

Frances Olive Anderson Church of England (Aided) Primary School

The Grove, Lea, Gainsborough, DN21 5EP

Inspection dates

6–7 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good leadership has ensured considerable improvements in pupils' progress as a result of effective checking of learning and an increased focus on making sure that teachers do their job well.
- Teachers appreciate the support and challenge provided by senior leaders. They reflect honestly and carefully about the quality of their lessons, and this helps them to make important improvements.
- Pupils achieve well and standards at the end of Year 6 are above average with the most-able pupils making particularly fast progress and attaining higher levels.
- Teachers develop strong relationships with pupils and their families so they all understand the school's high expectations.
- Pupils feel part of the school 'family', appreciate the sense of community and feel safe, secure and valued.
- Pupils behave very well and understand how to keep themselves safe.
- The sharp focus on school improvement by senior leaders has had a positive impact.
- Governors effectively support the school. They have an accurate understanding of its strengths and where further improvements are needed.

It is not yet an outstanding school because

- There is not enough outstanding teaching to lift achievement to the next level. Some teachers do not always set work at just the right level for all pupils in their classes, or fully check on pupils' understanding in lessons and adapt their teaching accordingly.
- Whilst subject leaders have improved their management skills, they are not yet as effective as senior leaders in checking and improving teaching and learning.

Information about this inspection

- Inspectors visited 16 lessons, taught by six teachers and one teaching assistant.
- Discussions were held with pupils, senior staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at development plans, records of pupils' progress, arrangements for safeguarding, and documentation resulting from the monitoring of teachers' performance.
- Inspectors took account the 28 responses to the online questionnaire (Parent View), in addition to views expressed in person by parents and carers during the inspection.
- Inspectors also scrutinised 19 questionnaires returned by staff.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Joan McPhail

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools, and, as a result, most pupils are taught in mixed-age classes.
- Most pupils are from White British backgrounds, and the vast majority speak English as their first language.
- A below-average proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion who join or leave the school partway through the year, or in different year groups, is above the national average. Some of these pupils stay for a relatively short time.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Independent childcare is provided on the school site, as well as before- and after-school care, but it is not managed by the school's governing body and was not part of this inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to maximise the pace of learning for all pupils by ensuring that:
 - teachers check pupils' progress in lessons, including how well they are developing their understanding of new ideas, and use the information well to modify their teaching when necessary
 - pupils are clear about what they are learning and understand the steps they must take to achieve the lesson objectives
 - work is set at the right level for all pupils and there are enough opportunities for pupils to learn independently.
- Build on the improvements in the leadership of the school by:
 - ensuring that subject leaders are more actively involved in checking and improving how well their subject is taught across the school
 - providing opportunities for governors to work with subject leaders in order to gain better oversight of their roles in developing teaching, learning and achievement.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress and achieve well. They join the school with skills and knowledge that are broadly in line with expectations for their age. They make good progress across Key Stages 1 and 2 with levels of attainment that are above the national average by the end of Year 6. The more-able pupils do very well and attain the higher levels in their Year 6 tests.
- Pupils do particularly well in reading and attainment is above average by Year 6. This is because there is a structured and effective system for the teaching of phonics (the sounds that letters make) giving pupils a strong starting point. Pupils have lots of opportunities to use their reading skills throughout many lessons. They read to a range of adults from the time they start school and demonstrate a love of books.
- Writing is a current focus of the school and pupils in Key Stage 2 are working well at developing the use of newly-acquired skills of grammar, punctuation, wider vocabulary and more complex sentences with encouragement from teachers to be confident and careful. For example, they use their knowledge about sentences and vocabulary to construct interesting and complex openings to their stories. Books show imaginative and well constructed pieces of work.
- Pupils make good progress in mathematics as a result of their strong skills in calculating and applying their numeracy skills across a range of contexts.
- Children in the Early Years Foundation Stage are happy, settled and enthusiastic. They enjoy a wide range of exciting activities such as water play and playing games with adults. Children are resourceful in making up their own games and teachers use questioning skills with skill to enhance children's thinking and help them to become problem solvers.
- In Key Stage 1, pupils make good progress and demonstrate a good range of skills and knowledge including mathematical ability and reading skills. Inspectors were particularly pleased with the good standard of reading in Year 1 where pupils read fluently and used their phonic skills to sound out unfamiliar words.
- Pupils who are known to be eligible for the pupil premium do as well as their classmates in the development of both personal and academic skills. Initiatives such as the use of extra teaching time, subsidising educational visits and iPads to support creative learning, are provided for those in danger of falling behind in their work. As a result of this additional support, the gap in achievement between pupils eligible for pupil premium and others has been effectively closed.
- The achievement of pupils who are disabled or who have special educational needs is also good. These pupils' progress is tracked rigorously and teachers are enabling them to make good progress through good quality teaching and, where appropriate, one-to-one support.
- The school's accurate checks on progress show that pupils who have attended the school for substantial periods of time, and those who arrive later, make good progress because of good teaching, and individually-tailored arrangements for those who need to catch up.
- Occasionally, the pace of learning slows as teachers do not always modify their teaching to ensure that all pupils fully understand what they have to do, or when pupils waste time writing the learning objective in their books without fully understanding it.

- Parents and carers are pleased with the progress their children are making and feel that the school works well with them to support their children's learning.

The quality of teaching is good

- Since the last inspection there has been an effective change in the structure of the teaching teams, which have been developed to maximise the use of teachers' strengths. The impact of is being clearly seen in the good joint planning of lessons and preparation of extensive and imaginative resources.
- Teaching has improved since the last inspection because teachers have attended training, researched effective teaching methods and used advice and feedback from lesson observations to try a variety of strategies. As a result, pupils are engaged and make better progress.
- Planning is mostly well focused and takes account of different ability groups, including those with special educational needs. Occasionally, teachers do not pick up that some pupils are struggling and making little progress with the tasks set. Consequently they do not adapt their teaching to ensure that all understand and can do the work provided.
- In a small number of lessons, teachers are not providing as many opportunities as possible to enable pupils to work by themselves and make the rapid progress of which they are capable. Sometimes pupils do not fully understand what it is they are going to learn and the steps they must take to fulfil the aims of the lesson.
- Whole-school approaches to improve achievement in mathematics are used well by teachers and teaching assistants. Each teacher uses the agreed teaching methods well to improve pupils' calculation skills.
- Lessons include many interesting tasks that motivate pupils and often include time for pupils to reflect on, and discuss, their opinions and ideas. Some lessons make an excellent contribution to pupils' spiritual, moral, social and cultural development, for example pupils in Year 2 discussed the symbols that appear in religions and organisations and how symbols are used to express feelings. Assemblies give pupils the opportunity to think about the Frances Olive Anderson Primary School family and how they can work together to improve safety, for example, in their approach to bullying.
- Teaching inspires pupils and they really enjoy their lessons. Pupils say, 'I love writing as the teacher makes it exciting' and 'maths is my favourite subject because it is fun'.
- Teaching assistants are very effective and demonstrate a good knowledge about the priorities of the school and the needs of the individuals they work with. Support for pupils with complex needs is gentle, unobtrusive and very effective.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school and attendance is above average. This is because they feel safe and are warmly welcomed by staff. Relationships with the pupils and their families are a key focus of the teachers in the school and they work hard to foster close and productive
-

partnerships. Parents report that they feel involved in their children's learning and part of the school family. This helps pupils to develop a strong sense of belonging.

- Pupils behave well in lessons and around the school and say confidently that teachers deal with minor disputes quickly. They are clear about what constitutes bullying and prejudice, such as racism or sexism, and say that these are extremely rare. They demonstrate a clear understanding of how to keep safe and are very aware of cyber bullying.
- Good application of the whole-school behaviour policy ensures pupils understand the high expectations of their behaviour. Consistent application of the policy contributes to pupils' good standard of behaviour throughout the school.
- While there were a very small number of responses from parents and carers that indicated concerns about behaviour, those parents and carers spoken to were happy about pupils' behaviour and how it is managed. Careful observations indicate that behaviour management is effective and positive and pupils respond swiftly to requests made of them.
- Pupils are invariably polite and show good levels of support for each other. They understand what is right and wrong and have opportunities to reflect on moral issues. The values of the school are such that pupils are given responsibilities, such as assembly monitors, friendship ambassadors and contribute well to the school council. This supports well the development of their spiritual, moral, social and cultural development.

The leadership and management are good

- School leaders have worked effectively to develop the senior leadership team and middle managers' skills. Pupils' progress and the standard of action plans to tackle any issues in achievement are very effectively checked. This is enabling the school to direct its resources and efforts to tackle the right areas for improvement. There is a good understanding of the school's strengths and weaknesses and a realistic and accurate assessment of its current effectiveness.
- Senior leaders have closely nurtured the development of their own leadership and management skills and those of middle leaders. However, there is further work to do because subject leaders are not checking or assessing the effectiveness of teaching in their subjects thoroughly enough. They are reliant to some extent on senior leaders to carry out such checks.
- The local authority has supported and monitored the improvements at the school. Local authority staff provide helpful support where required. The school is increasing its popularity and parents and carers are positive about the quality of care and education it provides. The school communicates well with them through the website and frequent newsletters.
- The management of teachers' performance is rigorous and is a notable strength. Lesson observations by senior leaders are focused and accurate and give clear direction for the improvement of teaching. This, and data about pupils' progress, informs decisions about pay increases. Teachers willingly take on responsibilities and are motivated to be a full part of the school community.
- The school's curriculum has developed well to increase pupils' motivation and the range of activities to which they have access. The outdoor learning environment has been a particular focus and the story-telling area and study areas are used well to enhance learning experiences.

- Teachers are beginning to make effective links across subjects, for example, they link Roman numerals with mathematical concepts, effectively bringing the purpose of the number system to life for pupils. The promotion of spiritual, moral, social and cultural development is a strength in the school with pupils embracing the school vision of a school family, the focus on the environment and the responsibilities given to them.
 - The equally good achievement of all pupils by the end of Year 6 and lack of discrimination demonstrates the school's good promotion of equality of opportunity. Pupils known to be eligible for the pupil premium are supported by additional teaching and their progress is rigorously tracked to ensure the support they receive enables them to achieve as well as their classmates.
 - **The governance of the school:**
 - Governors have been professionally trained and are well informed. For example, the Finance Committee is perceptive about the value of spending decisions. This has led to good decisions about how the school uses the pupil premium. Governors have authorised the school to arrange additional teaching time for pupils who are in danger of falling behind in their work. They have a good understanding of the strengths of the school and are knowledgeable about the school's priorities for improvement. They provide good levels of challenge and support for the school and its leaders. Consequently the governing body makes a good contribution to school improvement. Governors' knowledge of the quality of teaching and pupils' performance, including how this compares with the performance of pupils nationally, is used to hold senior leaders to account. However, governors are not fully involved in checking the work of different subject leaders often or thoroughly enough. They ensure that the school's arrangements for safeguarding all pupils meet current requirements.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120625
Local authority	Lincolnshire
Inspection number	401954

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

Type of school	Primary
School category	Voluntary Aided School
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Sue Rockall
Headteacher	Jean Dagg
Date of previous school inspection	18 March 2010
Telephone number	01427 612827
Fax number	01427 612446
Email address	enquiries@olive-anderson.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

