



# Boston Staniland School

## Inspection Report

**Unique Reference Number** 120503  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280829  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** Mr. Martin Newell LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Peck Avenue
<b>School category</b>	Community		PE21 8DF
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01205 365527
<b>Number on roll</b>	415	<b>Fax number</b>	01205 357801
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Eric Williams
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Mr. Martin Cowpland

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 280829
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is an above average sized primary school. When children join the school, their knowledge and skills are below average. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils with learning difficulties is above the national average. The proportion of pupils from minority ethnic groups has increased significantly over the last year and is now higher than in most schools. Many are at an early stage of acquiring English. A new headteacher and a significant number of new teachers started at the school in September 2005.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school with a good capacity for improvement. Inspectors agree with the school's evaluation of its quality. The headteacher leads and manages the school well. Initiatives he has put in place are now moving the school forward with greater momentum. Issues from the last inspection have been tackled satisfactorily. The school provides satisfactory value for money. As a significant minority of children start school with social, communication and other key skills that are poor, attainment on entry is well below average. Standards are below average by the end of the Reception year and achievement in the Foundation Stage is good. Standards are below average at the end of Years 2 and 6. Standards in information and communication technology (ICT) are low across the school because of poor resources. The achievement of pupils of different abilities and backgrounds in Years 1 to 6 is satisfactory and at times is good for the oldest pupils. However, there are factors that prevent achievement from being better. Teaching is satisfactory and is good when pupils are challenged and enthused by exciting activities. This good practice is not yet consistent enough and not all teachers manage pupils' behaviour well. Good procedures for tracking pupils' progress have been recently introduced but have not yet had an effect on pupils' achievement. Attendance is unsatisfactory and has a detrimental impact on pupils' progress. The school places a high priority on the day to day care and welfare of all pupils. Good links have been established with outside agencies to support vulnerable pupils and those who are at an early stage of acquiring English. A good range of enrichment opportunities adds to the quality of pupils' learning and the school promotes the importance of pupils following healthy lifestyles well.

### **What the school should do to improve further**

- Increase the good and better teaching to improve how well pupils learn, achieve and behave. - Improve standards, resources and provision in ICT. - Make the best use of assessment information to track how well pupils are achieving. - Put in place rigorous procedures and work closely with parents and carers to improve attendance.

## **Achievement and standards**

### **Grade: 3**

A significant minority of children start school with poorly developed communication, social and other key skills and so overall, attainment on entry is well below average. Achievement is good in the Foundation Stage, mainly because of the flying start children get in the nursery. Standards by the end of the Reception year are below average. Assessment data shows standards by the end of Year 2 have been below average. Inspection findings show a similar picture now with only a small number of pupils expected to exceed national standards for 7 year olds. The achievement of pupils is satisfactory but at times a lack of challenge in lessons and the unsatisfactory behaviour of some pupils stop their achievement from being better. Standards in Year 6 fell between 2004 and 2005. Inspection evidence shows standards to be a little below

the national average in English and mathematics and broadly in line with the national average in science. Achievement overall is satisfactory and at times it is good for the Year 6 pupils, because teaching is often good. Pupils generally meet their targets. However, teachers' expectations and the management of pupils' behaviour are not always good enough in Years 3 to 5. Across the school standards in ICT are low because the school's resources are outdated and this restricts pupils' learning. The achievement of pupils with learning difficulties or from differing ethnic backgrounds is similar to their classmates.

## **Personal development and well-being**

### **Grade: 3**

The personal development and well being of pupils are satisfactory. Most pupils like coming to school. They say teachers deal firmly with incidents of bullying and that they feel safe and well cared for. Pupils generally enjoy lessons when teachers make them interesting. Although behaviour overall is satisfactory and many pupils behave well, there is a significant minority whose behaviour is unsatisfactory. There is not yet a consistent approach to managing behaviour across the school. Attendance is below average and is hindering the progress that some pupils make. It is only in the last term that the school has begun to take steps to address this. Pupils' spiritual, moral, social and cultural development is satisfactory. The school supports many local charities and the choir sings at different venues in the community. Pupils carry out tasks around the school willingly and with a good sense of maturity. Not all pupils have a good enough understanding of how their behaviour and attitudes affect others. Healthy lifestyles are promoted well across the school. Pupils understand the need to take regular exercise to stay fit. Pupils acquire the basic skills needed in later life in reading, writing and number adequately but their computer skills are limited.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Teaching is good in the nursery where it is lively and imaginative, capturing the children's interest through first hand learning. In the good lessons elsewhere in school, notably in Year 6, teachers challenge and engage pupils well and move lessons on at a purposeful pace. Limited resources sometimes hamper pupils' learning but in the good lessons, teachers make creative use of what they have. In such lessons pupils respond well to the practical nature of their learning and make good progress. On occasions pupils are not challenged as well as they might be and a lack of practical and interesting learning activities means that some are less well engaged. The school acknowledges that behaviour is not always managed well but has begun to tackle this matter effectively. Pupils say that the behaviour of some classmates is difficult to ignore and at times spoils their learning. The system for assessing pupils' progress is satisfactory. Good procedures have been recently introduced to set targets for pupils and to track their progress. However, over

time this has not been the case and some underachievement has gone unchecked. Teachers' marking of pupils' work does not always show pupils precisely what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. There is an appropriate emphasis on the development of pupils' literacy and numeracy skills. The school is evaluating how these and other key skills can be promoted more successfully in other subjects. Provision for ICT is unsatisfactory because the lack of resources prevents pupils from making the progress they should. Satisfactory provision is made for pupils with learning difficulties. The support provided for the increasing number of pupils from different ethnic minority backgrounds enables them to take a full part in lessons and other activities. There is a satisfactory range of extra curricular clubs. Good use is made of outsiders' expertise to develop activities such as sports coaching. The school makes good use of residential and day visits to places of interest to promote pupils' awareness and enthusiasm for learning in subjects such as history, science, physical education and geography. This provision adds significantly to pupils' range of experiences and helps encourage an active and healthy lifestyle.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support of pupils are satisfactory. Staff ensure, for example, that pupils are protected from the risks associated with the current building work. Staff promote the health of learners well by teaching them about healthy foods and lifestyle. Child protection arrangements are securely in place, and the school has plans for staff to receive further training. Pupils feel that they have a voice in school and that their views are taken on board. The school council and pupil questionnaires are good examples of how pupils' views are canvassed and acted upon. Staff know pupils well and the school has established good links with outside agencies to support pupils when needed. However, the school recognises that there is still work to be done to improve how well pupils' academic progress is tracked and supported.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory. The headteacher provides good leadership. He has wasted little time in tackling rigorously issues such as assessment, teaching, behaviour and attendance. These efforts are paying dividends but he recognises that there is still work to be done. The headteacher, supported by the deputy headteacher, has been successful in creating a shared vision amongst all staff to improve standards and the quality of education. The school is well placed to continue to improve after a period when improvement, partly because of changes in personnel and lack of money, was not always fast enough. The headteacher is currently

evaluating if the skills of individual staff are being used efficiently to help improve pupils' achievement. A strength of the leadership is the good quality of its self-evaluation. It is honest and frank and takes account of the views of staff, governors and parents. It paints a very accurate picture of precisely what is needed to make the school a better place. The school's assertion that it is satisfactory is fully supported by the inspection findings. The role of subject leaders is currently improving well but previously has not been focused enough on monitoring pupils' learning and achievement. The school makes sure that all pupils have equal opportunities to participate in all that is on offer. Most parents are happy with the school although a significant minority registered concern about behaviour but also recognise that the headteacher is improving matters. Governance of the school is satisfactory. The school lacks good quality resources, particularly in ICT.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You will probably remember that we visited your school and I am now writing to let you know what we found out. Before I do, I would first like to say thank you for making us feel welcome and making our visit enjoyable. I have told your teachers how polite and helpful many of you were and I know that they are proud of you. Although many of you behave well and are good ambassadors for the school, some of you could try harder at behaving well so that learning in school becomes more enjoyable for everybody. Through our discussions with you it was good to hear that you enjoy school and the other learning activities on offer. It was particularly good to hear that if bullying does happen it is dealt with quickly. We found that there are a number of good things about your school. Some lessons are fun and interesting. There are lots of visits and visitors, the school always makes sure that you are cared for and helps you to learn about the importance of keeping fit and healthy. Another strength is the way that the headteacher runs the school and all the staff want to make the school an even better place to learn. We have talked to your teachers about how to improve the school further. Teachers are going to make sure that work is always challenging enough and check more closely how well you are all doing and the progress you are making. The school is going to try very hard to increase the number and quality of computers. We have asked the school to look closely at attendance and to point out to your parents how important it is for all of you to attend school regularly. You can play your part as well by always working hard and behaving well. I would like to finish by saying that all the inspection team wish you every success in your futures and we all feel that it was a pleasure to meet you!