

# Boynton Primary School

Boynton, Bridlington, East Riding of Yorkshire, YO16 4XQ

**Inspection dates** 27-28 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Over a sustained period of time, senior leaders and governors have been effective in making significant improvements that enable all pupils to achieve well.
- Pupils' achievements are good, particularly in reading, because the work that they are given and the care they receive from staff is very well matched to their individual needs.
- The quality of teaching is good with some that is now outstanding. Teachers know their pupils well. The use of 'marking ladders' and pupils' involvement with their own targets is outstanding. As a result, pupils make good progress overall during their time at the school.
- Pupils' behaviour is outstanding. Pupils are well mannered and have a thirst for learning. This positive attitude to learning has made a major contribution to the high levels of attainment. Pupils feel very safe and have a good awareness of all forms of bullying.
- Pupils are well cared for and enjoy school. All parents who completed the questionnaire agree pupils are happy and they would recommend this school to others.
- Pupils attend regularly because they enjoy coming to school.
- An active governing body has an excellent grasp of all aspects of the school's work. The governors provide good challenge to the school's leaders as well as taking an active part in the day-to-day life of the school.
- The headteacher is well thought of by the local authority and is providing leadership for two schools.

### It is not yet an outstanding school because

- There is not enough excellent teaching to ensure pupils' outstanding overall achievement.
- Pupils' achievement in mathematics lags somewhat behind that in English.

## Information about this inspection

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- Teaching and learning was observed in eight lessons taught by four teachers. Two of these lessons were joint observations with the headteacher.
- The inspector listened to pupils read and looked at their work in their books.
- Meetings were held with the headteacher, pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Fourteen responses to the on-line questionnaire (Parent View) were taken into account, and the results of the school's recent parental surveys.
- A range of documents were scrutinised, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher shares his time equally between this and another local school.

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

- Raise the quality of teaching to be outstanding, and so make pupils' overall achievement outstanding, by:
  - sharing the existing best practice in school, and observing outstanding teaching in other schools
  - ensure that all lessons keep pupils learning at a brisk pace and include opportunities for them to work independently as well as collaboratively.
- Increase the proportion of pupils who consistently achieve well by the end of Year 6, especially in mathematics, by ensuring that progress in all year groups is rapid and sustained.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are below those typically expected for their age. They make good progress and by the time they enter Year 1 are well prepared for their future learning.
- Reading skills are taught well using phonics (learning letters and the sounds they make) and pupils use these acquired skills successfully in their initial efforts in reading and writing. As a result, pupils are prepared well for the reading check in Year 1 with an above average proportion of pupils reaching the required standard. Pupils achieve well in their reading throughout the school, this is due to fact that most pupils read to an adult almost every day.
- Progress continues in Key Stage 1 but is not consistently strong in all subjects overtime. As a result of a sustained drive for improvement and targeted training for staff, pupils now attain average standards overall and make good progress.
- Progress made from Year 2 to Year 6 is stronger, although it fluctuates from year to year, particularly in mathematics. Pupils' attainment when they leave school in Year 6 has been consistently above average in most subjects in recent years.
- Progress in mathematics at Key Stage 2 has not been as consistent as that in reading and writing. However, attainment is still above average and there is an improving picture at Key Stage 1 where standards are now above average.
- Progress in writing is good, with a higher than average proportion of pupils making more than the expected level of progress. Pupils' presentation and the quality of their writing in books are good. Pupils have many opportunities to write at length and across the curriculum.
- The progress of disabled pupils and those with special educational needs is similar to the progress of others in the school. They make the greatest progress in small group and one-to-one teaching.
- Pupils who are eligible for the pupil premium make similar progress to other pupils in the school in all subjects. Although there are too few pupils known to be eligible for free school meals, for national data to be reliable, the school's own data indicates that their progress and attainment is better than their peers.

### The quality of teaching is good

- A key feature in all lessons is the positive relationships developed amongst teachers and pupils resulting in a shared plan for improvement.
- The excellent use of 'marking ladders' enables pupils to check their own work as well as the work of others. Teachers join in with this collaborative marking approach which reinforces the positive messages about their learning. Teachers' marking of pupils' work is systematic and regular across the school. It provides pupils with suggestions as to how to improve their work and pupils take good notice of these suggestions.
- Pupils are continually involved in assessing how much progress they have made towards reaching their targets and when they are achieved, setting new ones.
- Class teachers are complemented exceptionally well by teaching assistants. For example, a skilled teaching assistant used his knowledge and understanding of younger children to develop deeper thinking when playing with a 'Christmas House' or when exploring outdoors.
- Many lessons use teamwork or collaborative working which develop even deeper critical thinking. For example, a teamwork approach to teaching in the Years 5/6 class involved pupils working in small teams to carry out tasks very well matched to their ability. This enabled their teams to achieve exceedingly well using information and communication technology resources, to help them complete these tasks, which pupils played a part in selecting.
- When teaching is less successful, the pace of learning slows. This is because the tasks teachers

set do not always provide enough challenge nor are the expectations of the amount of work pupils should complete in a lesson, high enough.

- The quality of teaching in the Reception class is good. Staff make excellent use of the space provided for this small group of children. Staff plan appropriately challenging activities to develop children's understanding of reading, writing, mathematics and their personal and social skills well. An exciting outdoor space mirrors their learning from indoors well and provides excellent stimuli. For example, a 'dark den' caught the imagination of children well through acting out a story. . At times, children's progress is less good because they are insufficiently required to persevere with more detailed tasks such as, mark making, painting or collaborative problem-solving activities.
- The teaching of reading is a strength of the school. Most children read widely and often. There is a well-stocked library, children read to adults on almost a daily basis, and their reading is accurately assessed and challenging targets set for them. Children apply their skills in reading well to in order to develop and improve their comprehension skills. Mathematics is taught effectively enabling children to apply key skills well through problem solving and reasoning activities. For example, children developed good investigative skills when working out different lengths of perimeters for farmers' fields in the Years 3/4 class. Pupils' writing skills are of a good standard with ample opportunities to write across the curriculum, often using art as a stimulus.
- Teachers' subject knowledge is excellent. Ongoing training for staff ensures that they are effective in planning, adjusting their teaching methods to meet new demands and collaborating closely to enhance pupils' learning.
- The school has a good-sized outdoor learning environment. The playground is well resourced, good use of space is made through a vegetable garden and nature area, and there is an outside classroom. Although these resources are well used in the summer months, their use is more restricted over the winter.

### **The behaviour and safety of pupils are outstanding**

- Pupils at Boynton are exceptionally well mannered, courteous and welcoming. They behave well in lessons and have very positive attitudes to learning. As a result, classrooms are calm and learning is rarely disrupted. Pupils' behaviour is equally exceptional around the school. This was evident as they waited quietly to come into school at the start of the day and in the calm manner in which they enjoy their lunch in the dining area.
- Pupils are aware of how to keep themselves and others safe at all times. They are aware of different types of bullying, including internet and cyber-bullying. Records show that incidents of inappropriate behaviour are rare. Such rare incidents are resolved with exceptional care and diligence by staff. Pupils feel very safe at school.
- When pupils were asked, they said they enjoyed coming to school with lessons being one of their favourite things. They say that there is no bullying in the school.
- As a consequence of the school giving a high priority to pupils' spiritual, moral, social and cultural development, pupils now have a good understanding of cultures and religions other than their own. Other cultures and religions are emphasised well in assemblies with visitors invited from a variety of religions.
- All parents who responded to Parent View agree that their child feels safe in school, is well looked after and that the school makes sure that its pupils are well behaved.

### **The leadership and management are good**

- Boynton is a very well managed school which is continuously improving. Pupils' consistently above average attainment at Key Stage 2 and an improving picture at Key Stage 1 is a result of a sharp focus on standards by senior leaders.
- The headteacher's work in another school has brought benefits to Boynton. Joint training and

assessments of pupils' work, and shared best practice, have enhanced the quality of provision and pupils' achievement. There is even more scope, however, to focus more on those aspects of teaching that make its overall quality outstanding.

- Senior leaders use data very well to analyse the progress made by individual pupils. This enables teachers to 'get on with the job of teaching', as one leader put it.
- School leaders accurately assess the main areas for development to enhance further pupils' progress and the quality of teaching. Their action plans clearly identify how to achieve these areas for improvement.
- The local authority provides 'light touch' support to the school, but makes more regular contact with the school as a result of the headteacher's drive for improvement. They have used the skills of the current headteacher well across two schools.
- Plans for the use of the new Primary School Sports funding are at a very early stage, because the funding has only very recently been approved.

■ **The governance of the school:**

- Members of the governing body make a very positive contribution to the school's success. They rigorously monitor the work of the school and have up-to-date knowledge of pupils' achievements and of the quality of teaching. Support given by the governors to the progress and achievement of disabled pupils and those with special educational needs is outstanding. Governors are very supportive of the school and take an active part in school life, but also provide good challenge to senior leaders and management. The governing body ensures financial resources are well managed, including the school's use of additional government funding to support some pupils, such as those eligible for the pupil premium. Governors are involved in setting targets for the headteacher and although there are only four teaching staff at present, they are also fully aware that teachers' pay awards are securely linked to the progress that pupils make.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	117830
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	425942

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Hall
<b>Headteacher</b>	Joe Dodd
<b>Date of previous school inspection</b>	22 October 2008
<b>Telephone number</b>	01262 677880
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