

Boston Staniland Primary and Nursery School

Inspection report

Unique Reference Number	120503
Local Authority	Lincolnshire
Inspection number	354732
Inspection dates	23–24 November 2010
Reporting inspector	Martin Cragg

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair	Carole Shephard
Teacher in charge	Adrian Reed
Date of previous school inspection	3 March 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 13 lessons and 13 teachers and made brief visits to three other lessons. They held meetings with key staff, groups of pupils and a small group of parents and carers, the Vice Chair of the Governing Body and the School Improvement Partner. They observed the school's work and looked at the school's assessment information and improvement plan, and the governing body's minutes and policies. No questionnaires were issued to parents and carers as this was a monitoring visit.

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

- How much progress has the school made in addressing the issues raised in its last inspection report?
- To what extent do different groups of pupils, such as those who join the school partway through their primary education, make consistent progress across the school?
- How effective are leaders and managers at all levels in monitoring performance and raising achievement?

Information about the school

The school is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is above average. Around one third of pupils come from minority ethnic backgrounds and a similar proportion, mainly Latvian, Lithuanian and Polish pupils, speak English as an additional language. Many of these pupils have only recently arrived in the school. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of educational needs, is high. More pupils than average join or leave the school during the year. The school became a member of the Boston Witham Schools Federation in September 2009. The executive headteacher took on leadership of the school in April 2009, assisted by the head of school who has day-to-day oversight of its work. When the school was inspected in March 2009, it was deemed to require special measures.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school has improved considerably since its last inspection and is now satisfactory. It has many good features. Pupils' attitudes to learning are good and they enjoy lessons. Teachers provide high quality care and know their pupils well.

Senior leaders have acted promptly and with determination to bring about better performance and the school has good capacity to improve further. The system for monitoring the school's work and pupils' progress is rigorous and self-evaluation is accurate. Leaders at all levels set high expectations and promote improvement successfully through relevant and ambitious plans.

The school's improvement is demonstrated by:

- attainment at the end of Years 2 and 6 which has improved from low in 2009 to below average in 2010
- attainment at the end of the Early Years Foundation Stage which is now broadly average
- pupils across the school making good progress to meet their challenging targets
- good behaviour in lessons and around the school
- teachers with good subject knowledge who set clear objectives for learning, engage pupils' interest and ensure good progress in lessons
- rigorous systems for assessing pupils' progress leading to successful interventions in small groups and for individuals
- clear and helpful feedback to pupils on their work
- a curriculum which consolidates pupils' basic skills and provides a wide range of interesting activities and opportunities for enrichment
- effective systems for supporting those with special educational needs and/or disabilities and those who speak English as an additional language.
- decisive and effective leadership at all levels.

Although attainment has improved overall, writing remains weaker than reading and mathematics. Oral activities are used well to develop ideas but not always to practise approaches which would improve pupils' writing. Support for pupils who speak English as an additional language is effective but teachers do not always consolidate and develop key language points in lessons. Pupils' attendance in 2009/10 was well below average. New

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strategies have improved attendance this year to broadly average levels but issues remain, such as families taking extended holidays in term time.

What does the school need to do to improve further?

- Raise pupils' attainment further by:
 - ensuring that pupils use a range of opportunities for talk to help develop the structure and composition of their writing
 - extending the range of strategies which teachers use to develop the literacy skills of pupils who speak English as an additional language.
- Consolidate the range of strategies used to improve pupils' attendance, including reducing extended holidays in term time.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enter the school with attainment which is generally below average and often well-below average. In 2010, attainment for Year 6 pupils improved substantially on the previous year. It was broadly average in mathematics and below average in English. Provisional results for Year 2 pupils also indicate a significant improvement on 2009. Pupils' attainment is improving rapidly but remains below average.

Across the school, pupils make good progress, especially in the Early Years Foundation Stage and in Key Stage 1. The progress of Year 6 pupils improved in 2010 and was good in reading and mathematics. The school's assessment data for other year groups indicate that the large majority were working at the level expected for their age by July, showing good progress over the year. Pupils who are known to be eligible for free school meals made good progress in Year 6. Those pupils with special educational needs and/or disabilities made generally good progress because of effective support and intervention. Pupils who speak English as an additional language vary considerably in the time they have been in the country and their language capability. Overall, they make at least satisfactory progress and younger pupils often make rapid progress in developing their skills in English.

In lessons, pupils make good progress. They enjoy their learning and show pride in their work, responding well to the focus on improving handwriting and presentation. Pupils settle to work quickly and concentrate well. They enjoy working in groups and pairs, collaborating successfully. They work well independently, using their targets and learning displays to help them. Pupils are skilful in assessing each other's work and offering suggestions for improvement.

Pupils from all backgrounds mix well. They say that they feel safe and are confident that any concerns they have will be dealt with by staff. They understand the need for healthy eating and enjoy the many sports activities. Their behaviour is consistently good and this contributes to their good progress in lessons. Many pupils take on responsibilities and enjoy helping others or discussing issues in the school council. Pupils' attendance has been low overall but is now close to the average as a result of early contacts to check

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absence and rewards for good attendance. Pupils have sound and improving basic skills, including teamwork and initiative, which equip them satisfactorily for their future working life. Pupils have a good understanding of right and wrong. They show interest in the many cultures present in the school and reflect sensibly on important issues during assemblies and across the curriculum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	2
Pupils' behaviour	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers engage pupils' interest with a good range of activities, including the use of interactive whiteboards. They have good subject knowledge and set clear objectives for learning. They plan work carefully, ensuring that it is matched closely to pupils' needs and ability so that they make good progress. Teachers use a good range of questions to encourage pupils to discuss their ideas and to explain their thinking. Teaching assistants provide effective support to pupils with a wide range of needs. Those pupils who speak English as an additional language receive effective support to help them learn, including direct assistance from speakers of their home language and effective use of translation software on laptop computers.

Teachers regularly assess pupils' performance and progress and use this information to identify any pupils who require additional help or support. The school's marking policy is applied consistently and provides pupils with helpful feedback, which gives them a good

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understanding of what they need to do to improve further. Pupils know their targets and use them to improve their work.

The curriculum is broad, interests pupils and is relevant to their differing needs. Rightly, the first priority has been to consolidate pupils' skills in literacy and mathematics. Pupils increasingly apply their skills through activities linked to broader topics. In consequence, the quality of pupils' writing is improving as they use their knowledge to inform their work. There are good opportunities for pupils to learn through a range of trips and activities as well as many clubs, sports and musical groups. Pupils also benefit from specialist teaching provided through the federation of schools such as modern languages, physical education and technology.

The school is well regarded by parents and carers for the care and support it provides to pupils. There are several examples where this support has enabled pupils to overcome serious difficulties to get the best out of school. Systems to identify and support pupils with specific needs are effective and help to raise attainment. New arrivals are carefully integrated into the school and each is given a buddy to help them settle in. Transition into the Early Years Foundation Stage is effective, based on good links with parents and carers. The federation enhances the quality of transition to secondary school and pupils have frequent contact with teachers across a range of subjects before they move to Year 7.

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	2

How effective are leadership and management?

Under the very effective leadership of the executive headteacher, staff are committed to improving outcomes for pupils. Senior leaders set high expectations and have a clear vision for improvement. They evaluate the school's performance closely and understand the school's strengths and areas for development. The school sets challenging targets, many of which were achieved in 2010, and has a relevant and ambitious plan for improvement. Senior leaders monitor the quality of teaching with rigour so that it has improved. There is greater consistency in teachers' planning and use of assessment. The governing body has an effective process for reviewing the school's progress and governors visit to see provision directly. It provides strategic direction, for example in its decision to join the federation.

The school has taken effective steps to improve communication with parents and carers through the introduction of a texting system which enables contact with them in their home language, as does the school's website. Recent consultation on homework has led to developments in the setting of basic skills tasks alongside the successful extended

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projects. The federation provides excellent support, expertise and leadership which has enabled the school to make rapid progress. Good partnerships with a range of schools, local community organisations and businesses contribute to good outcomes for pupils.

The school promotes equal opportunity and tackles discrimination satisfactorily. Staff track pupils' progress carefully and analyse the performance of different groups. There are few incidents relating to pupils' differing backgrounds. No groups underperform in relation to all pupils. Staff are trained regularly and very aware of the requirement to keep pupils safe. The school's thorough procedures and policies to safeguard pupils exceed basic requirements.

The school's promotion of community cohesion is good. The school knows its community well and maintains effective links with a range of groups. Good use is made of pupils' differing backgrounds to inform the curriculum and to develop an understanding of different cultures, aided by links with schools in Poland, India and the Gambia. A good audit process tracks the impact of specific activities such as visits and events.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress the Early Years Foundation Stage across all the areas of learning. This is a significant improvement since the last inspection. Children form good relationships with adults and with other children from a range of different backgrounds. They make choices about their learning with confidence and work well together. Good behaviour helps to keep them safe. The indoor and outdoor environments offer a wide range of stimulating activities with areas carefully dedicated to specific aspects of learning, for example discovery or reading. Good emphasis on teaching letters and sounds quickly establishes children's skills in mark-making and writing. Adults assess children's progress regularly and the resulting information is used well to target learning. Children who have

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joined the school recently, including those who speak English as an additional language, are integrated well and receive effective support and assistance. There is a clear plan for improving provision further such as extending the range of activities in the outdoor area. Teachers make good use of advice from the local authority consultants.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

As this was originally a monitoring visit carried out under section 8 of the Education Act 2005, no questionnaires were issued to parents and carers. The small group of parents and carers who met with an inspector were positive about the school and recognised the improvements made recently. Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Responses from parents and carers to Ofsted's questionnaire

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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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2010

Dear Pupils

Inspection of Boston Staniland Primary and Nursery School, Boston, PE21 8DF

Thank you for the welcome you gave us when we visited your school. We enjoyed talking to you in lessons, meetings and at breaks. Your views helped us to find out about the school.

Your school has improved greatly in the last two years. It now offers you a satisfactory education and has many good features. As a result, it has been removed from special measures. This is a very important step for your school and you have helped to bring this about. You told us that you feel safe and that you enjoy lessons. In 2010, the results of Year 6 pupils in national tests improved and they were broadly average in mathematics and below average in English. The school's information shows that most of you make good progress in your work and that many of you are now working at the level expected for your age. Teaching in the school is good and teachers give you helpful feedback on how to make your work better. You also enjoy the rewards and competitions available. You get on well together and work well in class. You enjoy a wide range of different subjects, some taught by teachers from other schools, and many clubs, events and activities after school.

However, some areas of the school's work have not yet improved enough.

The standards you achieve are still too low in writing. We have asked the school to make sure that teachers use speaking activities more to help you plan your writing and try out the language you need to use to make it better.

We have also asked teachers to challenge more of you to reach the highest levels in all subjects, and to help those of you who do not speak English as your first language by stressing key learning points more regularly and clearly.

You can all help the school to improve attendance by arriving on time and doing your best to come to school every day.

I am confident that your school will continue to improve. I wish you success in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector

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