

Frances Olive Anderson Church of England (Aided) Primary School

Inspection report

Unique Reference Number	120625
Local Authority	Lincolnshire
Inspection number	339734
Inspection dates	18–19 March 2010
Reporting inspector	Alan Jarvis

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 of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Mrs Sue Rockall
Headteacher	Mrs Jean Dagg
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by three additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors spent the majority of their time observing pupils' learning. They observed 6 teachers as they visited 17 lessons or parts of lessons. The inspectors held meetings with governors and a number of staff. They looked at a range of information including the school improvement plan, a range of policies and procedures, numerical information showing the progress made by pupils and samples of their work. Inspection questionnaires returned by 86 parents and carers, five staff and 88 pupils were scrutinised.

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

- why pupils in some classes make better progress than others
- how effectively teachers use assessment information to inform their lesson planning and show pupils what they need to do to improve their work
- how well has the curriculum improved since the last inspection
- how effectively leaders and managers at all levels drive improvements.

Information about the school

Almost all pupils are of White British heritage in this smaller than average school. A small number are from Gypsy/Roma families. The proportion of pupils with special educational needs and/or disabilities is below average but they are not distributed evenly across the school. Most of these pupils have moderate learning difficulties. Some pupils are taught in mixed aged classes. The governors operate a breakfast and after school club. The school has achieved the Healthy Schools and International Schools awards.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Parents are pleased with the education provided in this satisfactory and steadily improving school. The warm, caring Christian ethos is evident from the moment you walk into the school and this underpins pupils' good personal development and especially their spiritual, moral, social and cultural understanding. Pupils enjoy school. This is reflected in their good attendance and willingness to help raise money for charity, serve on the proactive school council and act as eco-monitors to help the school use energy efficiently. The school cares for its pupils well. This and the effective partnerships with other schools and support services, ensure pupils feel safe and help them develop into responsible and mature young people. A further strength is the good promotion of healthy lifestyles which result in pupils participating in regular physical exercise and being knowledgeable about how to eat sensibly.

Current attainment is average and pupils' achievement is satisfactory given their original starting points. The strength lies in mathematics where attainment is above average by the end of Year 6. Attainment is steadily rising in Years 1 and 2. This is particularly so in writing where better stimuli, targeted at boys, have helped bring their attainment more in line with that of the girls. However, in Years 3 to 6 boys' attainment in writing still lags behind as the same methods have not yet been fully implemented. Attainment in science has remained static. Scrutiny of work reveals that pupils do not plan and carry out enough of their own investigations or frequently use their knowledge and understanding to answer demanding questions. While there is some good teaching, particularly in the upper school where pupils make good progress, it is not consistently so. In some lessons pupils' learning slows because not enough time is allocated for them to work actively and independently. Behaviour is managed very well in some classes. In others, pupils sometimes become restless and need gently prompting to ensure they remain focused on their learning. This is because the information teachers have on pupils' progress is not used well enough to tailor work closely to their individual needs and really challenge them. Whilst pupils in some classes know how to improve their work this is not the case in all years.

The senior leadership team, supported by the governing body, is clearly focused on securing further improvement. The school improvement plan has a clear focus on what needs to be done to build on the school's recent successes. Staff who are responsible for leading English, mathematics and science are being made more accountable for the provision in their subjects and the oversight of pupils' progress. As yet their monitoring of provision, the identification of the right steps for teachers to take to quicken pupils' progress, and their evaluation of the impact of their work, are not rigorous enough. Nevertheless, the school's capacity for further improvement is satisfactory. The school's

key strengths have been sustained, the areas for improvement identified at the last inspection have been addressed effectively and there are emerging signs of further improvement.

What does the school need to do to improve further?

- By the end of the next school year improve attainment in boys' writing in Years 3 to 6 and in science by:
 - enhancing boys' interest in writing by using a variety of stimuli such as film, pictures, books, art work and wider reading
 - giving a higher priority to independent investigations in science
 - assessing pupils work in science more accurately and using the information to enable pupils to answer challenging questions.
- Within a year ensure most teaching is consistently good or better and leads to the majority of pupils making good progress by:
 - ensuring pupils have sufficient time to work independently in all lessons
 - pitching work so that it is challenging for all groups of pupils
 - using effective and consistent methods to manage pupils' behaviour
 - ensuring pupils are consistently clear about their next steps in learning.
- As a matter of urgency, strengthen the impact of the work of middle leaders by:
 - providing more opportunities for them to visit classrooms to monitor provision and the progress pupils are making
 - using the information they gain to identify what individual teachers need to do to make sure pupils' progress is consistently good
 - regularly evaluating the impact of any initiatives undertaken.
- Around 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning and achieve satisfactorily in lessons. Learning is better when pupils are actively involved in work that challenges them. For example, when good stimuli were used to encourage pupils to write about and describe a new character to their classmates. Pupils worked confidently and independently and used their targets well to further their learning. In other lessons pupils worked steadily and worked less independently. Pupils with special educational needs and/or disabilities make satisfactory progress. The small number of Gypsy/Roma pupils enjoy coming to school, are well integrated and also make sound gains in their learning.

Attainment in the 2009 national curriculum tests at the end of Year 6 was better than in previous years and above average in English and mathematics. This was because the

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

class had benefited from a number of years of settled teaching of a good quality. Current levels of attainment are more typical of the pattern over recent years and are average throughout the school. The use of film, video and picture books has considerably boosted boys' attainment in writing in Years 1 and 2 whilst similar initiatives in Years 3 to 6 are at an early stage of implementation. Pupils are not developing their confidence and approaches to tackling scientific investigations and understanding more difficult ideas systematically enough to accelerate their progress. Inspectors looked closely at pupils behaviour as a number of pupils said that they 'wanted the naughty pupils to stop being naughty.' Observations of lessons and pupils around the school show that most pupils behave well and work happily together. While occasionally pupils have to be gently reminded to maintain discipline, no instances of disruptive behaviour were seen. Exclusions are rare.

Pupils not only have a good understanding of the values which underpin the Christian faith but know a great deal about common values which underpin other religions. Their contribution to the school and the local community is good. For example, the very active school council have helped redesign the computer suite and introduce water fountains around the school. They are fully involved in village activities such as apple day and the annual Church Schools festival in Lincoln Cathedral. Pupils have a good understanding of how to keep safe in various situations such as when using the internet, riding their bicycles or facing possible danger. Pupils' sound basic skills and good attendance prepares them satisfactorily for their next phase of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The inconsistencies in teaching explain why pupils make faster progress in some class than in others. In the best lessons the teachers work closely with their teaching assistants so that support is not only given to pupils with identified needs but also to wider groups of pupils. Good discipline is sustained, the work set is challenging for different groups of pupils and good questioning is used to challenge pupils further. However, a minority of teachers do not pitch the learning well enough, allow sufficient time for pupils to work actively on their own, or nip restlessness in the bud. This restricts the amount of work covered and slows the pace of learning. Marking is inconsistent and does not always pinpoint pupils' next steps in learning.

The satisfactory curriculum has a strong emphasis on literacy and numeracy. French is included and provision for writing has been strengthened particularly in the lower school. Topics such as 'The World' have been developed which help raise pupils' awareness of other countries and how we rely on each other for resources. These are enhanced by a wide range of visits and fruitful links with nearby schools. The school is well aware that the topics should be developed to strengthen links between subjects and provide more opportunities for creativity. A good range of popular clubs help pupils develop their sporting, gardening, musical and artistic skills.

Pupils are well cared for in the breakfast and after-school club which was set up in response to parental requests. Pupils say, 'We like coming here, everything is laid out and we can choose what we have for breakfast.' Parents and pupils receive good information when they start school. Transition to secondary school is well managed. The local authority traveller support service gives good support to the Gypsy/Roma pupils both in school and in helping them when they move to other schools.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

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

The headteacher, staff and governors have a very clear idea of what needs to be done to raise standards and build on the school's existing strengths. They have had some success in raising standards in Year 1 and 2 and mathematics in the upper school. The strengthening of the work of middle leaders is helping to strengthen the drive for improvement. However, their monitoring of provision is not yet precise enough to sharpen the work of other teachers and so quicken pupils' progress. Governors have a good understanding of the challenges the school faces. They are sharpening their effectiveness by streamlining their committee structure and refocusing their visits to school to be clearer about how well the school improvement plan is progressing. Safeguarding requirements are met through the consistent implementation of clear policies and rigorous checks on staff.

Good links with the church, secondary schools and specialist support services have a positive impact on pupils' spiritual, cultural and sporting and artistic development. The promotion of equal opportunities is satisfactory. While the school has had some success in using the good performance data it has to improve boys' writing, as yet pupils do not achieve equally well in all classes. There is a sound plan to further develop community cohesion. The school has already established good links with schools in Guadeloupe and Poland which gives pupils an international dimension to their learning but is at an early stage of providing them with first hand experiences of contrasting communities within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class with skills and abilities that are broadly in line with national expectations for children of the same age. A strength of the provision is the good work that is done with parents when their children first start in Reception. Good oversight of the needs of each child is gained by visiting children's early years settings and asking parents to complete an 'All about me' book. Extra transition visits are made for any child who has additional needs. As a result, children settle in quickly and feel happy and safe.

A sound range of planned activities, both inside and outside, ensures children make satisfactory progress across the six areas of learning. Better resources are gradually being developed to enrich children's experiences and quicken their progress. Children's achievements are regularly assessed and collectively reviewed each half term. As a result, activities, the learning environment and planning are reshaped to ensure learning is appropriately adapted to children's needs. For example, more emphasis is currently being given to the teaching of letters and sounds and calculating which have been identified as relatively weaker areas. In contrast, children make stronger progress in their knowledge and understanding of the world and their personal development. Leadership and management are satisfactory. There is a sensible improvement plan within which the further development of the rather small outdoor area is of priority.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just over half of the parents responded to the questionnaire. The vast majority say:

- they are happy with the education provided by the school
- their children enjoy school and are kept safe
- the school helps their children to lead healthy lifestyles
- the school is well led and managed and they are happy with the teaching

Around one in five parents thought that behaviour could be better. The inspectors agree with this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frances Olive Anderson Church of England (Aided) 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	57	33	38	2	2	0	0
The school keeps my child safe	40	47	42	49	2	2	0	0
The school informs me about my child's progress	41	48	43	50	2	2	0	0
My child is making enough progress at this school	42	49	39	45	0	0	0	0
The teaching is good at this school	42	49	42	49	0	0	0	0
The school helps me to support my child's learning	33	38	51	59	1	1	0	0
The school helps my child to have a healthy lifestyle	33	38	50	58	1	1	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)	30	35	46	53	0	0	0	0
The school meets my child's particular needs	35	41	47	55	3	3	0	0
The school deals effectively with unacceptable behaviour	23	27	40	47	12	14	5	6
The school takes account of my suggestions and concerns	30	35	48	56	3	3	1	1
The school is led and managed effectively	40	47	40	47	5	6	0	0
Overall, I am happy with my child's experience at this school	43	50	37	43	5	6	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupils' 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.



22 March 2010

Dear Pupils

Inspection of Frances Olive Anderson Church of England (Aided) Primary School,
Gainsborough, DN21 5EP

As you know inspectors visited your school recently. I am writing to tell you what we found out. Thank you for being so friendly and telling us all about your school. We judge your school provides a satisfactory education. There are some good features.

Inspectors like these things about your school

Your overall attainment is average by the end of Year 6 but you do well in mathematics where attainment is above average.

Staff care for you well, which helps you feel safe and mature into responsible and mature young people.

Your attendance is good as is your understanding of how to live healthily.

Your spiritual, moral, social and cultural development is good and you know a lot about other religions and the importance of being tolerant.

The school must do three things to improve further

Your teachers are going to make sure that attainment in science and boys' writing are equally good as that in mathematics by the end of Year 6.

Teaching is not yet good in every class. To ensure that it is we have asked your teachers to give you work which interests and challenges you, make sure you get better at working by yourselves and that you are very clear about what you need to do to improve. Discipline in some classes could also be better.

We have asked those staff who look after English, mathematics and science to get even better at checking how well you are doing and do what they can to make sure you make consistently good progress in these subjects.

Remember - you also need to do your bit by always listening carefully to what your teachers tell you to do. I wish you great success in the future.

Yours sincerely

Dr. Alan Jarvis

Lead inspector

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