

Boundary Primary School

Dinmore Avenue, Blackpool, Lancashire FY3 7RW

Inspection dates

3–4 May 2017

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher is rapidly raising standards because her swift and accurate analysis of the school's strengths and weaknesses has been a major factor in the improvements now seen in the school.
- Leadership at all levels has improved since the previous inspection because the headteacher has built a supportive team who share her vision and determination to improve the school.
- Teaching and learning has improved because teachers are reflective and analytical in evaluating their own practice and where improvements can be made.
- Progress in reading has improved rapidly because of a consistent, sharp focus on what is needed to improve pupils' reading skills. Standards in reading reached by pupils at the end of Year 2 and Year 6 are improving and are now closer to average.
- Teachers have developed pupils' writing skills carefully and as a result writing has improved across all groups of pupils.
- Teachers plan mathematics lessons carefully, providing challenge, and because of this progress throughout the school is good.
- Disadvantaged pupils' needs are met well; they make good and now more rapid progress. Pupil premium funding is well targeted to support pupils' academic and personal needs.
- Governors know the school very well, have a clear understanding of their responsibilities and are diligent in carrying these out. Their careful checking of the school's work has provided both support and challenge for leaders. They speak highly of the impact made by the headteacher in her time at the school.
- Children in early years make good progress because they are accurately assessed and the curriculum inspires them from an early age to become resilient and to want to improve.
- The strong culture of safeguarding in the school means that vulnerable pupils receive the support they need.
- The high level of care pupils receive in the school has a very positive effect on their personal development. The school's promotion of anti-bullying through its school ambassadors is highly effective.
- Despite the school's focus on improving attendance, more needs to be done in tracking patterns of absence of all pupils.
- Provision for the most able pupils, while good overall, does not always provide enough challenge for these pupils to reach their full potential.
- Parents have positive views of the school and speak highly of the commitment shown by staff.

Full report

What does the school need to do to improve further?

- To improve further the quality of teaching and learning in reading and writing by:
 - giving pupils more opportunities to practise writing at length for sustained periods of time.
 - further embedding the current good practices in reading that are having an impact on the pupils' recent rapid progress.
 - ensuring that that all groups of pupils are sufficiently challenged and supported to increase the numbers of pupils reaching the highest standards.
- Continue to improve attendance by checking rigorously on patterns of absence, including for groups of pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- All staff and governors have high aspirations for pupils at the school and show a passionate commitment to improving the school. Governors want pupils to achieve and this has guided their effective actions to improve leadership. Staff work together as a team. The headteacher and other senior leaders, governors and middle leaders have led improvements since the previous inspection.
- The headteacher has motivated staff, governors and pupils to want to do very well. Morale is high across the school and is shown by supportive, challenging governors who are keen to contribute to school improvement. Staff and pupils are extremely positive about the changes that the headteacher and her team have made.
- Senior and middle leaders have improved support and training for colleagues. The headteacher uses her monitoring of teaching and learning as an opportunity to support teachers in improving and sharpening their skills, knowledge and understanding. Teachers appreciate the professional development opportunities they are given. They said that they are encouraged, challenged and supported to improve. Effective external support, including from the local authority, has also been sought and has led to better teaching.
- Teachers now have a clear understanding of ability groups in classrooms as careful tracking of pupil progress is now carried out on a regular basis. Teachers analyse progress to form intervention groups that are carefully designed to support pupils who need further support and challenge. Senior leaders use tracking information in their regular discussions with teachers about pupils' progress. Pupils' needs are therefore quickly addressed, including for those attending alternative provision. Teachers rigorously check the accuracy of their assessments through internal and external monitoring.
- Leaders have an accurate view of the school's strengths and weaknesses. Priorities have been tackled and carefully monitored against milestones so that the impact of the school's planning and actions is checked by leaders, including governors.
- Teachers speak very positively about the school's new approaches to teaching, learning and assessment. For example, they say that the careful focus on reading texts before writing is improving writing standards and developing teachers' subject knowledge.
- Provision for pupils who have special educational needs and/or disabilities is very effective because this area is well led. Pupils' additional needs are identified quickly and resources are carefully targeted by the experienced leader of this area, who actively supports staff and pupils throughout the school.
- The curriculum inspires pupils to learn. It has been carefully developed by leaders and is clearly available for parents on the school's website. Special days in school enhance the starting points of topics by motivating pupils to learn. Pupils are actively engaged in learning because teachers think carefully about planning work for pupils. The engaging curriculum ensures that pupils' reading, writing and communication skills are well developed. Reading and writing activities are carefully planned within topics that pupils enjoy. Mathematics work is also threaded into topics when appropriate.

- Spiritual, moral, social and cultural development is promoted strongly through the range of opportunities and experiences offered to pupils. Leaders ensure that the development of pupils' emotional needs is tackled. A 'take over day' inspired pupils in Year 5, who enjoyed overseeing the school for the day. They enjoyed having responsibility and making decisions, which developed their leadership skills.
- Pupils are prepared well for life in modern Britain. Pupils promote understanding of British values through their work as anti-bullying ambassadors. Leaders in the school ensure that British values are threaded through the school's curriculum. A visit by Parliament's education service led to the school having their own successful election day, which staff and pupils said led to a greater understanding of the importance of democracy.
- Leaders are rigorous in following up poor attendance, which has led to improvements. Not all groups of pupils, however, are tracked and further work is needed to ensure that all groups of pupils' needs are addressed.
- Middle leaders' skills have been improved by having opportunities to gather information from their monitoring work. They are keen to promote their subject and support colleagues in improving teaching. They regularly report on their subjects to governors and senior leaders. Teachers responsible for English and mathematics have very effectively supported staff in improving the quality of teaching. Feedback to pupils is in line with the school's assessment policy and pupils are encouraged to self-assess their work and discuss how it can be improved. Teachers ensure that the pupils know when they have achieved their objectives. Leaders check pupils' work in books regularly.
- Pupil premium funding is used effectively to support the raising of standards as well as ensuring that pupils' emotional and physical needs are met. The use of this money is carefully planned, monitored and analysed by leaders for the impact of its use.
- Sports premium funding is used to employ specialist coaches who have provided further training and professional development for staff. As a result, pupils have a wide range of sporting opportunities and their uptake of extra-curricular sport is high.
- Most parents who spoke to the inspectors have positive views of the school. They say that the staff in the school care for their children and will offer support when they need it.
- The local authority has supported the school well and speaks highly of the school's leadership and the rapid improvements that this has brought about. It is confident in the ability of the headteacher to bring about further improvements in the school.
- Effective monitoring of pupils' achievements is leading to rapid progress. However, the most able pupils make slower progress. Teachers now focus carefully on the most able pupils, providing work which is more challenging. In some year groups this is more successful than in others. All pupils are provided with suitably challenging work in early years, Year 1, Year 2, Year 3 and Year 6. Challenge is less strong in Year 4 and Year 5.

Governance of the school

- Governors contribute much to the life of the school because they are well organised and know how to hold leaders to account for the school's performance. Governors are fully supportive of the work that has taken place to improve teaching and learning.

- Governors know the strengths and areas for improvement in the school. They support and share the vision held by senior leaders.
- Governors are keen to develop their skills through training and through gaining first-hand knowledge of the school. They visit the school often, with a clear focus for their visits. Leaders attend governing body meetings to provide reports and answer governors' questions. Governors keep meticulous records of their work in the school.
- The safeguarding of the school is highly effective. This is because governors have worked hard to ensure that there is a rigorous approach to it within the school. The new online system of recording issues is enabling leaders to keep a careful check on safeguarding concerns.
- Governors know pupils well because of their frequent visits. They are diligent in their work and ensure that pupils are nurtured well and are ambitious for their future.
- The school website contains a great deal of useful information for parents. For example, the website gives up-to-date information about current activities children are involved in. Detailed information about the curriculum is available and the site meets national requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's arrangements for safeguarding are robust. Pupils' safety is at the heart of its work. All staff clearly know what is expected of them in fulfilling their roles.
- Staff training is up to date, regular and effective, ensuring that staff are vigilant about keeping children safe. Training includes use of a new online system which ensures that records are up to date and can be accessed quickly.
- Absences are followed up quickly and staff ensure that children arrive in school safely. The school supports parents when it is needed and is making strenuous efforts to continue to improve the attendance of its pupils. Online safety is addressed frequently as part of the school's curriculum.
- The school has close links with external agencies, including social services and the local authority, which help and support pupils and staff.
- Detailed records are kept regarding behaviour incidents, including any bullying, racist or prejudiced behaviour. Incidents are investigated and acted upon rigorously.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the last inspection. Pupils make rapid progress, particularly in reading.
- Pupils are well focused on their learning in lessons. The high expectations staff have of pupils together with well-planned lessons ensure that time in lessons is used effectively.
- Teachers know their pupils well and set work which is appropriately challenging for most pupils. However, teachers sometimes give the most able pupils work that is too

easy for them. The provision of effective intervention supports pupils who fall behind in their learning well. Teachers question and give time for pupils to think, discuss and contribute to learning, ensuring that concepts are grasped. Teachers are aware when further explanations are needed. Pupils' learning is often deepened when teachers ensure that mistakes are used to develop understanding. Teachers use their good subject knowledge well.

- Teachers and support staff work exceptionally well together and this contributes well to pupils' learning. For example, within class teachers and support staff work with children using shared planning. They have good subject knowledge because teachers make sure that teaching assistants are very well supported by providing them with information and guidance.
- Pupils' work is displayed very well throughout the school, on corridors and in classrooms. Work is of high quality and creates an environment where all have positive attitudes to learning.
- Teachers give a high priority to the teaching of reading within classrooms. The skills pupils need to understand what they read are well developed through carefully planned guided reading routines. An author in residence in the school has inspired pupils in their reading and writing. Phonics teaching is organised well and pupils can apply their phonic knowledge when writing and reading.
- Homework is set that engages pupils and often is displayed in places of prominence. Pupils are given help and support so that they become successful learners and achieve well in their homework, which shows the school's motto of 'nurturing to achieve' in action.
- Teachers use their assessments of pupils well to provide work at appropriate levels that challenge them. This means that pupils are stretched in their thinking at all levels. Pupils are keen to improve their work and concentrate well in lessons because of the teacher's careful planning based on assessments. The most able pupils are now beginning to be challenged more consistently.
- Teachers make close links between the teaching of writing and reading, and through this pupils' written work is improving well. More opportunities, however, are needed for pupils to write at length.
- Mathematical skills are very well developed. Pupils are given opportunities to solve mathematical problems and their reasoning skills are improving. Challenge for the most able pupils is in evidence but this needs to be more consistent across the school, for example in Year 4 and Year 5, progress is slower for the most able pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are caring and considerate of their friends and respectful to all.
- Leaders give a high priority to pupils' personal development, which is at the centre of teachers' work.

- Staff and governors take effective actions to support pupils in developing personal skills through careful planning of the curriculum.
- Parents praise the school because of the support they receive. They say 'Nothing is too much' and praise teaching staff who 'give lots of support and help'. Parents also say that 'complaints are dealt with accordingly by friendly, approachable staff'.
- Respect is evident in the relationships of all in the school. Pupils give up their own time as anti-bullying ambassadors and have a strong impact upon the life of the school. Their use of restorative justice and leadership in playing games cooperatively is contributing a great deal to pupils' personal development. Their understanding of the qualities needed to be successful ambassadors is impressive. Pupils have attended anti-bullying conferences and hosted one in the school. Ambassadors explained how they enjoyed learning and sharing with others from the wider community. They attend a weekly after-school club led by one of their teachers, who is equally passionate about this initiative.
- Pupils are very proud of their school and speak positively about the adults who care for them and keep them safe. At playtimes and lunchtimes the atmosphere in school and on playgrounds is calm and friendly. Pupils discuss and chat to each other and adults when they are eating in the dining hall.
- Pupils say that their understanding of positive characteristics such as caring for others is growing because of whole-school assemblies. They speak highly of the work of their school anti-bullying ambassadors. They believe that behaviour throughout the school is much improved now. Pupils say that they have noticed lots of improvement since their new headteacher has arrived. The impact of badges where pupils promise to always follow the agreed rules has been significant in their personal development. Pupils do not want to lose their badges through making the wrong choices.
- Pupils spoke in detail of the importance of being confident, positive people. They know of the importance of effort in their work and how this can impact on their achievements and progress.
- Pupils understand thoroughly what is bullying behaviour and what is not. They were emphatic in saying that any issue where children 'fall out' is dealt with rapidly.
- Pupils have opportunities to be role models for others. For example, Year 5 pupils act as 'reading buddies' for Year 1 pupils three times each week. This work is adding to the school's focus on developing the love of reading.
- Pupils enjoy the breakfast and after-school club, which is attended well and provides a range of activities, such as playing games and art and craft work. Leaders ensure that all who want breakfast get it and they open the school early to provide this at no cost to parents.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves in an orderly manner throughout the school at all times of day. They are friendly and confident among their peers and towards adults in the school and are equally friendly and confident to visitors in the school.

- Pupils are focused on their learning in lessons. There is little disruptive behaviour and when it is displayed it is dealt with quickly. Progress in lessons benefits from pupils' positive attitudes towards learning.
- Pupils understand the importance of making good choices. They are proud of their 'Always' badges and this means of promoting good behaviour impacts very effectively on pupils' attitude to learning.
- A great deal of work goes into improving attendance. Two parental engagement workers help to improve communications with parents. They support parents in developing an understanding of the importance of attending school regularly and how this can impact on their children's academic progress.
- Pupils take pride in their work and teachers promote this attitude by placing a high priority on celebrating their achievements.
- Pupils' behaviour at lunchtimes is enhanced by the vigilance of the lunchtime supervisors. They encourage creative and friendly play in partnership with the anti-bullying ambassadors.
- Pupils say they love school and feel safe because their teachers and friends keep them safe. This is because adults in the school are positive, caring and well trained. Pupils play together, displaying well-developed social skills that are having a strong impact on behaviour throughout the school.
- Most pupils value their education but further work is needed to improve attendance and its monitoring because some absence for some groups of pupils is higher than for others.

Outcomes for pupils

Good

- Outcomes have improved since the previous inspection. Leaders and teachers have worked hard to improve pupils' achievements in reading, writing and mathematics, as well as in other subjects in the curriculum.
- Children start school in the early years with skills, knowledge and understanding below those typical for children of their age. Outcomes at the end of Reception are showing an upward trend as a greater number now attain a good level of development.
- In Year 2, more pupils are now on track to achieve the higher level in reading, writing and mathematics. This is the result of improved teaching, learning and assessment. Teachers provide work at the appropriate level for all pupils.
- Progress throughout key stage 2 has improved steadily since the last inspection. Rigorous tracking of pupils' progress and the analysis of assessments has led to these improvements. The proportion of pupils reaching the expected standards for their age in reading, writing and mathematics by the end of Year 6 is improving. Pupils are much better prepared for the next stage of their education than they were at the time of the last inspection.
- The well-organised teaching of phonics is ensuring that outcomes continue to improve. Phonics sessions are lively and multisensory, giving children the skills they need to read accurately and efficiently.

- Pupils throughout the school enjoy reading. In reading diaries, there is evidence of pupils reading frequently. Pupils' improved reading skills have contributed to the rapid progress in reading at the expected and at higher levels.
- Reading and writing activities are carefully linked and this is supporting pupils' improving skills and positive attitudes to writing. More pupils are now achieving greater depth in their writing. In the past, the progress of some groups and classes was too slow, but this is not now the case.
- Handwriting and spelling are improving but there is more work yet to be done, particularly with older pupils who have not benefited from the school's more rigorous approach when they were younger. Teachers now understand grammar well and so teach it with more enthusiasm and skill.
- Pupils are learning to solve problems in mathematics and to explain how they have solved them. Pupils are given mathematical challenges in their workbooks and teachers provide work that asks pupils to use their knowledge and skills in different mathematical contexts. In Year 4 and Year 5, mathematical work is not always as challenging as it is in other year groups.
- Progress of disadvantaged pupils is improving. Pupils who have special needs are making good and often rapid progress as their needs are well met because staff act promptly and put effective support in place. As a result, work is at a level most suited to the needs of pupils. For example, pupils are given resources to support their learning, such as a list of words to improve their writing and 'opening sentences' to help pupils who are struggling to start their work.
- Pupils are making good progress across a range of subjects seen in their topic work books. In history and geography, for example, there are opportunities for children to extend their thinking and use research skills. A specialist teaching assistant has provided exciting art opportunities and supported other staff to become more skilled.

Early years provision

Good

- Nursery and Reception children make good progress because of the close partnership between senior leaders and staff in early years. The numbers of children achieving a good level of development at the end of the Reception year is rising and is now closer to the national figure. There is a two-year trend of improvement.
- A high proportion of children are from disadvantaged backgrounds and they are catching up quickly as they make good progress. The curriculum is planned to ensure that children are provided with a range of experiences that develop positive attitudes to learning from an early age. Children's own interests are catered for. For example, children have opportunities to work together on their 'building site'. They share and cooperate with each other. Teachers and teaching assistants provide experiences beyond that which children would encounter in their everyday lives. For example, newly hatched ducklings which staff showed to children sparked children's interest and curiosity.
- Staff training has been very carefully planned and delivered and as a result assessments are accurate and used to build on what children can do. Safeguarding training has been equally rigorous and careful attention is paid to identifying when

children need support. Children's welfare is a high priority.

- Children behave well because adults have high expectations of them. Everyone knows the routines well. Children make good progress as they quickly learn to listen to others and take turns. They are keen to explore the variety of activities that are on offer to them.
- Good progress is being made in children's learning because of the well-resourced learning areas. Resources foster children's desire to explore. Activities chosen by children and adults are linked to current themes and learning objectives. Children show equal engagement in both adult-led and child-initiated learning. From an early age children's resilience is developed by staff. The 'bug den' for children to explore outside encouraged them to research insects in books that adults shared with them. Children happily chose books to share with adults.
- Because of good teaching, all children, including those who are disadvantaged, make good progress from their starting points. Leaders and staff are ambitious for their pupils, which results in children who have special educational needs and/or disabilities making the same good progress as their peers. Funding is deployed effectively in the provision of resources that meet all children's needs well.
- Children's speech, language and vocabulary skills are often below those typical for their age when they start school. Adults skilfully encourage talk as they work alongside children. They use good questioning to encourage children to think and explore further.
- Children have many opportunities to develop their writing through activities that enable them to strengthen fine motor skills. Children show enthusiasm and concentration as they work.
- Children's mathematical understanding is supported by practical resources. Teachers and teaching assistants plan independent activities carefully to build on children's knowledge, providing learning that challenges them. Independent activities provided opportunities for children to count, order numbers and estimate confidently. For example, children showed how they could use a number line to help them count.
- Staff review what they are doing regularly when working with children and adjust their teaching when they need to. Teachers and teaching assistants identify the next steps in children's learning quickly.
- Parents say that the school is very supportive of children because of approachable staff. They feel that they get good information regarding their children's progress and about school activities via text messages and the website.
- Children are well behaved because adults have high expectations of them. Everyone knows the routines well. Children make good progress in the well-organised learning environment as they quickly learn to listen to others and take turns.

School details

Unique reference number	133291
Local authority	Blackpool
Inspection number	10032180

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair	Jenny Briscoe
Headteacher	Suzanne Ashton
Telephone number	01253 478250
Website	www.boundarieschool.co.uk
Email address	admin@boundary.blackpool.sch.uk
Date of previous inspection	24–25 March 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger than average-sized primary school.
- There is an on-site breakfast club and after-school provision that runs alongside after-school clubs.
- Most pupils are of White British heritage, while the proportion of pupils for whom English is not or is believed not to be their first language is below the national average.
- The proportion of disadvantaged pupils is well above average.
- The proportion of pupils with special educational needs and/or disabilities is high.
- The school has two special educational resource facilities for pupils who have

behavioural, emotional and social difficulties.

- The school met the government's floor standards in 2016. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the last inspection there is a new headteacher, appointed January 2016.

Information about this inspection

- Inspectors observed learning in classes and when pupils were taught in small groups.
- The inspectors looked at examples of pupils' work and talked to them about their work. They listened to children read and observed the teaching of reading skills. Inspectors examined reading records and talked to children about their reading interests. Inspectors took part in learning walks and took note of displays around school.
- Inspectors talked with pupils informally as they played at breaktimes, visited the dining hall at lunchtime and observed pupils' behaviour as they moved around school. They met formally with two groups of pupils.
- An inspector met with the chair of the governing body and two other governors.
- Inspectors spoke to a representative of the local authority, with the headteacher, members of the senior leadership team and members of the school staff.
- Inspectors spoke to parents at the start of the school day. They took account of the views expressed through free-text responses. Staff completed 43 returns to the staff questionnaire, which were considered during the inspection.
- Inspectors examined a range of documents, including information about pupils' progress, school improvement plans, information about teachers' performance and external views of the school. Inspectors reviewed the contents of the school's website and scrutinised records relating to behaviour, attendance and safeguarding completed by school staff.

Inspection team

Christine Howard, lead inspector	Ofsted Inspector
Clare McGarey	Ofsted Inspector
Barbara Harrold	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017