

Frances Olive Anderson Church of England (Aided) Primary School

The Grove, Lea, Gainsborough, Lincolnshire DN21 5EP

Inspection dates

4–5 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has worked very effectively with senior leaders, governors and staff to ensure that the school has improved.
- Almost all parents and carers indicate that they hold the school in high regard. Many said that this is a happy and kind school with a family atmosphere.
- The school's leaders and a range of external partners provide good-quality staff training and development. Staff learn from one another.
- Leaders know the school inside out and monitor the progress of pupils carefully. When observing teaching and analysing pupils' work, leaders do not focus sufficiently on the progress of different groups of pupils.
- Teaching and the use of assessment are effective throughout the school. Teachers use sound subject knowledge and questioning to good effect. This ensures that pupils deepen their knowledge and understanding across a range of subjects.
- Leaders ensure that the curriculum is broad, balanced and interesting. It is enhanced by an impressive range of enrichment activities for pupils.
- Although pupils make good progress throughout the school, teaching does not always meet the full range of learning needs. This occasionally slows the progress of some groups of learners.
- Well-trained teaching assistants are effectively deployed. They have a particularly positive impact on the progress of those who find learning more difficult and of pupils with special educational needs and/or disabilities (SEND).
- Safeguarding is effective and fully meets requirements. Pupils, staff and parents agree that the school is safe.
- Pupils' behaviour around school and in lessons is exemplary. They attend regularly, thoroughly enjoy school, work hard and concentrate in lessons.
- The school's work to promote pupils' personal, social and emotional development is outstanding.
- Children make good progress in the early years and are well prepared for Year 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that teaching consistently meets the full range of learning needs in the class.
- Improve leadership and management by ensuring that, when leaders observe teaching and analyse pupils' work, they focus on the attainment and progress of different groups of learners.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides clear and effective leadership. She has ensured that the school has improved substantially since the previous inspection.
- The headteacher has demonstrated a clear vision and sense of priorities. She has addressed with great determination areas for improvement identified at the last inspection. Governance and subject leadership have improved. The quality of teaching is also better and this has resulted in pupils now making good progress throughout the school. The school is well placed to continue to improve in the future.
- Leaders have built upon the strengths identified in pupils' personal development in the previous inspection. As a result, pupils' personal development, behaviour and welfare are now outstanding.
- Leaders' plans for improvement are tightly focused. Well-tailored training and other development opportunities help staff implement intended improvements. The impact of the school's improvement plan can be seen in better teaching. This year, in key stage 2, pupils are making better progress and standards are rising in key stages 1 and 2.
- Leaders analyse pupils' work and observe teaching regularly. Useful reports are provided for staff, which help them improve aspects of their teaching. However, these reports place insufficient emphasis on the impact of teaching on the achievement of different groups of pupils and on how consistently their needs are met.
- The school's curriculum to support pupils' spiritual, moral, social and cultural development is strong. A particular strength is in the school's close partnership with a school in Beirut. This link substantially enhances pupils' learning about other cultures and ways of life and supports their learning and reflecting on British values. The quality of this continuing work was recognised when the school was awarded the TES international award in 2017.
- The school's curriculum places strong emphasis on the development of reading. Phonics is taught well in younger classes. Effective daily guided reading sessions help pupils to continue their reading development as they grow older.
- Leaders manage the provision for pupils with SEND well, and spend additional funding appropriately. Staff modify the curriculum effectively to meet the personal and academic needs of these pupils.
- Additional funding for disadvantaged pupils is much better used than at the time of the previous inspection. Leaders and governors monitor carefully the effect of this funding on pupils' development.
- The school also uses additional funding for physical education (PE) and sport well. Pupils receive a good range of opportunities to improve their physical fitness and participation in sport. Funds are also used appropriately to develop staff's teaching skills in PE.

Governance of the school

- Governance has improved since the previous inspection and is now effective.
- Governors have a secure knowledge of the school and its performance. They receive extensive information from school leaders and are now well placed to support and challenge school leaders. School leaders are held to account for pupils' learning and their personal development. Governors now contribute fully to improving the school.
- The governing body monitors the impact of school funding well. For example, governors are clear about how the school's pupil premium grant is spent and the effect this is having on pupils' attainment and progress.
- The governors' role in safeguarding is effective and contributes to the positive culture of safeguarding that is evident throughout the school.

Safeguarding

- The arrangements for safeguarding are effective and fully meet statutory requirements.
- Safeguarding, child protection and pupils' welfare are given an appropriate priority throughout the school. The school's policies are clear. Effective staff training and the headteacher's strong commitment to keeping pupils safe result in staff knowing their responsibilities and using the school's systems and procedures well.
- Parents, pupils and staff agree that pupils are kept safe and feel safe in school.

Quality of teaching, learning and assessment

Good

- Teachers manage behaviour very effectively in all classes. High expectations of behaviour, strong relationships and excellent attitudes to learning are evident throughout the school.
- Good results in the phonics screening check in Year 1 reflect the good-quality phonics teaching that pupils in younger classes receive daily. Reading is well taught, not only in school, but also through a well-organised home reading programme. Many parents make an important contribution to the good progress pupils make in their reading.
- Teachers have good subject knowledge. They bring this to bear effectively to plan and teach interesting lessons that thoroughly engage pupils. It is also used to provide good-quality guidance for learning and to make accurate assessments of pupils' learning.
- The deployment of well-trained teaching assistants is effective. They have a particularly positive effect on the learning of pupils who find learning more difficult.
- Teachers frequently ask pupils to discuss their answers to their questions. This not only helps them with their speaking and listening skills, but also helps them to learn from each other and deepen their understanding.
- There are some inconsistencies evident in fully meeting the needs of the range of learning groups in the class. On occasions, teaching is not suitably modified to meet the needs of all groups of learners. This results in some ability groups making better

progress than others and some groups of learners not achieving quite as well as they could.

- There are effective strategies to help pupils see the mistakes that they have made and to learn from them.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have successfully created a happy, cohesive community where all pupils are valued. Adults are excellent role models. Relationships between pupils and their peers and between pupils and adults are kind and respectful.
- The curriculum makes extensive provision to support pupils' well-being and personal development. For example, pupils' health and understanding of fitness are supported well through the daily mile that pupils undertake. Staff continually encourage pupils to reflect on their own lives and those of others. The school's well-established link with a school in Beirut does much to promote pupils' strong spiritual, moral, social and cultural development.
- All pupils who spoke to inspectors said that they feel safe in school. Their parents and staff agree that this is a safe place to be. Pupils told inspectors that bullying is rare and is always resolved.
- Pupils have extensive opportunities to take on responsibilities. As members of the school council, they meet regularly to hear the views of others and help make decisions to improve things for everyone. Pupils are proud to be play buddies, road safety buddies or reading buddies.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are enthusiastic learners in classrooms. They invariably work hard, concentrate well, cooperate with adults and other pupils and thoroughly enjoy lessons.
- Behaviour when moving around the school is exemplary. Pupils act considerately and politely, for example when passing through doors. They are invariably kind and considerate to one another and to adults.
- On the playground, pupils play together cooperatively and are happy. They quickly and calmly line up at the end of breaks and are soon ready for their next lesson.
- Rates of attendance are in line with national averages and pupils enjoy school.

Outcomes for pupils

Good

- Pupils make good progress from their various starting points in reading, writing and mathematics as they move through the school.

- Last year's published information reflected pupils' good outcomes in the early years and in key stage 1. This year, pupils' work and the school's accurate records indicate that rates of progress and pupils' attainment have now improved in key stage 2. In key stage 2, due to some effective work by leaders and staff, the most able are doing better than previously. Standards are now rising throughout the school.
- Pupils with SEND make good progress due to the good-quality support they frequently receive.
- The quality of pupils' writing, not only in their English work but also in other subjects, has improved. Writing is well taught. Pupils enjoy writing at length and are given interesting and engaging tasks to undertake in their writing. For example, some particularly high-quality writing was coming along in Year 4 when pupils wrote and rehearsed their own scripts for a video documentary they were preparing, based on the BBC's 'Planet Earth' documentaries.
- In mathematics, due to staff training, the teaching of reasoning and problem-solving has improved and pupils are showing more secure skills in these aspects of mathematics. They are also benefiting from some useful work to ensure that they are fluent and quick with basic number facts, such as multiplication tables.
- Disadvantaged pupils now make strong progress. School records and pupils' work indicate that these pupils now attain in line with other pupils nationally in reading, writing and mathematics.
- The quality of pupils' handwriting and the way in which they presented their work were found wanting at the last inspection. Staff have addressed these issues effectively and pupils now take real pride in the quality of their handwriting and the way that they present their work.

Early years provision

Good

- The knowledge and skills that children already have when they enter the school vary from year to year. Last year, children left Reception with above-average attainment. Over the last few years, the school has established a track record of children making good progress from their various starting points due to good-quality provision. Pupils currently in Reception are making good progress.
- The curriculum is effectively planned to address all areas of learning and to incorporate the interests and needs of the children. Teaching nurtures, engages and motivates the children. The children enjoy making effective use of indoor and outdoor areas for learning. They particularly enjoyed capturing and examining invertebrates found among the play equipment. For some, this stimulated further child-initiated learning involving written, oral and imaginative work.
- The teaching of phonics is of a consistently high quality. The fluidity of the phonics groups and the good-quality ongoing assessment by adults enable timely movement of children to greater challenge when they are judged to be ready.
- Children in the early years are kept safe and show that they feel safe. Their actions demonstrate that they are keen to do things for themselves. Additional adult support

is sensitively judged so as not to undermine the development of children's independence.

- Children behave well and cooperate. Most show interest in what the adults are saying and listen to one another. There is good communication with parents at the start of the Reception Year and throughout the rest of the year. Parents hold the provision in the early years highly.
- Leadership and management in the early years are good. The early years leaders know the strengths of the team and of the provision, and keep these under review. They know the current progress and needs of each child and are ambitious for their learning.

School details

Unique reference number	120625
Local authority	Lincolnshire
Inspection number	10087359

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	David Allsop
Headteacher	Sarah Woolley
Telephone number	01427 612 827
Website	www.olive-anderson.lincs.sch.uk
Email address	enquiries@olive-anderson.lincs.sch.uk
Date of previous inspection	9–10 February 2017

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is average.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils who speak English as an additional language is well below the national average and the proportion of pupils from minority ethnic groups is also well below average.

Information about this inspection

- Inspectors observed learning in all classes, sometimes jointly with the headteacher.
- Inspectors looked at work in a wide range of pupils' books. They considered the school's achievement information on the progress and standards attained by current pupils.
- Pupils were heard reading and discussions were held about their reading.
- An inspector met with a group of pupils from key stage 2 and inspectors spoke with pupils informally in lessons and around school.
- A school assembly was observed.
- Meetings were held with the headteacher and other leaders with specific responsibilities in the school. Inspectors also spoke with teachers and support staff.
- A meeting was held with three governors, including the chair of the governing body.
- The lead inspector spoke by telephone with a representative of the local authority.
- Brief individual discussions were held with 27 parents of 52 pupils at the start of the second day of the inspection. Inspectors also considered 61 responses to Ofsted's online survey, Parent View.
- The inspectors considered a wide range of documentation, including the school's improvement plan and self-evaluation summary, minutes of meetings of the governing body, attendance information, external reports on the work of the school, monitoring and evaluation records, and a range of documents relating to safeguarding.

Inspection team

Roger Sadler, lead inspector	Ofsted Inspector
Anne White	Ofsted Inspector

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