



Boynton Primary School

Inspection Report

Unique Reference Number 117830
LEA East Riding of Yorkshire
Inspection number 280162
Inspection dates 19 January 2006 to 20 January 2006
Reporting inspector Mr Graeme Clarke

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

Type of school	Primary	School address	Boynton
School category	Community		Bridlington
Age range of pupils	4 to 11		YO16 4XQ
Gender of pupils	Mixed	Telephone number	01262 677880
Number on roll	60	Fax number	01262 409602
Appropriate authority	The governing body	Chair of governors	Mr Mark Hall
Date of previous inspection	1 July 2000	Headteacher	Mr Joe Dodd

Age group 4 to 11	Inspection dates 19 January 2006 - 20 January 2006	Inspection number 280162
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Boynton is a small primary school for children from nearby villages and some from the town of Bridlington about 2 miles away. Children join the reception group in the year they are five, and most have average levels of attainment. All are of a white British heritage and come from areas that are broadly average in social and economic terms. An average number take free school meals and a small number have learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Boynton Primary is a good school with a strong community spirit and a belief that every child matters. This matches the school's evaluation. Outstanding teaching by a well-managed team helps children get off to a good start in the reception group (Foundation Stage), and they continue to make good progress through Years 1 and 2. Good, well-coordinated teaching in the two classes for Years 3 to 6 sustains this good progress and, by the end of Year 6, all do as well as expected and many achieve highly. The school's diligent approach to tracking pupils' progress enables teachers to set challenging targets. Pupils enjoy striving to reach them and aspire to greater achievement. Parents comment favourably on their children's good progress. They value how very well the school develops their children's confidence and self-assurance, and how their children enjoy coming to school and taking part in the wide range of activities available for them. In particular, parents are sure that their children are safe. The headteacher has developed strong relationships and raised the school's standing in the community. He is rightly held in very high regard for the way he leads the school. Governors have a sound knowledge of the school's strengths and areas for development, but could be more directly involved in evaluating its work, and more keenly focused on higher achievement. The school has dealt effectively with the issues raised at the last inspection and is well placed to improve further. It gives good value for money.

not applicable

What the school should do to improve further

- Involve governors and parents in the process of monitoring and evaluating all aspects of the school's work, with a sharper focus on raising pupils' achievement.

Achievement and standards

Grade: 2

Pupils make good progress from a broadly average starting point and achieve well. Standards are generally above average.

As a result of well-planned imaginative, creative and fun activities, children in the reception group quickly become confident learners who show interest and motivation in what they do. In 2005, too few pupils took statutory tests for statistical comparisons of results to be reliable. Year 2 children did well in mathematics and reading, although their results in writing were closer to those expected. In Year 6, two pupils did better than predicted and the others as well as expected. All pupils did well in relation to their starting points, context and capabilities.

Recent staff changes have improved standards and progress. In an outstanding lesson, children in Reception and Years 1 and 2 learned well by intensely investigating the sounds of percussion instruments. Currently, pupils in the two classes in Years 3 to 6 achieve well. Years 3 and 4 show a good command of numbers. Pupils in Years 5 and 6 were impressive in discussing parts of a story. Parents are delighted with the individual

support the school gives children with specific learning difficulties who, in turn, play a full part and make exceptionally good progress.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Their attitudes to school are excellent. They love coming to school and attendance is high. Their spiritual, moral, social and cultural development is good. Assemblies effectively promote spiritual development, although they are not held every day. Pupils are extremely well behaved, mature, polite, self-assured and considerate. Parents and pupils value highly the school's weekly celebration of achievement. Pupils learn to accept responsibility and to make careful decisions. The school council seeks pupils' views and makes an important and immensely successful contribution to personal development. It has improved access to after-school clubs so that now almost all pupils participate wholeheartedly. Pupils are delighted with its initiative on playground equipment, which is designed to promote health and social development.

Pupils fully understand the importance of health and care for themselves. The school and the community prepare pupils very well for the next stage in their education and their future economic well-being. They have very good social and communication skills, and use information and communication technology impressively well. One parent commented, 'The school develops some important life skills, including working hard together'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The school worked quickly to deal with staffing changes this year by using teachers' strengths well to ensure continuity of learning. The headteacher has successfully re-aligned responsibilities and fostered a very strong team of teachers and teaching assistants who work really well together. Their very effective teamwork ensures that all pupils enjoy lessons and are avid learners who make good progress.

Teachers' flair and enthusiasm turn good lesson plans into imaginative, interesting and challenging experiences for every group and individual. The headteacher accurately identifies that pupils' achievement stems directly from good teaching, matched closely to their abilities. The school's thoroughly effective system for setting targets and tracking achievement is reinforced by the watchful eye teachers keep on each pupil's progress. Such information is used well to target additional intensive support, for example to improve some pupils' writing in Years 3 and 4. This arrangement works very well for pupils with learning difficulties and any whose progress is slower than anticipated.

Curriculum and other activities

Grade: 1

The curriculum is excellent. All the statutory components are there and it includes a rich variety of opportunities to broaden pupils' experience and meet the full range of their needs. The lack of a hall limits collective worship and other corporate activities. However, links with the local church enhance pupils' spiritual development, and pupils use specialist facilities for physical education in nearby schools to such good effect that they have gained success in local gymnastics competitions.

The head teacher thinks the curriculum is good, but the outstanding use of local opportunities extensively enriches pupils' learning experiences and greatly enhances their personal and social development. A photographic record shows pupils clearly enjoying outdoor education activities, working with an artist in residence and a visiting theatre company, and taking part in a highly successful 'healthy-school week'. Parents and pupils greatly appreciate, and talk enthusiastically about, the wide range of after-school clubs. The school council has ensured they are available for everyone, and participation is remarkably high.

Care, guidance and support

Grade: 1

The school gives outstanding care, guidance and support. Its systems for tracking pupils' progress very effectively help teachers to set pupils challenging targets, to identify issues about their progress, and to plan lessons and support accordingly. Teachers share their expectations with pupils and help them aspire to higher levels of achievement. Vulnerable children are exceptionally well-supported, to the full satisfaction of parents, and their progress is properly reviewed in accordance with regulations. Thorough arrangements keep parents really well informed about school events and the involvement, progress and achievement of their children. All staff show a very high level of consideration for the welfare of pupils, and the governors ensure that the school has rigorous procedures to assure health and safety. Parents rightly have full confidence that their children are safe and secure learners and are pleased with their personal and academic achievements. The school understates the effect of its very high quality environment on pupils' well being, personal development and learning.

Leadership and management

Grade: 2

The headteacher provides good leadership. He has established a climate for learning in which everyone has confidence in what they do and respect for each other. For all the staff, every child does matter. Pupils are enthusiastic about the health-related activities which staff, governors and parents arrange. They know they are safe and valued, and so they behave impeccably. The school is well-managed because it fosters all pupils' enjoyment and accomplishments; it enables many of them to contribute

significantly through the school council, and it puts the building blocks of their future economic well-being securely in place. One parent commented, 'I could not be happier that my son is lucky enough to attend such a lovely school'.

The headteacher extends his clear overview of the school's work and pupils' progress by observing teachers and assistants in lessons, and using positive feedback to promote improvement. He does much to ensure the quality and coherence of the staff team through training and support. Governors learn from his detailed and informative reports about the school. His rigorous evaluations of strengths and weaknesses clearly inform the agreed priorities for development. However, governors' first-hand knowledge of the school is not as full as it could be. Their evaluation of the school is not focused sharply on raising achievement, nor are they involved in a joint process at appropriate intervals during the year. Governors ensure that the school works very properly within all the regulations and spends its money wisely. Determined and dedicated leadership has resolved all the issues raised by the last inspection and continues to raise achievement. The school has a good capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Boynton Primary School

Boynton

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20 January 2006

Dear Pupils

I really enjoyed visiting your school for two days last week when I came to see how well you are doing. Thank you for helping me when I called into your classrooms to talk with you about your work, and when I met with those of you on the school council. It was very important for me to find out what you were doing and also how you assist with running the school. You were very polite and helpful.

What I liked about your school.

You are being taught well and you make good progress with your work.

You are very well behaved, have good manners, and work hard. Mr Dodd and all his staff are proud of you.

The school gives you many, many opportunities outside of your classrooms to discover things about the world, and to ask questions and find out as much as you can.

All the adults in the school look after you very well, so you are safe and happy.

Mr Dodd is a really good headteacher and he has really good staff. They want to help you, so listen to what they say.

What I think could be improved.

Yours is such a good school that I've made only one suggestion for the governors and Mr Dodd to think about. I've asked them to see if they can visit your lessons and other activities, such as clubs, more often to see how you are getting on and to talk about ways that the school can be made an even better one for you. Your School Council has already helped make some improvements, like those in the playground, and the governors will be interested to see if you can help some more.

With best wishes to you all

Graeme Clarke

(Lead inspector)