



Boston Tower Road Primary School

Inspection Report

Unique Reference Number 120688
LEA LINCOLNSHIRE LEA
Inspection number 280870
Inspection dates 10 July 2006 to 11 July 2006
Reporting inspector Dr. Kenneth Thomas AI

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

Type of school	Primary	School address	Ashlawn Drive
School category	Foundation		PE21 9PX
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01205 365922
Number on roll	611	Fax number	01205 360565
Appropriate authority	The governing body	Chair of governors	Mr.S Mears
Date of previous inspection	Not applicable	Headteacher	Mr. D Loyd

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Boston Tower Road Primary School is larger than most other primary schools. Pupils are mostly of White British heritage, although a few are from minority ethnic backgrounds. The proportion of pupils with English as an additional language, although below average, has increased over recent years. The main languages spoken by these pupils are Urdu, Portuguese and Panjabi. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with learning difficulties or disabilities. The proportion of pupils with statements of special educational need is about average. Pupil mobility is below that seen in most other schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's evaluation that this is a good school with several outstanding features. Pupils are very proud of their school and this is seen in the way they welcome visitors. Their views of the school are summed up in the words of one pupil who said, 'This is a fantastic school'. The good quality of the provision in Reception sets the tone for pupils' continuing good progress as they move through the school. Because most teaching is good, pupils enjoy their lessons and this is seen in their regular attendance, excellent behaviour and very keen attitudes to learning. Pupils are looked after exceptionally well and as a result they make excellent progress in their personal and social development. They become mature and confident learners, able to express their ideas and take account of the views of others. Pupils have total trust in the staff and know there is always someone who will help them. As one pupil said, 'our teachers are fun and kind, and if we get anything wrong they help us to get it right'. The effective leadership of the headteacher and his deputy, with the total support of governors and staff, has ensured that the strengths noted in the last inspection report have been maintained. The school has taken successful action to arrest a decline in the National Curriculum test results and these are now beginning to rise. There is a clear understanding of the school's strengths and how these can be built on to further raise standards and achievement. As part of this process there is a need to promote greater consistency in teaching across all year groups. The school has made good progress since the last inspection and has excellent capacity for further improvement. The school gives good value for money.

What the school should do to improve further

- Ensure that pupils make equally good progress across all year groups by building on the examples of good and outstanding teaching seen in the school to raise the quality and consistency of all teaching to that of the best.

Achievement and standards

Grade: 2

Most pupils, including those with learning difficulties or disabilities, and those from different ethnic backgrounds, make good progress. Because pupils' achievement is good standards in reading, writing, mathematics and science are above average. This is reflected in the achievement of the school's targets in the end of Key Stage 2 National Curriculum tests. Attainment on entry is broadly average. However, school assessments show that an increasing proportion of children enter Reception with poorly developed social skills and limited development in communication, language and literacy. Nevertheless, they make good progress because the teaching is consistently good and there is a strong emphasis on developing language and social skills. As a result, most children achieve well and by the end of the Foundation Stage attain their early learning goals. Their achievement in personal, social and emotional development is outstanding. There is some inconsistency in the progress that pupils

make in Years 1 to 6. In some classes pupils make exceptionally good progress in English, mathematics and science, but not in all of them. Action is being taken to tackle this weakness through more rigorous monitoring of pupils' progress. More challenging targets have been set for 2007 and inspection evidence shows that the school has the capacity to meet these targets.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They are exceptionally well behaved and keen to learn. Because pupils feel very secure and valued they develop well as mature and self-disciplined learners. This is seen in the way in which they confidently engage adults in conversation. Pupils enjoy coming to school and attendance is above the national average. In discussion, many Year 6 pupils said that, although they feel well prepared for secondary school, they do not want to leave. Pupils' moral and social development is outstanding. Pupils of all ages have a very well developed sense of right and wrong. They are socially very adept and are keen to share their ideas, and give their opinions. Spiritual development is good and enhanced through assembly themes and many opportunities for spiritual reflection. Pupils have a good understanding of the customs and traditions of others and show high levels of respect and tolerance to their friends and teachers. The school ensures that pupils have a clear understanding of how to be safe and fosters a keen awareness of healthy lifestyles. Pupils enjoy sport and take part in regular exercise. They develop a good range of skills which prepares them well for the next stage of education and their future economic well-being. The school council makes a good contribution to the life of the school.

Quality of provision

Teaching and learning

Grade: 2

Teaching in Reception is consistently good. Teamwork is strong and the highly skilled teaching assistants play a full part in supporting children's learning. Learning activities are carefully planned and children's progress is carefully measured. Assessments of the stages that children have reached are used well to plan the next steps in learning. Children are surrounded by high expectations and positive attitudes. This promotes in all pupils, including those who are most in need, enjoyment and a willingness to learn. The quality of teaching in Years 1 to 6 varies but is good overall. The best lessons are planned imaginatively and provide a wide range of interesting activities that motivate pupils to learn. In these lessons all groups of pupils make rapid progress because tasks are carefully matched to their attainment levels. Common features in the less successful lessons are a lack of clear learning objectives and learning activities that are not challenging enough. Across the school relationships between teachers and pupils are excellent. The school has introduced excellent assessment systems that are helping the school to identify exactly where pupils are not making as much progress

as they should. Pupils talk easily and knowledgeably about their overall achievements and what they need to do next to improve their learning further.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. Careful planning has resulted in programmes of learning that motivate pupils and are well matched to their learning needs. This begins in Reception where children enjoy taking part in a wide range of stimulating activities. These provide very good opportunities for them to practise and learn early skills of reading, writing and number. The school is working hard to develop the curriculum for infant and junior pupils in innovative ways and has been very successful in capturing their enthusiasm for learning through themed events, such as 'Football World Cup'. The learning environment is excellent. The reading centre, in particular, is a delight and provides an abundance of stimulating resources to promote pupils' literacy skills. A well planned programme of personal, social and health education helps pupils to develop their personal skills and provides a good foundation for the understanding of responsible citizenship. Year 6 pupils are helped further in this by having their own study centre and internet cafe which encourage independent and individualised learning. The school provides an excellent range of enrichment activities and pupils enjoy the many after school clubs and educational visits.

Care, guidance and support

Grade: 1

Pupils' care, support and guidance are outstanding. In this school pupils' welfare, health and safety are given a high priority. This high level of concern enables pupils to work and play contentedly in a safe and secure environment. Staff training in child protection is being updated and effective arrangements are in place to ensure that the school is able to unobtrusively monitor and support pupils who are in any way vulnerable. Through regular assessments, pupils have a clear picture of what they need to do to improve further. Their strengths and achievements are shared and celebrated. This helps to promote the culture of success and enjoyment that prevails throughout the school. The school has exceptionally strong partnerships with parents, many of whom support in lessons and on school visits. Support for pupils with learning difficulties or disabilities is excellent.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and his deputy form a successful leadership team and all staff are totally committed to providing pupils with the very best quality of education. Their success is seen in the good academic progress that pupils make and in their outstanding personal development. Because monitoring and evaluation are thorough, senior managers have a clear picture of the school's strengths and areas for improvement. The school has identified the need to further

raise standards and achievement. To achieve this more effective use is being made of assessment information to identify and tackle any underachievement at an early stage. The school has also recognised the need to ensure greater consistency in teaching if pupils are to make steadier progress as they move through the school. The school manages its finances exceptionally well and resources are used effectively to support teaching and learning. Excellent systems are in place to ensure value for money in all spending. Staff and governors work in very close partnership with parents and the school is held in high esteem in the community. Both parents and pupils appreciate the way in which their views are sought in school planning. Governors play a full part in the life of the school. Together with the headteacher and staff, they ensure that the school meets its statutory requirements.

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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?	1	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	2	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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	2	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	2	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

Following our recent visit to inspect your school we would like to thank you all for helping us with the inspection, especially those who met us and whose work we saw. We would like to tell you our findings. Our main finding is that this is a good school and one that is helping you to do really well. This will not be a surprise to you because this is what you and your parents also say. You are given a very good start in Reception and this helps you to make such good progress as you move through Years 1 to 6. You get on really well together both in lessons and around the school. Your teachers try very hard to make all of your lessons interesting and we really liked the way you listen carefully to your teachers, and the sense of enjoyment we saw in lessons. Your attitudes and behaviour, together with the care and personal support you get from all of the staff, are outstanding. All adults want to help you to do as well as you possibly can and this is particularly true for those of you who may be experiencing difficulties. Many teachers give a lot of their time to provide you with extra activities and visits out of school hours. You told us how much you enjoy taking part in these activities and how they are helping you to make such good progress. We have talked with Mr Loyd and the governors about one way in which they could make the school even better. This is to share the best teaching ideas so that all of your lessons are lively and interesting. Finally, thank you very much for taking the time to talk to the inspectors. You and the staff made us very welcome, and we really enjoyed our time in your school.