

# St Mary's Church of England Controlled Primary School Boston Spa

Inspection report

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<b>Unique Reference Number</b>	107997
<b>Local authority</b>	Leeds
<b>Inspection number</b>	377683
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Jim Alexander

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs K Kennedy
<b>Headteacher</b>	Mrs J Alexander
<b>Date of previous school inspection</b>	20 September 2006
<b>School address</b>	Clifford Road Boston Spa Wetherby LS23 6DB
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## Introduction

Inspection team

Jim Alexander

Additional Inspector

This inspection was carried out with one day's notice. The inspector observed nine lessons taught by six teachers and listened to individual pupils read. The inspector held meetings with members of the governing body, staff and groups of pupils. The inspector observed the school's work, looked at the documents relating to safeguarding, pupils' attainment and progress and the way in which the school evaluates its own performance. The inspector analysed the views of staff, pupils and the 84 questionnaires from parents and carers.

## Information about the school

This school is smaller than the average-sized primary school. A large proportion of pupils are from a White British heritage and smaller than average numbers are from ethnic minority groups. A broadly average proportion of pupils are supported by school action plus and none have a statement of special educational needs. The number of pupils who are known to be eligible for free school meals is well below the national average. The school meets the current floor standards, which are the government's minimum expectations for attainment and progress. Since the school's last inspection a new Early Years Foundation Stage leader, the special educational needs coordinator and an assessment leader have been appointed. A new Chair of the Governing Body has also been elected. The school has been awarded Healthy School status and very recently gained The Stephen Lawrence Award in recognition of its work promoting community cohesion.

A privately run before- and after-school club operates on the school site. This provision is subject to a separate inspection and a report about its quality can be found on the Ofsted website.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It is not yet outstanding because while achievement is good overall it is stronger in Key Stage 2 than it is in Key Stage 1. Also while the quality of teaching is good overall, there remains some which is satisfactory.
- Pupils enjoy coming to this caring school, their behaviour is good and attendance above average. All parents and carers, who responded to the questionnaire, say their children feel safe at school. Pupils have very positive attitudes to learning.
- Most children start school with skills that are similar to those expected for their age, although this varies from year to year. Pupils' attainment in reading, writing and mathematics, by the end of Key Stage 1, is broadly average and fewer pupils than nationally make fast enough progress to gain higher levels in reading. Attainment by the end of Key Stage 2 is above average and a good number of pupils have gained ground to achieve the higher levels. This represents good overall progress from their starting points.
- The quality of teaching is usually good. The large majority of lessons observed were good and pupils have positive relationships with their teachers. Work seen in pupils' books and school data confirm that the overall good teaching enables pupils to make good progress during their time at school, although faster in some year groups than others. A strong feature in the quality of teaching is how pupils' spiritual, moral, social and cultural development is promoted.
- Good leadership has consolidated the school's good performance since the time of the last inspection. Leaders effectively use performance management procedures to improve the quality of teaching and to enhance pupils' achievement. Leaders, including the governing body, know the school's strengths and weaknesses well and have clearly established plans for further improvement.

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

- Raise attainment in English and mathematics at Key Stage 1 by accelerating the progress of the more-able pupils so that an increasing proportion of these pupils gain the higher levels, particularly in reading.
- Share best practice to ensure all teaching is consistently good by:
  - providing a range of activities to meet the needs of all pupils within every class
  - deploying teaching assistants to best effect so that all of their time is used to accelerate pupils' learning
  - ensuring pupils do not spend too much time listening to lengthy instructions but settle quickly to independent work pitched at their own individual level
  - ensuring all pupils are better informed about how to improve the quality of their work and then provide opportunities for them to practise these skills.

## Main Report

### Achievement of pupils

The overwhelming majority of parents and carers who responded to the questionnaire, consider their children are helped to make good progress during their time at school. Overall, inspection evidence supports this view. Pupils are motivated and keen to learn and say the reward systems 'help us to try our best'. An example of this was in a Year 5/6 English lesson on the adversarial system used for debate in the Houses of Parliament. Work was matched well to pupils' abilities and as a result they enjoyed the challenging task. High expectations and strong relationships ensured the lesson moved on at a brisk pace. Throughout the school, pupils are keen to answer questions. They cooperate well in lessons and take pride in their work.

Children in the Early Years Foundation Stage are benefiting from improvements in provision and are provided with a wide range of carefully considered indoor and outside activities. These effectively support all areas of their learning and consequently, children make good progress. As a result, they are well prepared to start Year 1. Pupils' attainment by the end of Year 2 is in line with the national average in reading, writing and mathematics. Attainment by the end of Key Stage 2 has been consistently above average, although slightly higher in mathematics than in English. Across the school, disabled pupils and those who have special educational needs are supported through a range of carefully considered activities and as a result they make the same good progress as others in the school. The small number of pupils who are eligible for free school meals are also well supported to make equally good progress as their peers. Although attainment in reading by the end of Year 2 is average, far fewer than found nationally gain the higher levels. As pupils move through Key Stage 2 this gap is narrowed and attainment in reading by the end of Year 6 is above average and a large number of pupils leave school successfully gaining the higher levels.

## Quality of teaching

Parents' and carers' views that teaching is good are confirmed by this inspection. A wide range of evidence demonstrates that the large majority of teaching is good and this helps pupils make good progress over time. In the best lessons, teachers pitch work so that all abilities have tasks which challenge and engage them. Sessions are well paced so that pupils do not spend too long on any particular activity. Teaching assistants are well deployed; they understand the aims of the lessons and support individuals and small groups of pupils, particularly disabled pupils or have special educational needs to make good progress. Teachers effectively ensure pupils know how to be successful in their work. A small number of lessons observed were satisfactory. In these lessons pupils spent too long on the carpet listening to teachers' lengthy introductions and teaching assistants busied themselves preparing resources rather than actively engaging with pupils' learning. Work was not always sufficiently challenging for more-able pupils. The quality of marking is generally good, and pupils are guided well in their English topics so they know how to improve their written work. This good practice was also seen in some mathematics books. However, it was less evident in other subjects, where teachers praised the efforts pupils made in their work rather than offering constructive advice about how to improve the quality of their work. A notable strength in the quality of teaching across the school is the use of information and communication technology to support pupils' learning.

Throughout the school, the positive impact of teaching on pupils' spiritual, moral, social and cultural development is evident. For example, pupils in a Year 3 English lesson were encouraged to hold differing views from one another on whether personal music players should be allowed in lessons. The teacher used paired talk to encourage pupils to listen to the views of others and develop their social skills through negotiating ideas.

## Behaviour and safety of pupils

From an early age children develop good social skills and positive attitudes to learning. These qualities are maintained and developed throughout their time at school. Pupils' obvious enjoyment in coming to school has resulted in attendance which has been consistently above average for many years and the trend continues upwards. Pupils get on well together and have a good understanding of how to keep safe, for example, though wise use of the internet. They say incidents of any form of bullying are rare and any name-calling, or exclusion from games on the playground, are quickly resolved. The overwhelming majority of parents and carers who responded to the questionnaire agree with inspection evidence that behaviour is typically good and that their children are kept safe. Pupils are very proud to have recently gained the Stephen Lawrence Award, for work to develop community cohesion. The school's strong emphasis on building pupils' self-esteem prepares them well for secondary school.

## Leadership and management

The whole-school commitment to achieve the best for all pupils is clearly evident in all that the headteacher and senior leadership team do. As a result of the good reputation the school enjoys within the community, pupil numbers on roll have grown. In recent years the leadership of the school has also been further strengthened by the appointment of an assessment coordinator/assistant headteacher and a teacher in the school was newly appointed as special educational needs coordinator. The school gathers a wide range of evidence to effectively monitor the progress pupils make and measure their attainment. Consequently, school self-evaluation is robust and accurately informs future development plans. The professional development of staff continues to be a high priority and as a result the vast majority of teaching is good. The school acknowledges the need to share this effective practice to improve the aspects of teaching that remain satisfactory. The governing body brings a wide range of skills and are adept at offering support as well as robust challenge. Safeguarding requirements are met fully.

The curriculum is broad and balanced; it is enhanced by a good range of well-attended extra-curricular clubs, visits and residential trips. The development of pupils' spiritual, moral, social and cultural development is centre stage in this inclusive school and leaders generally ensure that all pupils receive equal opportunities, so that none are disadvantaged. The school's capacity to improve is demonstrated through, for example, the consolidation of pupils' good achievement, as well as their above average and improving attendance.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



14 May 2012

Dear Pupils

**Inspection of St Mary's Church of England Controlled Primary School  
Boston Spa, Wetherby LS23 6DB**

Thank you for the very warm welcome I received when I recently came to inspect your school. This letter explains what I found out.

St Mary's is a good school. You obviously enjoy all the school offers you and this explains why your attendance is above average and improving year on year. From when you start school you make good progress, so that by the time you leave school your attainment in reading, writing and mathematics is above average. However, by the end of Key Stage 1 your attainment is average rather than above average. I have, therefore, asked the school to ensure that the standards reached by the end of Year 2 improve in reading, writing and mathematics, especially in reading for those of you who find learning easier than most.

Teaching is good overall and most lessons are fun and exciting. However, some aspects can improve still further. I have asked the headteacher to make sure that all your lessons are like the best ones so the teaching you receive goes from strength to strength.

You behave well and learn the qualities of good friendship. These foundations will stand you in good stead throughout life. I was particularly impressed that you have recently gained the Stephen Lawrence Award for your work promoting community cohesion. Well done!

I hope you all keep working hard in lessons and building strong friendships. You play a big part in making your good school even better. I wish you every success in the future.

Yours sincerely

Jim Alexander  
Lead Inspector

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