

Boringdon Primary School

Inspection report

Unique Reference Number	113315
Local Authority	Plymouth
Inspection number	311204
Inspection date	1 November 2007
Reporting inspector	Stephen Lake

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	4-11
Gender of pupils	Mixed
Number on roll	
School	432
Appropriate authority	The governing body
Chair	Andrew Hartley
Headteacher	Ian Cload
Date of previous school inspection	22 March 2004
School address	Courtland Crescent Plympton Plymouth PL7 4HJ
Telephone number	01752 330424
Fax number	01752 335489

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues: the progress of higher-attaining pupils in writing at Key Stage 1; the rigour of the assessment and target-setting process at Key Stage 2, especially for higher-attaining boys; and the impact of the change to a more shared and distributive style of leadership. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a large school in which almost all of the pupils are from White British cultural backgrounds. The school serves a very diverse area, and attainment of children entering the school is below that normally expected, with a large proportion well below. The proportion of pupils entitled to free school meals is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It is best summed up in the words of one of the very many parents who wrote in praise of the school, 'Boringdon is an excellent school which has exceeded the expectations we had for our child when choosing where to attend'. The school has built upon the great strengths noted at the previous inspection, not only maintaining high standards for many years but continuing to improve. Despite the continued high standards, the school is not complacent and all staff and the excellent governing body are involved in a continual and relentless drive to make the school even better.

Central to the success of this school is the excellent vision and extremely high expectation of the headteacher that is shared by the governors and all those working in the school. The teamwork is incredible. Staff support one another very well and share ideas and expertise to the benefit of pupils. All staff feel that they have a strong role in leadership within their areas and acknowledge that this is due to the encouragement from the headteacher and the way that he recognises their individual strengths. One teacher said, 'It's a privilege to work in this school'. This distributive form of leadership not only encourages excellent teamwork but makes a huge contribution to the high standards achieved by pupils.

Although children start school with skills that are below those expected, the consistently good quality teaching enables pupils to make excellent progress. By the time they leave, pupils' achievement is outstanding. Standards are exceptionally high in English, mathematics and science. Although standards in writing are high, teachers have correctly identified that the achievement of some pupils, especially that of boys in Years 1 and 2, is not as high as it is in reading and mathematics. They have already taken excellent steps to remedy this. In particular, they have identified that pupils' thinking skills could be improved to enable them to reflect more upon their writing. The excellent standards in art are testimony not only to the inspirational teaching in this subject but also to the support of the artist in residence who inspires and supports both pupils and staff. Examples of the pupils' artwork are exhibited locally to great acclaim. Pupils do well in information and communication technology, music and physical education. The school sports teams are particularly successful in local competitions, reflecting the health and fitness of the pupils.

Pupils really enjoy school, as can be seen by their above average attendance. The curriculum provision is excellent, with a wide range of extra activities, visits and visitors. Pupils speak with enthusiasm about the way in which teachers make learning interesting and fun. They are keen to take part in all the activities provided and this is a key factor in their excellent personal development, including their spiritual, moral, social and cultural development. Behaviour is excellent. The calm purposeful atmosphere seen immediately when one enters the building typifies the school. The school ethos is one of continual support for one another. Pupils are caring and considerate to one another, helping each other whenever possible. They contribute very well to the smooth running of the school and, in doing so, gain valuable skills that help them prepare for their future economic well-being.

Parents are rightly impressed by the very good quality care and guidance in this school. Pupils feel safe and, as a result of the good quality guidance, know how to stay safe. Parents feel closely involved in the school and the vast majority feel that they are well informed about how well their child is doing. Pupils appreciate the very good teaching and speak highly of the help that they get from teachers and teaching assistants. Teachers plan carefully to ensure that the

needs of pupils are met. Good-quality questioning encourages pupils to think and reflect. Teachers are building on this through the developing work on thinking skills.

Teachers know the pupils extremely well. The good quality assessment procedures are used very effectively to guide pupils in improving their work and achieving the best that they can. As a result, boys who attained well at Key Stage 1 are now being appropriately challenged and are achieving as well as other groups. A particularly good feature is the good quality marking where targets are set for pupils for the next lesson. Pupils commented on this and said that they found them a useful way of knowing what they needed to do to improve. Children with learning difficulties receive excellent support that enables them to make the same progress as other pupils. Nevertheless, governors are concerned that pupils with disabilities that require them to use a wheelchair cannot really access the building, due to the difficult site. They are aware that this makes it difficult for some parents who would otherwise wish their children to come to this school. Governors are very active in seeking support from the local authority to improve the building.

Effectiveness of the Foundation Stage

Grade: 1

The rich and stimulating environment and excellent teamwork between teachers and teaching assistants ensures that children get a very good start in this school. All adults are sensitive to the needs of the children and skilled at meeting these. Detailed and rigorous assessment of children ensures that activities are matched very well to the needs of individuals. Children with learning difficulties are identified early through these procedures. This ensures that they are given additional support and make good progress. The key strength of the teachers is the way in which they develop children's social skills and prepare them for learning. This sets the tone for the rest of the school. A parent of a child in Reception summed this up saying, 'We had high expectations of the school before our daughter started and so far these expectations have been surpassed'. Children are really motivated to learn and all engage in activities. They clearly enjoy learning and are eager to talk about what they are doing. The high quality teaching ensures that children make excellent progress to achieve the expected levels by the time they start Year 1.

What the school should do to improve further

- In the context of the school's undoubted ability to improve further, the school should:
- build upon the good work already taking place to develop pupils' thinking and creative skills to develop even more confident and independent learners.

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Annex A

Inspection judgements

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

2 November 2007

Dear Pupils

Inspection of Boringdon Primary School, Plymouth PL7 4HJ

Thank you for making me so welcome when I visited your school and for telling me so much about it. Here are some of the things that I found out:

- you think Boringdon Primary is a really good school. I agree with you; in fact, I think that it is outstanding
- you enjoy school very much and feel that your teachers help you a lot
- the school looks after you extremely well and gives you really good support when you need help
- your behaviour is excellent and you all work hard to make your school the way that it is
- you are doing very well and achieving exceptionally high standards because of the excellent teaching
- the school gives you many interesting things to do that make learning fun
- I was really impressed by your success in sports and by the excellent artwork.
- your school is so good because of the outstanding leadership of your headteacher and the governors
- I was particularly impressed with the way that everyone in the school works as a team to try to make the school even better than it is.

There is very little that your school needs to do better but I have asked them to look at just one thing that I think will help you.

- the teachers can do even more to help develop your thinking skills.

Thank you for being so helpful and polite when I was with you.

Yours sincerely

Stephen Lake Lead Inspector