

Boston Carlton Road Primary School

Inspection report

Unique Reference Number	120500
Local Authority	LINCOLNSHIRE
Inspection number	291761
Inspection dates	8–9 May 2007
Reporting inspector	David Matthews

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	400
Appropriate authority	The governing body
Chair	Mr Bertram Shaw MBE
Headteacher	Mr Adrian Reed
Date of previous school inspection	6 February 2002
School address	Carlton Road Boston Lincolnshire PE21 8QX
Telephone number	01205 364674
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school in an area with high levels of deprivation. Most pupils are White British. The proportions of pupils entitled to free school meals, with learning difficulties or disabilities and speaking English as an additional language are above the national averages. Seventy pupils are just beginning to learn English in addition to the language spoken in their home. Children start school, often at times other than normal, with levels of knowledge and skills that are exceptionally low. The movement of pupils in and out of the school is higher than the national average. The school is in a federation with a local technology college. There is a unit for pupils with behaviour difficulties. Until recently, the school has had difficulty in recruiting and retaining staff, including those at senior level.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils although standards are extremely low throughout. However, given children's exceptionally low levels of knowledge and skill when they begin school and their very wide range of needs, all groups achieve satisfactorily overall, though barely so in writing.

The school faces many challenges. The new headteacher has quickly gained a good understanding of its strengths and weaknesses and set a very clear direction for its future, putting in place numerous well-considered strategies for improvement. Although there are clear signs of improving progress these initiatives have had insufficient time to affect pupils' achievements in a marked or sustained way,. The school's incisive evaluation is confirmed by the inspection. Its effectiveness is satisfactory, as is its capacity to improve further and the school provides satisfactory value for money. Parents are overwhelmingly supportive of the school.

The governing body plays a satisfactory role in carrying out its responsibilities but recognises the need to have more influence on the school's work. The new senior leaders have recently adopted clear roles in monitoring teaching and pupils' progress and are looking to secure benefits in terms of pupils' achievements. Revised arrangements are beginning to improve the accuracy and effectiveness with which staff assess pupils' attainments and evaluate their progress. However, these arrangements do not yet ensure that all pupils receive consistently effective academic guidance. Nevertheless, high quality pastoral care means that pupils feel safe and the school is giving them a satisfactory understanding of the importance of healthy lifestyles. Their spiritual, moral, social and cultural development are good overall. They make a good contribution to the school community, and they develop satisfactory skills for later life. They enjoy school, although they are not always enthusiastic in lessons, particularly when teaching does not capture their interest. Teaching is satisfactory, but sometimes lacks challenge, and the management of behaviour is not consistently effective.

The curriculum is satisfactory. Provision for children in the Foundation Stage is sound, with a clear vision for improvement. The recent federation with a local technology college contributes well to the school's developing curriculum in Years 1 to 6 and a good range of curriculum enrichment activities add significantly to the quality of pupils' experience.

What the school should do to improve further

- Raise standards and the rates of pupils' progress, particularly in writing.
- Strengthen teaching so that pupils are consistently well managed, challenged and interested in their learning.
- Ensure that assessment is accurate and that it is used more effectively in setting targets and guiding pupils' progress.
- Involve subject leaders and governors in the systematic monitoring the school's performance so that they influence its improvement more effectively.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children in the Foundation Stage achieve satisfactorily. However, the standards that they attain are a very long way below those normally expected of five-year-olds, because their starting points are extremely low, especially in communication, language and literacy. At the end of Key Stage 1, standards are still low in reading, mathematics and particularly in writing. The gap between the 2006 writing results and those in schools nationally was more marked than that in reading and mathematics, reflecting an influx of pupils with English as an additional language during that year. School records show that most pupils, including the late arrivals, made satisfactory progress, but overall standards were held back by the complex and changing makeup of the year group.

Pupils currently leave the school with exceptionally low attainment overall and in English, with writing being a particular weakness. Standards are well below average attainment in mathematics and science. However, national data and inspection evidence confirm that pupils' achievements are satisfactory overall. Given pupils' attainment on entry, the increasing numbers with English as an additional language and with learning difficulties or disabilities and the number of pupils joining school at untypical times, the progress of all groups is satisfactory in mathematics and science, though barely so in English. The school's information on the current Year 6 pupils shows a gradual improvement in writing. However, the systems for raising standards are too new to demonstrate secure and sustained overall.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. Pupils feel safe and valued because the school environment is happy and secure. They develop good relationships and important life skills. Spiritual, moral, social and cultural development is good overall. Pupils' self-esteem and confidence are improving as a result of the school's good support of this area of their development and this makes a positive contribution to their social development. Special occasions, including Portuguese and American days, make a positive contribution to pupils' understanding of other cultures. Spiritual development is satisfactory. Many pupils are proud of their school, particularly that their suggestions have brought about improvements, such as the new library. Behaviour is satisfactory overall, although the challenging behaviour of a number of pupils disrupts some lessons and prevents behaviour from being good. Attendance is broadly average. Most pupils enjoy learning and work hard, though levels of enthusiasm vary. Pupils do not make best progress in becoming independent learners because there are not enough opportunities for them to develop these skills. Pupils have a satisfactory understanding of healthy lifestyles. Many make sensible food choices and participate regularly in sports. They make a good contribution to the community through the school council and develop satisfactory skills to prepare them for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and often good for the older pupils in school. Pupils were enthused and keen to learn when the teaching seen was lively, packed full of pace and

challenging. Progress accelerated where teachers set high expectations for learning and managed pupils' behaviour well. However, these key features are not yet present in enough lessons to ensure consistently good rather than satisfactory progress. Teachers review the effectiveness of their lessons and are ready to take on board areas for development that arise from monitoring visits to their classrooms. Plans are in hand for such visits to become more frequent and systematic. A far more rigorous and robust approach to assessment has recently been introduced but there remains work to be done in ensuring the accuracy of teacher assessments and in using the information to set challenging individual pupil targets. The marking of pupils' work, though good at times, does not always provide clear and concise pointers for improvement.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with several good features. A particular strength is the array of enrichment opportunities - after school clubs, theatre trips, visits to places of historical interest, and visits by authors, story tellers, artists in residence and musicians, to name a few. The breadth of the curriculum is improving well, teachers from a local secondary school provide specialist teaching in subjects including French, drama, technology and physical education. Pupils' literacy and numeracy skills are developed satisfactorily. There is room for improvement in the development of pupils' investigative skills in science and particularly their writing skills in different subjects. Opportunities are also missed to ensure pupils apply their satisfactory computing skills in other subjects. Provision in the Foundation Stage is satisfactory with a clear vision and well structured plans for continued improvement in place. A similar picture emerges regarding the provision for pupils with learning difficulties and disabilities and for pupils with English as an additional language. Pupils are given appropriate opportunities to learn about keeping healthy and good use is made of the local community as a learning resource.

Care, guidance and support

Grade: 3

Pupils receive high quality pastoral care from a dedicated team who know them well and understand their individual, and often complex, needs. This is a significant strength of the school. Pupils feel safe in school because they trust the adults and are confident of their prompt help when problems occur. Any instances of bullying and racism are closely monitored and recorded. Pupils with learning difficulties and disabilities and those with behavioural needs are well cared for in classrooms and in the learning support unit. Those with English as an additional language are equally well supported. The school works closely with a wide range of outside agencies to provide extra help for identified pupils. The procedures to ensure pupils' protection, safety and well-being meet the statutory requirements and are well implemented. Overall, however, care, guidance and support are satisfactory because recent improvements in the school's procedures for assessing pupils' learning are not used consistently well to guide their academic progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides good leadership. He has a clear vision of what the school can achieve, and, ably supported by the deputy headteacher, he has set a strong direction that is just beginning to affect pupils' achievement. The effects

of recent significant staff changes have been minimised, and staff now share a strong sense of purpose. The appointment of two assistant headteachers has supported the restructuring of the senior leadership team and the effective delegation of responsibilities. Recently appointed subject co-ordinators, including those for English and mathematics, have made a good start with their responsibilities, though it is too soon to measure their impact on standards as further systematic monitoring is needed. The school acknowledges the need to raise pupils' attainments and has appointed additional staff to address this priority. Well-conceived strategies to improve behaviour are starting to have a positive impact, though the management of pupils in lessons is inconsistent. The school reacts swiftly to changing circumstances such as the influx of pupils with English as an additional language, appointing staff to support them. Governance is satisfactory. Governors are developing their role in holding the school to account and there are plans to build their skills in monitoring the school's effectiveness.

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.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

9 May 2007

Dear Pupils

Inspection of Boston Carlton Road Primary School, Carlton Road, Boston, Lincolnshire, PE21 8QX

We were pleased to meet you when we inspected your school recently. Thank you for making us welcome and helping us to find out so much about your school.

We agree with your teachers that you are making satisfactory progress and we have suggested ways in which you might do even better. The adults in school look after you really well and try to support you as much as possible, for example when you find your work hard or if you are learning English as a new language. You told us that you feel safe and happy. Most of you behave well, but just occasionally a few of you struggle with your behaviour and we have asked your teachers to have another look at how they can help you.

Your new head teacher has some good ideas about how to help you to do better in your work and the teachers are working hard to try out these new ideas. They are keen to see how well they all work. We were pleased when you told us how much you were benefiting from the extra subjects that you are learning, such as French, for example.

We have suggested that to help you to progress more quickly teachers can:

- place more emphasis on helping you to improve your writing
- make lessons more interesting and challenging, and give extra support to those who find it hard to manage their behaviour
- assess your work more accurately so that they can help you to move on in your learning.

We have also asked Mr Reed, governors and teachers to take a closer look at how well things are working in school, so that they can make further improvements. You can help to make things better by always trying hard, especially with your writing.

With best wishes for the future.

D. Matthews Lead inspector