

# William Lovell Church of England School

## Inspection report

---

Unique Reference Number	120664
Local Authority	Lincolnshire
Inspection number	339750
Inspection dates	22-23 September 2009
Reporting inspector	Jackie Cousins

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

---

Type of school	Comprehensive
School category	Community
Age range of pupils	11-16
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Mrs Monica Everard
Headteacher	Mr Andrew Fulbrook
Date of previous school inspection	6-7 June 2007
School address	Main Road Stickney Boston PE22 8AA
Telephone number	01205 480352
Fax number	01205 480398
Email address	William.Lovell@stickney.lincs.sch.uk

---

Age group	11-16
Inspection date(s)	22-23 September 2009
Inspection number	339750

## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons, and held meetings with the headteacher, governors, senior teachers, staff and groups of students from all year groups. The inspectors observed the school's work, and looked at some documentation, students' work and displays and scrutinised 112 parent questionnaires.

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

- how consistently do pupil with special educational needs and/or disabilities progress in English?
- how effectively do leaders' monitor the progress of girls in both key stages?
- how well is the school using feedback to students to increase the rate of progress?
- how successfully is the school's leadership working to develop students' understanding of the UK's multi-cultural community?
- is students' spiritual, moral, social and cultural development a real strength and is it outstanding?

## Information about the school

William Lovell Church of England School is in a rural setting near Boston. It is smaller than most secondary schools. Most students are from White British backgrounds and all have English as their first language. The proportion of students with special educational needs and/or disabilities is above average and includes some students with moderate and complex learning difficulties. The school has specialist status in music and English and has the Healthy Schools Award.

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

William Lovell School gives its students a good quality of education. It has outstanding features. Behaviour is outstanding and makes an extremely strong contribution to good learning in lessons. This is because care, guidance and support from all staff are excellent. Students adopt safe ways of working outstandingly well. A walk around the school confirms inspectors' views that students respect highly the building and others property. Students from all backgrounds and abilities are included well in school life. This is because the school's leadership values all students as individuals. Students spoken to made many positive comments about the school and said that the aspect they enjoyed most was 'friendly people'. Students also value the lunch time and after school clubs including a wide range of sports and arts activities. They felt that there is very little bullying in the school and that it is dealt with efficiently on the rare occasions when it occurs.

The school's leadership places a high priority on monitoring the students' progress and attainment. This ensures that any underachieving students are identified early. Students achieve well because teaching is good and students' attitudes to learning are very positive. Teachers use practical activities well and so students learn through a wide variety of approaches. Assessment is used successfully to guide teaching but occasionally not all students are fully challenged. This is because specific learning objectives for different groups of students are not consistently set. Teaching assistants work successfully to support students in the middle part of lessons but they are not always used effectively at the start and end of lessons. Occasionally, students do not have opportunities to evaluate rigorously what they found hard or easy in the lesson.

Outstanding leadership from the senior team, including the headteacher are very effective in driving improvements. Strong management has brought about successful developments since the last inspection. For example, standards in Year 11 in English and mathematics, science, religious education, music, design and technology, art and design, media studies and information and communication technology (ICT) are average or higher. This is because challenging targets are set and met, including those in specialist areas, and staff are highly committed to the school's aims. Its main specialist subject of music adds greatly to the quality of learning and actively supports students' imagination and creative thinking. Self-evaluation is used successfully by senior leaders and staff and so the school is in a good position to improve in the future. Governors work satisfactorily with staff and challenge the

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

school suitably. They are not fully involved in self-evaluation and do not regularly collect and analyse students' and parents' views.

## What does the school need to do to improve further?

- Improve attainment and develop the quality of teaching by ensuring all lessons have:
  - specific learning objectives for different groups of students
  - teaching assistants are used successfully when the teacher is talking to the whole class
  - more effective opportunities for students to evaluate their learning in lessons.
- Improve the role of the governors so that they are more involved in the monitoring and evaluation of all aspects of the school's work.

## Outcomes for individuals and groups of pupils

2

Students achieve well from their below average starting points. This was confirmed by inspectors' observations of lessons and their scrutiny of students' work. Typically, students make good progress in their learning because staff have high expectations of what should be achieved and make these expectations clear. Consequently, standards are similar to the national average by the end of Year 11. Exam results in 2009 were the best the school had attained with more than half of all students gaining five GCSE A\* to C grades including English and mathematics. All students attained five GCSE A\* to G grades. Standards have risen considerably in recent years. The music and English departments are assisting the school to considerably improve students' attainment. Boys and girls are making progress at a similar rate. Students with special educational needs and/or disabilities are supported well and so they achieve effectively. All students progress successfully because of the high quality feedback and guidance they receive from staff. In the present Year 11 an expected proportion of students are making good progress as they work at average or above average levels of attainment compared to national expectations.

The school's leadership places a great deal of importance on promoting students' personal development. As a result their spiritual, moral, social and cultural development is good. The Christian values of the school are very strongly established. This means that students are encouraged effectively to try new activities in a supportive environment which raises their self-confidence. They contribute to the community well. For example, Year 10 students mentor those in Year 7 during their early days at the school. Students learn effectively to value everyone including people in other countries who are less fortunate. Their behaviour is outstanding, in response to the calm but firm demeanour of staff. Students form very effective relationships with adults because staff give them positive feedback about their

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

behaviour and work. Students’ moral development is outstanding and they have an excellent understanding of right and wrong. They have really positive attitudes to learning, concentrate efficiently and attendance is above average. Students develop basic skills well and very effective personal qualities equip them successfully for their future working lives.

Students adopt healthy lifestyles well. They are knowledgeable about foods which are good for them and those which are less valuable. Breakfast club is attended by a significant number of students and so they get a healthy breakfast before they start school. A high proportion of students take part in physical exercise activities in and outside school. Students understand outstandingly well how to keep themselves safe, for instance, when there is an emergency in school, due to thoughtful tuition from staff. Students keep themselves safe when on the internet because the school successfully explains how to handle a variety of unsafe situations. Virtually all students said they felt safe in school and had someone they could talk to if they had a problem.

*These are the grades for pupils’ outcomes*

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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 <sup>1</sup>	2
The extent of pupils’ spiritual, moral, social and cultural development	2

### How effective is the provision?

Good teaching is the key reason why students make effective progress in all aspects of their learning. Strong features of teaching include the successful use of practical teaching methods to ensure that students learn to think deeply about their learning.

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

In a good lesson seen by inspectors, students effective questioning was used well to encourage Year 9 students to compare and contrast stories written in a similar style. These students received particularly thoughtful feedback ensuring students that they understood what they had done well. Information and communication technology (ICT) is used successfully to extend students' learning. Assessment effectively informs lesson planning and extra support for students. Occasionally, staff do not share learning objectives for different groups of students. This means that not all students are challenged fully in lessons. The conclusions of lessons are not always used well to allow students to evaluate what they have learnt. Teaching assistants support learning well in the part of the lesson where students work independently but they are not consistently put to good use while teachers are explaining information to the whole class.

A good curriculum places a high emphasis on the development of literacy and numeracy skills. Science lessons, for example, develop students' understanding well through investigative activities. Students' ICT skills are promoted effectively through weekly lessons and other opportunities to use their skills in many areas of learning. Since the last inspection, the range of courses has expanded and is successfully supporting students' achievement at Key Stage 4. For example, BTEC courses in Years 10 and 11 support initiative, teamwork and academic achievement. Provision for the gifted and talented is improving suitably. The students thoroughly enjoy all the interesting projects planned for them, including art and design and music projects. The students' personal, social and emotional development is supported well through class and group discussion sessions. Students celebrate festivals and learn a lot about different beliefs because religious education topics are incorporated effectively into school planning. Students have good opportunities to carry out work experience placements in the local community.

'Teachers and staff who listen to students,' is an aspect one Year 11 student really likes about the school. The inspectors agree that students receive an extremely high level of care from staff and this is a significant strength of the school. All students spoken to said they felt well cared for because staff are readily accessible. Transition from the local primary schools is very well organised. From the moment they enter the school all students' pastoral needs are met exceptionally well. Students with medical problems are cared for very considerately.

*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	2
The effectiveness of care, guidance and support	1

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

## How effective are leadership and management?

The senior leadership team is dedicated to improving the school, and the headteacher leads the school with great commitment and enthusiasm. The impact of leadership is clearly seen in the improvements in standards. School development planning sets clear direction for future improvements in the quality of education. Students have equal opportunities to learn because the school works methodically to remove any barriers to learning. This is because senior and subject leaders undertake rigorous monitoring of attainment, the quality of teaching and students' targets on a regular basis. The school is continually developing the assessment tracking system so that leaders can identify different groups of students who are underachieving more easily.

Governance is sound and supports the school suitably. They are beginning to challenge the school's leadership. Governors do not have a systematic programme for ensuring all governors are involved in monitoring learning by coming into school while students are working. Governors are not methodically involved in up dating records which evaluate the school's work. They make sure child protection and health and safety matters are dealt with astutely. Safeguarding procedures meet requirements effectively. For example, all staff receive regular training in child protection procedures and thorough records are kept of the statutory checks completed on staff.

The school works well to promote a sense of cohesion in the school and wider community. For example, students successfully raise money for people with leprosy in other parts of the world. Students also work thoughtfully to support national and global issues such as recycling and saving natural resources. The school has evaluated all aspects of community cohesion rigorously and is developing further links to deepen students' understanding of our multi-cultural society.

### *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	2
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	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

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

The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

## Views of parents and carers

A good partnership is in place between parents and carers and the school. The very large majority of parents who returned a questionnaire were positive about the school and the progress their children are making. One parent summed up their thoughts by saying, 'We like the traditional values and high standards expected by the school.' A few parents were unable to agree with some of the statements in the questionnaire. Inspection evidence does not support these negative views.



## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Lovell 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 12 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. The figures in the table below relate to the 100 questionnaires received by the end of the first day of the inspection. In total, there are 440 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	25	61	61	12	12	1	1
The school keeps my child safe	52	52	41	41	5	5	1	1
The school informs me about my child’s progress	40	40	50	50	1	1	2	2
My child is making enough progress at this school	30	30	54	54	8	8	3	3
The teaching is good at this school	35	35	52	52	8	8	1	1
The school helps me to support my child’s learning	24	24	60	60	10	10	2	2
The school helps my child to have a healthy lifestyle	30	30	57	57	11	11	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)	31	31	46	46	12	12	0	0
The school meets my child’s particular needs	31	31	55	55	10	10	0	0
The school deals effectively with unacceptable behaviour	49	49	38	38	2	2	6	6
The school takes account of my suggestions and concerns	25	25	54	54	8	8	2	2
The school is led and managed effectively	35	35	50	50	7	7	3	3
Overall, I am happy with my child’s experience at this school	41	41	46	46	8	8	3	3

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 all 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

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.



24 September 2009

Dear Students

Inspection of William Lovell School, Main Road, Stickney, Boston. PE22 8AA

Thank you for helping us to find out about your school. We enjoyed observing lessons and talking to some of you. You attend a happy and friendly school. Positive things about your school include:

- you make good progress in your work
- you behave outstandingly well in school
- your headteacher and senior teachers have excellent ideas about ways to improve the school
- teaching is good and the staff work hard to make lessons interesting
- a good partnership is in place between the school, your parents, carers and agencies
- staff care and support you outstandingly well and listen to you thoughtfully and so you feel extremely safe in school.

We have asked your school to look at how they can make things even better. The most important matters are to:

- raise standards and develop the quality of teaching by ensuring all lessons contain these features:
  - specific learning objectives are displayed for different groups of students
  - teaching assistants are used more successfully when the teacher is talking to the whole class
  - students have more effective opportunities to discuss what you have learnt in the lesson.
- make sure governors come into school more often and find out about your parents' views and your views regularly.

Continue to listen carefully to staff comments; come to school everyday and enjoy all the terrific things you are learning at William Lovell School.

Yours sincerely  
Jackie Cousins  
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone [08456 404045](tel:08456404045), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).