

# Inspection of a good school: Boundary Primary School

Dinmore Avenue, Blackpool, Lancashire FY3 7RW

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Inspection dates:

4 and 5 October 2022

## Outcome

Boundary Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils feel happy and safe at Boundary Primary School. They know that staff care about them and will help them to be the very best that they can be. Pupils are eager to learn. They are excited to find out what each day will bring.

Children in the early years delight in the activities that staff provide to help them to learn well. Children grow in confidence and independence. They achieve extremely well in the early years.

Pupils, including those with special educational needs and/or disabilities (SEND), live up to leaders' high expectations of what they can and should achieve. Pupils are exceedingly well prepared for the next stages of their education.

Leaders expect pupils to behave extremely well at all times. Pupils' ability to manage their own behaviour is exceptional. Playtimes are calm and well organised. Pupils are kind to each other. They relish the time that they get to spend with their friends. If bullying happens, staff act quickly and effectively to stop it.

Pupils benefit greatly from the vast range of opportunities on offer. For example, they spoke enthusiastically about being part of a Royal Shakespeare Theatre schools' performance of 'Much Ado about Nothing' and a Royal Ballet workshop. Pupils develop many new interests through the varied after-school activities, such as archery, gardening, computer coding and games clubs.

## **What does the school do well and what does it need to do better?**

Leaders are highly aspirational for all pupils. They have designed a very ambitious curriculum that is rich in opportunities to enable pupils to succeed both academically and personally. Pupils learn the curriculum extremely well.

In each subject, leaders have thought carefully about the essential knowledge that they want pupils to learn and the order in which this knowledge should be taught. Leaders have organised the curriculum exceptionally well from the early years to Year 6 so that pupils can build a rich body of subject knowledge. Pupils achieve well across the curriculum.

Teachers are well trained and knowledgeable. They use their expertise to check regularly what pupils remember before introducing new learning. This means that pupils can build securely on what they already know and can do. Teachers provide plentiful opportunities for pupils to revisit and extend their knowledge. Pupils have knowledge at their fingertips. They apply their previous learning to more sophisticated concepts with ease.

Leaders' broad and exciting curriculum begins in the early years where children build strong foundations for their later learning. Staff select worthwhile activities to develop children's knowledge and the vocabulary that they need to communicate their ideas well. For example, children begin to learn the words associated with number in early counting activities.

Leaders are determined that pupils should learn to read accurately and fluently. They are successful in making this happen. Staff are well trained to teach the phonics programme. They deliver it skilfully.

As soon as they start in the Reception class, children begin to learn the letters and sounds that they need to read independently. Pupils and children confidently read books that match the sounds they have learned. Staff ensure that children and pupils who find reading more difficult receive extra help quickly so that they can keep up with their peers.

Leaders and teachers inspire pupils to enjoy reading. Pupils celebrate reading through their roles as reading champions and by participating in events such as World Book Day. The youngest children are excited to share books with teachers. Older pupils spoke enthusiastically about their favourite books and authors.

Leaders identify pupils with SEND quickly and accurately. Staff work closely with families and specialist professionals to provide high-quality personalised support for pupils with SEND. Teachers skilfully adapt their teaching, so that pupils with SEND access the same curriculum as others. Leaders ensure that pupils with SEND participate fully in all aspects of school life. For example, they act as mentors to others and are part of the school council.

Lessons are calm and purposeful. Pupils show very positive attitudes towards their learning. They work harmoniously together and listen carefully to their teachers. Learning is not disrupted by any poor behaviour.

Staff help pupils to develop into respectful and responsible citizens who are well prepared for life in modern Britain. Pupils develop a strong sense of pride in their local area. They learn to care about others and regularly raise funds for charities. Pupils make a positive contribution to their school community by becoming school councillors, and anti-bullying and well-being ambassadors.

Staff feel highly valued. They appreciate the consideration that leaders give to their professional development, workload and well-being.

Governors support and challenge leaders effectively, to make sure that pupils are safe and have the best education possible.

The vast majority of parents and carers would recommend the school to others.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding.

All staff receive regular safeguarding training. They know pupils and their families well. This helps staff to be alert to any signs of harm or neglect that a pupil may face. Staff are aware of what to do if they have any concerns about a pupil's welfare. Adults act on these concerns quickly and diligently.

Leaders work effectively with external agencies to secure appropriate and timely support for vulnerable pupils and their families, when needed.

From an early age, pupils learn what to do if they have any worries. They learn how to stay safe when using the internet and social media.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	133291
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10226250
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	379
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jamie Truelove
<b>Headteacher</b>	Suzanne Ashton
<b>Website</b>	<a href="http://www.boundaryschool.co.uk">www.boundaryschool.co.uk</a>
<b>Date of previous inspection</b>	3 and 4 May 2017, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders and members of staff.
- The inspector scrutinised a range of safeguarding documentation, including the single central record. They spoke with staff to check how well they understood their safeguarding responsibilities.
- The inspector considered a range of documentation, including leaders' self-evaluation and plans for improvement.
- The inspector looked closely at early reading, mathematics and history. The inspector spoke with subject leaders, looked at curriculum documents, visited lessons, and spoke with teachers and some pupils about their learning.

- The inspector scrutinised curriculum documents and spoke to subject leaders in a range of subjects.
- The inspector observed pupils read to a familiar adult.
- The inspector observed pupils' behaviour in lessons and at lunchtime and playtimes.
- The inspector spoke with members of the governing body, including the chair of governors. The inspector also spoke with a representative of the local authority by telephone.
- The inspector spoke with parents to gather their views about the school. The inspector considered the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with staff to gather their views about their workload and well-being, and considered the responses to Ofsted's online survey for staff.
- The inspector gathered the views of pupils during the inspection and considered responses to Ofsted's online survey for pupils.

### **Inspection team**

Julie Morley, lead inspector

Ofsted Inspector

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