

Inspection of Boston West Academy

Sussex Avenue, Boston, Lincolnshire, PE21 7QG

Inspection dates: 11 and 12 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Ceri Braybrook. This school is part of Anthem Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mohsen Ojja, and overseen by a board of trustees, chaired by Jay Bhutani.

This school was last inspected under section 5 of the Education Act 2005 eight years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act on 28 and 29 March 2023. Judgments in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

The positive, inclusive culture in this school is underpinned by a collective commitment to its 'CARE values': collaboration, attitude, respect, and equality. Children learn these values in the early years. Throughout the school, pupils are proud of the rewards they earn for demonstrating them.

Pupils feel safe and well cared for in the school. They enjoy positive relationships with staff and value the nurturing support that is offered when they need it.

The school has high expectations for all pupils. Staff know the pupils very well. They constantly reflect on and develop their practice to ensure that all pupils are supported to learn well. Pupils with special educational needs and/or disabilities (SEND) receive excellent support to access the curriculum. Pupils, including those with SEND, achieve well.

The curriculum that supports pupils character development is exceptional. Pupils benefit from a well-considered array of clubs, trips, and memorable experiences. There are lots of opportunities for them to take on responsibilities. Many do so proudly. Pupils enjoy opportunities for outside learning. They learn about birds and insects in the 'garden of inspiration'. Pupils are involved with growing fruit and vegetables, as well as tending to the school's honeybees, to support learning about sustainability and healthy eating.

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

Reading is prioritised in the school. Children in the early years begin learning phonics as soon as they start school. Staff teach phonics expertly. Most pupils quickly learn to read. Staff check pupils' reading knowledge frequently. They make sure that lessons and reading books precisely match each pupil's stage of reading. Those who struggle with reading receive excellent support. Throughout key stages 1 and 2, pupils benefit from well-structured reading lessons that help them to develop as readers. They read from a variety of texts, including non-fiction and poetry, that expose them to a range of genres and cultural influences as well as challenging vocabulary.

The school has designed a broad and ambitious curriculum. In the early years, the curriculum is designed to match children's interests and prepare them with the knowledge and skills they need for the next stages. In most subjects in key stages 1 and 2, the curriculums precisely identify the knowledge that pupils need to learn. The knowledge is sequenced well so that pupils, at every stage, can make connections to what they have learned previously. However, in a small number of non-core subjects, the curriculum is not planned precisely enough.

In the majority of lessons, learning activities sharply focus on the important knowledge that pupils need to learn and remember. Staff use their excellent subject knowledge to explain concepts clearly. They model tasks well so that pupils know

exactly what is expected of them. There are many opportunities for pupils to practise and to revisit topics learned previously. Teachers check pupils' understanding often, they address misconceptions quickly and effectively. Pupils make good progress. They gain knowledge securely and remember what they have learned.

In some lessons, pupils' learning is less secure. In the subjects where the curriculum is not defined precisely enough, pupils struggle to make links to what they have learned previously. On some occasions, staff do not check pupils' learning carefully enough or effectively address misconceptions.

In the early years, children eagerly engage with activities in the very well-planned learning environment. These activities are thoughtfully designed to support pupils' physical and social development while they learn. Expert staff help children to learn new vocabulary and develop their communication skills. In phonics and mathematics lessons, pupils demonstrate high levels of focus. Children thrive and grow into confident and resilient learners.

Throughout the school, pupils with SEND receive excellent care and support. Staff know these pupils well. They adapt lessons so that they can access the curriculum. For example, staff in the early years use British Sign Language to support pupils with hearing impairments to access phonics lessons.

The curriculum for personal, social, and health education (PSHE) is exceptional. Pupils learn how to keep themselves safe and how to maintain good physical and mental health. Pupils develop mature attitudes to diversity and equality. They know about healthy relationships. They are very well prepared for their next stages in education and beyond.

The school is calm and orderly. Pupils show positive attitudes to learning. Staff use routines consistently to support all pupils to behave well. Pupils who struggle to regulate their own behaviour are well supported. The vast majority of pupils attend school well. The school works effectively with families to improve the attendance of pupils who do not attend as well as they should.

Staff are happy and proud to work at the school. They say that they are well supported to manage their workload and enjoy opportunities to develop their expertise. The multi-academy trust provides excellent support to the school, helping leaders at every level as they strive to continually develop every aspect of the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some non-core subjects, the knowledge that pupils should learn has not been precisely identified. Components of knowledge are not always presented in a way that helps pupils to make connections to what they have learned before. In some lesson activities, there is a lack of clarity around what important knowledge pupils need to learn and remember. In these subjects, pupils' learning is not as deep as it might be, and they do not always remember what they have learned. The school needs to make sure that the curriculum in every subject identifies precisely what pupils will learn, and that lessons are sharply focused so that pupils learn important knowledge securely.
- In some lessons, routines for checking pupils' understanding are not applied consistently. This means that misconceptions and gaps in pupils' understanding are not always identified and addressed quickly. The school needs to ensure that routines for checking understanding and addressing misconceptions are applied consistently across the curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138291
Local authority	Lincolnshire
Inspection number	10324146
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	Board of trustees
Chair	Jay Bhutani
CEO of the trust	Mohsen Ojja
Headteacher	Ceri Braybrook
Website	www.bwacademy.co.uk
Date(s) of previous inspection	28 – 29 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of Anthem Schools Trust.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgment about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and other school leaders, including the SENDCo.

- The lead inspector met with the director of education and associate director of education of Anthem Schools Trust. The lead inspector spoke to the chair of the board of trustees and met with a representative of the Anthem Community Council.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history, and physical education (PE). For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work. The lead inspector listened to some pupils read to their teacher.
- Inspectors also discussed the curriculum, looked at samples of pupils' work and spoke to pupils about their learning in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with pupils from across the school, including pupils with SEND. Inspectors also considered the responses to the online pupil survey.
- Inspectors met with parents and considered responses to Ofsted Parentview.
- Inspectors spoke to a range of teaching and non-teaching staff to hear their views on the school. Inspectors also considered the views expressed in an online staff survey.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Rebecca Jackson

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