

# The St Francis Special School, Lincoln

## Inspection report

---

<b>Unique Reference Number</b>	120755
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358835
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	Susan Lewis

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

The inspection of social care was carried out under the Care Standards Act 2000.

---

<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	101
Of which, number on roll in the sixth form	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Goulding
<b>Headteacher</b>	Ann Hoffmann
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	Wickenby Crescent Ermine Estate, Lincoln LN1 3TJ
<b>Telephone number</b>	01522 526498
<b>Fax number</b>	01522 569128
<b>Email address</b>	admin@st-francis.lincs.sch.uk

---

<b>Age group</b>	2–19
<b>Inspection dates</b>	16–17 June 2011
<b>Inspection number</b>	358835

**Boarding provision**

**Social care Unique Reference Number** SC038622  
**Social care inspector** Mark Ryder

---

**Age group** 2–19  
**Inspection dates** 16–17 June 2011  
**Inspection number** 358835

---

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](mailto: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 documentation 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'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors and a social care inspector. Inspectors observed 15 lessons and saw 12 teachers. Meetings were held with groups of pupils, governors and staff as well as some of the school's partners, such as its school improvement partner. Inspectors looked at a wide range of documents including data on pupils' progress, teachers' planning, curricular documents, pupils' files and the school's self-evaluation. They scrutinised 42 returned questionnaires from parents and carers and 62 from staff. They also analysed 80 questionnaires from pupils, including 18 from those who attend the residential part of the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do teachers and leaders make use of the data the school has about pupils to bring about improvements in teaching and learning?
- How well do pupils make progress in areas linked to their special educational needs such as self-help, independence, language and communication?
- Has the role of middle managers developed since the last inspection?
- How good is the progress made by different groups within the school, including those higher ability pupils and those with profound and multiple learning difficulties (PMLD) and/or with complex needs?

## Information about the school

St Francis is a larger-than-average special school which caters for pupils with a range of often complex physical, learning and medical needs. A growing proportion have autistic spectrum disorders and/or profound and multiple learning difficulties. Under local authority reorganisation proposals the school will cater for an increased proportion of these pupils from September 2011 and its numbers will gradually increase to approximately 120 pupils. The proportion of pupils known to be eligible for free school meals is high. Almost all pupils are from a White British heritage. The school has boarding provision for up to eighteen students at a time. This provision is used to allow all Key Stage 4 and post-16 students to have access to a part-time residential experience should they and their parents and carers wish it and is occasionally used for younger pupils.

The school has specialist school status (physical and sensory) and provides outreach support to mainstream and other special schools linked to this. It has a community nursing team and a range of therapists based in its accommodation. It has recently opened a drama studio and Enterprise House, which has accommodation and resources to support both community and school learning such as a cafe, gardening, information and communication technology (ICT) and hairdressing facilities. The school holds numerous 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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. The leadership team, staff and governing body are determined to give the pupils, 'the best possible opportunities so that they achieve the best that they can' and are highly successful in this. Parents and carers recognise this and comment on how the school is prepared to, 'go the extra mile' for both them and their children. Excellent care support and guidance coupled with outstanding teaching and learning enables each pupil, regardless of their age, gender and level of learning need to succeed very well indeed. Every pupil's uniqueness is celebrated, respected and catered for through careful and detailed assessment of their needs. This is true in both the outstanding boarding provision and the school and leads to the tailoring of personal care and education plans that focus excellently on next steps for pupils. Outstanding educational, technological and medical support ensure that pupils have the support they need to be able to access all lessons in their own way and communicate their needs and ideas as freely as possible. Therapists and staff work highly effectively together to help each pupil to be as independent as possible, whether through a motorised wheel chair or by making simple choices through switches. Pupils are delighted and often visibly exhilarated by their learning and their development of self-help skills as, for example, when they use eye gaze to select the right word in English or measure broad beans accurately in mathematics.

Rigorous and accurate school self-evaluation ensures that the headteacher, the leadership team and members of the governing body know exactly what is working well and what needs to be done. Their self-evaluation is highly accurate and always focused on improvement. Governance is excellent. Governors are highly visible and fulfil their roles very effectively, playing a full part in school and local authority initiatives. Middle managers' roles have been developed very well since the last inspection. They too have an excellent understanding of what needs to be done in their areas of responsibility. All this and the excellent outcomes mean that the school's capacity to improve even more is outstanding. The school searches out innovative projects and grants that will both benefit their pupils and also contribute to mutual understanding within the world at large. These initiatives, such as British Council projects with schools in Europe and the Enterprise House cafe, hairdressing and horticultural facilities, have strengthened an already outstanding curriculum. Such activities and the excellent outreach work, linked to the specialist school status, promote community cohesion and equal opportunities excellently.

Outcomes are outstanding for all groups of pupils whatever their age, ability, learning needs or starting points. Staff teams in classrooms work highly effectively together to maximise almost every learning moment to best effect for each child. Just occasionally in the whole-class part of lessons the pace is too fast for those with the greatest needs or there are insufficient sensory resources to engage them, although support staff are usually quick to pick up on this. Pupils' development in their communication, personal and self-

**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

help skills and in key skills such as their literacy and use of information and communication technology is particularly strong. Every pupil is enabled to gain some form of recognised qualification at levels commensurate with their ability, whether at A level or within the new Foundation Learning curriculum. This is possible because the school makes such excellent use of its resources, including those linked to its specialist school status and funding. It is particularly successful in providing in-school experiences that are highly relevant to each pupil and community experiences that allow them to apply their new skills in meaningful contexts.

Pupils develop an excellent understanding of how to stay safe and keep healthy in both the school and the residence. The residence makes an excellent contribution to their learning and well-being. Pupils say that staff 'really care about us' and that 'everyone is kind' and their parents and carers agree. Behaviour and attendance are outstanding. Many pupils have severe medical needs that involve hospitalisation or home stays. However, the excellent nursing provision means they can return as soon as possible and the school provides excellent support to homes and hospitals to enable continuity in pupils' care and learning. Excellent relationships and behaviour management strategies, strongly motivating activities and a positive reward system mean that learning is almost never interfered with by poor behaviour, even for those pupils who have behavioural challenges linked to their needs. Pupils' spiritual, moral, social and cultural development is also outstanding. The overwhelming characteristic of this school is of a place where, as one pupil said, 'Everyone smiles.'

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

- Ensure that in the whole-class part of lessons the pace and resources available, such as sensory resources, take account of the needs of all learners so that they remain involved throughout.

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

**1**

Outcomes are outstanding because pupils of all ages make excellent progress both in subjects, and in their communication, personal, social interaction and life skills. Those who have physical needs make outstanding progress in their self-help skills and mobility. This is because of the excellent ways in which these needs are catered for in therapy sessions and in the classrooms. This means that they have many opportunities to consolidate and enhance their skills. The youngest pupils make considerable efforts to move their arms to make a noise with a musical instrument and listen with increasing interest. Older pupils with more complex needs use a range of technological aids to communicate very well to organise their ideas as to how to make a sandwich or to consider menus in a catering for life class. Pupils respond extremely well to tasks that always have some challenge within them. This is because teachers use the data available about pupils' current achievements very well indeed to plan their next steps in learning. Teachers remind pupils constantly about what they are meant to be thinking about and so, when they do succeed in a new physical achievement or by suggesting exactly the right idea as to what might happen next in a story, they visibly 'glow' with a sense of achievement. There is no evidence of any underachievement by any individuals or different groups of pupils. The school's highly effective tracking and monitoring systems confirm this and highlight pupils' outstanding achievement. Pupils in Key Stage 4 and post-16 succeed very well in a range of both

**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

academic and vocational awards that are highly appropriate for their levels and needs. Excellent support and opportunities for choices, social activity and independence in the boarding provision allow pupils to apply and develop further the skills they are learning in school.

The 'voice of the child' is very strong in this school and the boarding house. Pupils are encouraged to take responsibility and show initiative, whether being supported to take the register or to help to run the cafe. The school council makes a real contribution to school and community life and development, in particular through ecological projects. The excellent support pupils have for gaining independence, the work-related opportunities and the many opportunities for teamwork and practical application of their skills, coupled with their excellent attitudes and behaviour, mean that they are very well set up for the next stage of their life and the world of work.

*These are the grades for pupils' outcomes*

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

<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

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

**How effective is the provision?**

Lessons are very carefully planned to meet pupils' needs and promote their next steps in learning. Teachers plan highly personalised and motivating activities, based on pupils' interests and targets. They use high-quality resources including communication aids very

**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

well indeed in their lessons. They are very attentive to pupils' comfort and posture, so that they are sure pupils are comfortable enough to learn well. In an excellent whole-class music session for a group of pupils with highly complex needs, outstanding teamwork with teaching assistants kept everyone listening and absorbed in the lesson. This enabled pupils to make highly significant steps towards their targets. Teachers use praise and encouragement extremely effectively and pupils are very clear about what they are doing that is important. This means they will often repeat it again, even when they find the effort strenuous, because they both want to please their teachers and they are so proud of what they are achieving.

New developments in the outstanding curriculum, such as the expansion of the sensory curriculum in the primary years and Early Years Foundation Stage and the new drama work and Foundation Learning initiative with local schools and colleges, mean that learning is made even more meaningful for pupils and skills are applied in very practical ways. Excellent enrichment through a host of visitors, visits and residential experiences and within the boarding house itself extend and enthuse pupils and allow them to develop their social, communication and independence skills further.

The school and its boarding provision provide an outstandingly caring and supportive environment for pupils and, indeed, for their parents and carers. There are excellent links that support pupils' entry into school and their transfer to other schools. A measure of the school's success is the increasing proportion, particularly of younger pupils, who are able to transfer into mainstream for either the whole or part of their education. These, together with the excellent links with the Connexions service and colleges, all prepare pupils well for the next stages in their lives. The school's specialism makes a very strong contribution to its provision and to that of its partnerships.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher and leadership team share an ambitious vision for this school which they are already realising and are determined to improve further. Every intervention is planned carefully with pupils' whole development and well-being in mind. Staff, and parents and carers find this vision inspiring and they have total confidence in the leadership. This means that everyone works towards finding solutions to each individual pupil's challenges to give them equal opportunities to access all that the school and the boarding accommodation offer and to succeed. Governors too contribute very effectively to this work, becoming involved in and asking the right questions about the school's achievements and initiatives so that they know resources are being well targeted. 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's procedures for keeping pupils safe and protecting their well being are outstanding because of their excellent adherence to best practice guidelines, the high level of staff vigilance and training and the quality of the personal, social and health education opportunities for pupils. Recruitment and selection of all staff at this school is robust. Potential staff go through a rigorous application and interview process to help select the very best candidates for the role. The school's central register includes all required information of staff. Outstanding local partnerships and national and international links have significant impact on pupils' social skills and cultural understanding. The school works within a highly inclusive ethos, ensuring that all students can engage in a wide range of activities within the community and within the boarding provision. The school values all pupils as individuals. It is proactive in ensuring that there is no discrimination or harassment in school. It is an extremely harmonious community in which pupils display excellent tolerance and awareness of the needs of each other. The school uses its resources very well to ensure outstanding outcomes for pupils and therefore provides excellent value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The highest quality team work and excellent leadership and management, coupled with excellent induction arrangements, mean that children get off to a flying start in the Early Years Foundation Stage. Staff work extremely well with families through home visits and parents and carers helping in school so that children settle very quickly. Their established routines and likes and dislikes are incorporated into their day-to-day experiences in school. Excellent observational work and detailed assessment with therapists mean that they quickly have available any communication and mobility aid that will support them on their learning and independence journey. All children, whatever the complexity of their needs, learn and develop very well in all areas of learning and exceptionally well in 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

communication, language and early literacy, social and physical and self-help skills. Teaching is outstanding overall because no opportunity to extend children's learning or to incorporate their targets is lost. There is a good balance of child-initiated and adult-led experiences and an excellent planned programme of themes and experiences, including outstanding use of music and sensory experiences.

The quality of care and support is exceptional. All welfare requirements are met and staff training and experience levels are high. Each child's programme is highly personalised, but also involves shared times to promote their awareness and involvement with others extremely well. This also means that children's individual personalities and talents are nurtured carefully and shine through.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Sixth form

Outcomes and provision in the sixth form are outstanding. The sixth form provides an excellent range of both academic and vocational courses for students, whatever their level of achievement on entry. These students also have excellent opportunities to develop and apply their skills further in very practical ways in the residence. Detailed tracking and monitoring of how students are doing ensures that their personalised programmes challenge them and spur them on to even higher attainment. The new Foundation Learning programme is highly relevant and motivating, and provides a clear bridge into college or next steps for each student. Students say they feel really well prepared for leaving and that they are acquiring skills that they can use in work and at home through these. Students have excellent support for extending their key skills, such as numeracy, literacy and information and communication technology, through their practical application in other subjects. Students achieve very well indeed from their starting points in functional skills courses. Higher attainers take GCSE courses in a range of subjects and a few at AS and A level, sometimes via link courses with other schools. Others take Entry level and vocational courses appropriate to their abilities.

Students know how well they are doing because of the excellent feedback on their progress and are very clear about what they need to do next. They develop very mature attitudes to their learning and experiences and are aided in this by the drama work, their work related opportunities in Enterprise House and the community and the excellent personal social and health education courses they follow. Outstanding teaching and excellent learning experiences are coupled with a continued focus on supporting students' mobility, communication and independence. All this and the ways in which they are enabled to take ownership of their own learning mean that students really develop 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

self-confidence, work preparation and social skills and are very well set up for next steps. There is careful reflection on every student's current achievements and how to enable them to achieve even more. Excellent partnership working and a deep understanding of the age group and potential pathways to success all confirm leadership and management of the sixth form to be outstanding.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Boarding provision

The boarding provision of this school demonstrates an exceptional commitment to students with complex physical and learning needs. Students are highly positive about their experiences of boarding and find their time stimulating and fun. Recommendations from the last residential inspection have all been met. Parents and carers have now provided consent for minor first aid and medication to be administered to students from someone with parental responsibility. The school's recruitment process now includes verification of all references through either a telephone call or letter.

Health is very strongly promoted. A balance of healthy and enjoyable food is always available. Students are very positive about these and are encouraged to contribute to setting the weekly menus and say, 'the food here is great'. Medication administration is managed well. Qualified nurses follow a robust protocol which all staff understand and are familiar with. Nursing staff also provide in-house training for carers on such areas as administering Buccal Diazepam, pressurised oxygen and the care of students with tracheostomies. This greatly strengthens the opportunities for staff to care for students safely.

Students confirm that they feel very safe and well looked after. Staff respect the dignity and privacy of students by, for example, drawing curtains around beds whilst providing personal care. Staff have an excellent awareness of safeguarding. They understand and follow reporting procedures meticulously in line with their own guidance. The level of supervision by staff ensures that each student is very well protected. Students say bullying is not a concern, but also are clear that this type of behaviour would be dealt with very effectively by staff.

Staff understand the students and their needs extremely well and provide a warm, stimulating environment where there is a culture of respect and understanding. Behaviour is excellent. The use of sanctions is infrequent and restraints very rare, although all staff have training on the effective safe use of physical intervention if required. Students are highly positive about the staff, saying 'I trust the staff'. They are aware of the complaints process and are able to use a suggestion box, available to all, to comment on any issues affecting them. This works well. For example, students were able to ask about being

**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

provided with comfy chairs and a corner unit for the shower area. Students know they will be listened to and their views taken into consideration. As a result, complaints are rare.

Regular checks on the environment ensure that students, staff and visitors are kept safe and well whilst using the buildings and grounds. A recent fire safety audit confirmed that the school and residential provision are in good order. Electrical appliances and gas installations are all maintained regularly. An environmental health report indicates 'a five star ranking'.

Care plans for residential students are of a very high quality, providing a comprehensive overview of their educational, social and cultural needs and fully reflecting each student's progress and development. Students and their families play an active role in the creation of these, in many instances writing part of the plan themselves. The person-centred plans are an effective way of enabling students to consider what they hope to achieve from boarding as well as difficulties they feel they may face. Students say they understand their plans and enjoy helping to update them. They enjoy a high level of support and guidance from competent and highly trained staff. One said, 'my key worker understands me really well'.

Staff identify students who may be at risk of social isolation and ensure that they are given opportunities to join a range of clubs and social activities. Representatives from boarding are on the school council and actively contribute to the running of the service. The impact of equality and diversity is outstanding. Care practice reflects each student's individual needs and access and ensures they are respected. The school works within a highly inclusive ethos, ensuring all students can engage in a wide range of activities within the community and within the boarding provision. Students are enabled to achieve their potential in all aspects of their lives.

The leadership and management of the boarding provision are excellent, providing students with an exceptional level of care and support. Supervision and appraisals are regular and ensure each member of staff can develop professionally. This means that students are cared for and educated by staff who have the necessary skills, knowledge and understanding to keep them safe. The level of both formal and informal monitoring has a positive impact on the development of the boarding provision. Boarding provision is monitored regularly by governors of the school and the independent listener who visit the wing regularly. Reports from such visits include constructive and valued comments to help continuously improve the service. Students feel able to talk about their experiences in confidence.

### **National Minimum Standards (NMS) to be met to improve social care**

- All National Minimum Standards are met and there are no additional recommendations.

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>1</b>
--	----------

**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

## **Views of parents and carers**

Just under a half of parents and carers returned the questionnaire about their views of the school. These parents and carers are overwhelmingly positive about this school and its leadership. They are pleased with the quality of teaching and the progress their child is making and have confidence in all aspects of the school's work. A very few commented that they would like to be even more involved in their child's learning and to have more confidence in their child's progress and readiness for the next stage of their life.

Inspectors found the school to be making outstanding provision for pupils. They judged the quality of the teaching and learning to be excellent and considered that the school works extremely well to involve families in their child's learning, although it is always seeking to do better.

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

Ofsted invited all the registered parents and carers of pupils registered at The St Francis Special School, Lincoln 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	81	6	14	0	0	2	5
The school keeps my child safe	35	83	6	14	0	0	1	2
My school informs me about my child's progress	26	62	14	33	1	2	0	0
My child is making enough progress at this school	27	64	14	33	0	0	1	2
The teaching is good at this school	33	79	8	19	1	2	0	0
The school helps me to support my child's learning	28	67	13	31	1	2	0	0
The school helps my child to have a healthy lifestyle	28	67	14	33	0	0	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)	28	67	12	29	1	2	0	0
The school meets my child's particular needs	32	76	9	21	0	0	1	2
The school deals effectively with unacceptable behaviour	30	71	12	29	0	0	0	0
The school takes account of my suggestions and concerns	27	64	14	33	1	2	0	0
The school is led and managed effectively	33	79	8	19	0	0	0	0
Overall, I am happy with my child's experience at this school	33	79	8	19	0	0	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.



**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.**



20 June 2011

Dear Pupils

**Inspection of The St Francis Special School, Lincoln, LN1 3TJ**

We did so enjoy visiting your school and want to say thank you for the way in which you welcomed us into your lessons. Thank you in particular to those of you who talked with us in the school council and as we looked at your work.

You told us how brilliant you think your school is and we agree with you that St Francis is an excellent place in which to learn. We think you are very lucky to go to a school like St Francis and have judged it to be outstanding. Your teachers and the other staff work very hard to make your lessons interesting. They help you to achieve well and do as much as you can by yourself. We were very impressed by all the different activities you can do and qualifications you can take in Key Stage 4 and the sixth form. You make excellent progress in all of your work because the staff are very good at working out the best ways to help you to learn. In particular, it was good to see so many of you using your communication aids and switches very well. You also told us you felt really safe in school and in the boarding house. We think you are very well looked after in school by everyone. Your behaviour is excellent. We were very impressed with how hard you try to come to school and keep up with your school work, even when you are not feeling well. The boarding house makes an excellent contribution to your learning and your independence and we know the younger pupils cannot wait until they are old enough to 'sleepover'.

We think your headteacher and her team lead the school outstandingly well. She and the governing body are working very well together to improve things even more. They know exactly what needs to be done. We have asked them to make the teaching even better so that everyone learns as much as they can, particularly at the start of lessons when you are all sitting together and sometimes teachers go a little too fast for everyone to follow.

You can help too by continuing to be so well behaved and trying your best.

Yours sincerely

Susan Lewis

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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**