils make good progress from broadly average attainment on entry and gain above average standards by the end of Year 6. Attainment in the 2009 national tests was above average, with particular success in English and well above average performance in this subject by boys. Staff work diligently to ensure the pupils gain a good balance of academic and personal development. As one parent wrote, 'The school has provided my children with an excellent and varied education whilst instilling excellent social skills.' Pupils work hard in lessons, and play enthusiastically together. This is a strength of the school.

Other significant strengths include the school's excellent curriculum. It has worked hard and very successfully to develop a more creative, topic based approach. Pupils enjoy school because they see the relevance of what is taught and appreciate very well how skills learnt in one subject may be applied in others. This contributes to pupils' excellent attitudes to learning. Exemplary behaviour extends beyond the classroom. Pupils also show an excellent understanding of why it is important to eat healthily and to exercise.

Good leadership and management have ensured the establishment of a good track record of improvement since the last inspection. The school has good capacity for further improvement not least because its self-evaluation is accurate. Consequently, its development and improvement planning is good. Teamwork is strong and staff and the governing body are mutually supportive. Pupils' good learning is underpinned securely by good teaching across the school as a result of close monitoring. There has been a keen focus on teaching, rather than learning, during observations of classes by senior and middle leaders. Lesson observations do not focus sharply enough on learning or the progress pupils make in lessons. The longer-term tracking of pupils' progress and accurate assessment of their attainment provide good information on each individual pupil. Consequently, there are clear objectives for each lesson focused well on the particular skills and knowledge a class or year group is expected to develop or gain. However, everyday planning is not consistently sharp enough as to the assessment methods to be used in lessons to check on individual pupils' understanding and progress. Staff are currently in the process of receiving additional training in the new national strategy for assessing pupils' progress. This has been piloted successfully for writing and mathematics but has not been extended to cover reading and science.

What does the school need to do to improve further?

- Improve assessment methods and underpin pupils' learning and the progress they

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make by:

- ensuring a more consistent approach to the identification and use of assessment in lesson planning in order check more closely the pupils' understanding and ensure the progress of pupils of all abilities and learning needs
- establishing fully, by the end of the 2010-11 academic year, the new national strategies for assessing pupils' progress.
- Ensure the monitoring of lessons by senior and middle leaders focuses more specifically on the quality of pupils' learning in order to raise further the attainment and achievement of all individuals and groups of pupils.

Outcomes for individuals and groups of pupils**2**

The latest school data confirms the attainment of current Year 6 pupils is average overall. However, 25% of these pupils have special educational needs and/or disabilities. School tracking shows these pupils make good progress in relation to their individual needs and abilities. A scrutiny of the pupils' work confirms the overall attainment of the other 75% is above average. The school sets challenging targets against the best performing 25% of schools nationally, and in 2009 met and exceeded these targets in English and mathematics. It fell slightly short in science, but there has been a good focus this year on investigation work which is proving more challenging of higher attaining pupils. Current Year 6 pupils have made good progress in developing their investigation skills and methods. This is paying dividends for pupils' approach to problem-solving across a range of subjects. In all the other year groups, pupils are making good, steady progress, and attainment is above expectations for their ages. Pupils are motivated well because their learning is made interesting and relevant. They are enabled to make good use of their skills, knowledge and understanding across a range of subjects and activities. Attainment in English continues as a strength, standards in mathematics are being secured across the school, and attainment in science is improving steadily.

A parent wrote, 'Our children are happy and love the school, which is more important than anything.' Pupils want to come to school and attendance, although affected by term-time holidays, is above average. Attitudes to learning are excellent because learning is made fun. Behaviour is excellent and pupils are considerate of each other. When expressing different views in class discussions, they respect each other's opinions. Pupils have suitably high expectations of each other, which reflect the expectations staff have of them. The ways in which pupils interact demonstrate a well developed moral and social sense, and this enables the school to operate as an orderly and civilized community. Pupils are developing well as young citizens. They understand well their responsibilities to each other, and have an excellent appreciation of the need to lead healthy and active lifestyles. They are developing well in their understanding of national and global issues, but their appreciation of a contemporary, multicultural British society is more limited.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff have considered very well the needs and aspirations of the pupils in planning an exciting and creative approach to curriculum development. Pupils appreciate and understand how they may use and apply important skills acquired in one subject in support of another. In every lesson seen, either teachers or pupils regularly highlighted such links. In a Year 4/5 mathematics lesson on symmetry, pupils themselves were linking mirror symmetry with work undertaken in art. In a Year 2/3 French lesson, not only were pupils' listening skills being developed well but they were also using the foreign language effectively in a game developing their mathematical understanding of odd and even numbers. The curriculum is very successful in enabling pupils to apply their key skills and learning in meaningful contexts and across a wide range of subjects. Time is used productively and there is a good pace to lessons. Class discussion is used well. Interactive whiteboards and other aspects of information and communication technology support well the work of both teachers and pupils. Marking is regular and helpful. Teaching assistants provide good support for those who find learning more difficult. Nevertheless, teaching is not consistent in its approach to identifying strategies

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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for assessment of individuals and groups of pupils throughout lessons, and this is often missing from lesson planning.

Working relationships are very good because pupils appreciate the support and guidance their teachers provide. Pastoral care is equally good and systems underpinning behaviour management are applied consistently throughout the school. Pupils who do occasionally find difficulty in managing their own behaviour receive effective support from a learning mentor. There are excellent systems for promoting attendance. There are good links with support agencies and education partners to aid both pupils and their families. Transition arrangements with secondary schools are well-managed. There are very effective systems for the support of vulnerable pupils, and the school is quick to respond to their individual needs. Records on pupils with special educational needs and/or difficulties are maintained well, and targets for such pupils clear. However, the pupils themselves are not involved actively in the planning of such targets to help them improve and develop. Healthy lifestyles are promoted well, not only through breakfast club and lunchtime canteen provision but also through a healthy tuckshop and a good range of extra-curricular sport.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides very good leadership. Although it has been insufficiently focused on pupils' learning, the management of teaching is good because it employs a very wide range of approaches, including focused discussions with pupils. An effective partnership between senior and middle leaders ensures a cooperative approach and the linking of subject with whole-school development planning. Equality of opportunity is promoted well. Good tracking systems identify quickly any gaps which might emerge between the performance of different groups of pupils and strategies are put in place to enable pupils to close any such emerging gaps. Firm and productive links have been established between school leaders and the governing body which enable governors to acquire a valuable understanding of the school and its needs. The individual personal and professional skills governors bring benefit the school well.

Resources are used well. However, with only electricity as a mains power source, energy bills are very high. The governing body has to decide regularly between going into deficit or cutting the number of classes and staff. It has consistently put the needs of the pupils first, but is managing well its deficit and has gained the Financial

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Management Standard in Schools. Difficulties in managing conserved trees on the site have affected learning as it is not now possible to use the pupils' environmental area for practical activities. The safeguarding of children has a suitably high priority. There is a comprehensive awareness of child protection procedures within the school. The school understands well its responsibility to the community because it has considered carefully both its role and local community needs. Consequently, its approach to enabling and extending community cohesion beyond the school is good. School development planning is focused well on extending and developing further pupils' concept of community, particularly on a more global level.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Attainment on entry to the Reception class varies slightly from year to year. School assessments show attainment is generally below national expectations but children make good progress to attain average standards by the time they transfer to Year 1. This is the case with the current Reception children. Children tend to be stronger in their social, emotional and personal development than in literacy, numeracy and their knowledge and understanding of the world. Good provision has ensured children make particularly good progress in these three weaker areas. A topic, theme based approach, currently around the story of Snow White, fires the children's imagination. They learn successfully about mixing colours while creating the Wicked Queen's poisoned potion. Children extend their vocabulary when considering descriptive words for the characters after viewing a video clip of the story. They work and play well together because cooperative, social interaction is encouraged well. Higher attaining children are

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challenged well by, for example water play; one explained precisely how a pump worked when using it to raise water into a play canal's lock.

There have been good improvements since the last inspection, especially to outside provision. Children make particularly good use of the road markings on the playground, and their understanding of safety means most stop at the pedestrian crossing and understand the importance of other warning markings. There is no secure outside storage space for larger equipment, which takes up significant space in the classroom and has to be taken in and out at the beginning and end of each day. The impact of the wide range of classroom resources to support learning are limited by the restricted space available. With a recent change of staff and leadership of the Early Years Foundation Stage, some modifications have been made to improve further the already good assessment systems. Reception class staff work very well as a team, and teaching is good. There is a good balance of adult-led and child-initiated activities. Children are cared for well, and good levels of trust exist between staff and the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who responded to the inspection questionnaire are entirely supportive of the school. A few expressed some concerns about pupils' progress, their preparation for the next stage of education, and indicated the school did not help them support their children's learning. The inspection found pupils are making good progress and achieve well. Other parents pointed to the regular information sheets provided for each class about pupils' work and learning, including suggestions as to how families may help. Inspectors see this as good practice. The school is now exploring ways to publish such information regularly on its website. A few parents and carers expressed concerns about the way the school manages behaviour. The inspection finds the school has very effective behaviour management systems, which underpin pupils' excellent behaviour and attitudes to school. Concerns were raised by some parents about the problems of traffic in the narrow lane outside the school at the end of the day. This is not in the direct control or responsibility of the school once it has handed pupils over to their parents and carers at the school gate. The school does provide regular guidance on this matter; but not all parents and carers act on the school's advice.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fleet Wood Lane 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	57	19	39	1	2	1	2
The school keeps my child safe	32	65	16	33	1	2	0	0
The school informs me about my child's progress	22	45	23	47	4	8	0	0
My child is making enough progress at this school	22	45	19	39	3	6	4	8
The teaching is good at this school	21	43	23	47	1	2	3	6
The school helps me to support my child's learning	23	47	19	39	5	10	1	2
The school helps my child to have a healthy lifestyle	21	43	25	51	2	4	1	2
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)	16	33	26	53	5	10	1	2
The school meets my child's particular needs	22	45	23	47	3	6	1	2
The school deals effectively with unacceptable behaviour	19	39	23	47	3	6	4	8
The school takes account of my suggestions and concerns	19	39	25	51	3	6	2	4
The school is led and managed effectively	28	57	18	37	2	4	1	2
Overall, I am happy with my child's experience at this school	27	55	17	35	4	8	1	2

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.



17 June 2010

Dear Pupils

Inspection of Fleet Wood Lane School, Spalding, PE12 8NN

I would like to thank you for the very friendly welcome you gave to me when I visited your school recently. I enjoyed talking with you and appreciated very much the way you shared your well considered thoughts and opinions about school life. Yours is a good school, and I would like to tell you some of the things I found are best about it.

Your behaviour, cooperation and attitudes to learning are excellent.

Your understanding of the importance of living healthily is excellent.

You receive a good start to your school life in the Reception class.

Those of you who need extra help with your learning receive good support.

You have made good progress by the time you reach the end of Year 6.

You benefit from good teaching, which supports you well in your learning.

Adults take good care of you, just as you take good care of each other.

Your headteacher, other staff and governors, lead your school well.

I have asked your headteacher and the other teachers to do two main things to help you achieve even more during your time at your school. First, your teachers will be working to develop the ways they assess your work and progress in lessons. You may find that they ask you even more challenging questions. Your answers will help them to give you even better help and advice. Over the next year, they will also be introducing a new system for assessing your work and progress. Secondly, when your teachers come in to watch each other's lessons you will find them concentrating even more closely on how you learn.

Your school code is based on telling the truth, being polite to everyone, sharing with a smile, being on your best behaviour, treating everyone fairly and looking after your school. You showed me that you do all this well. During my visit you talked a great deal about the football World Cup and the importance of teamwork. Please continue to develop the theme of your school motto in, 'Growing Our Future Together'. I wish you all well for your own future.

Yours sincerely

Michael Miller

Lead inspector

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