

# Boothville Primary School

## Inspection report

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<b>Unique Reference Number</b>	121931
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314153
<b>Inspection date</b>	17 September 2008
<b>Reporting inspector</b>	Alison Cartlidge

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	498
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Croft
<b>Headteacher</b>	Philip Buckle
<b>Date of previous school inspection</b>	22 November 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Booth Lane North Northampton NN3 6JG
<b>Telephone number</b>	01604 491545
<b>Fax number</b>	01604 642830

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

provision and progress in the Early Years Foundation Stage (EYFS)

provision and progress in literacy and numeracy

how well leaders track pupils' progress

the impact of members of staff and the curriculum on pupils' enjoyment of school.

Evidence was gathered from: discussions with pupils, members of staff and governors; observations of teaching and learning; views of parents; and scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors 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

Pupils come to this larger than average sized primary school from the town of Northampton. The proportion of pupils entitled to free school meals is broadly average. The school has a below average proportion of pupils with learning difficulties and/or disabilities. The school has been involved in re-organisation and extensive building works over the last six years.

The governing body provides before- and after-school care in the 'Zig-Zag' club for children in the Reception classes and up to Year 6, and lunchtime care in the 'Teddy Bears' Picnic' club for children in the Nursery classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pupils achieve well at this good school. Welcoming members of staff and an interesting curriculum contribute well to the pupils' thorough enjoyment of learning. On entry to the EYFS, the majority of children are working within the levels typically expected for this age group. Children settle quickly into school routines and make a good start in their education. Good teaching between Years 1 and 6 enables pupils to continue to make good progress, and by the end of Year 6, standards are above average overall. Pupils learn more quickly in English and science, because teachers use their good subject knowledge and exciting practical activities to engage the pupils' interest fully. Members of staff promote speaking and listening especially well, enabling pupils to become confident and articulate. In mathematics, standards are slightly lower than in English and science and pupils do not always learn as quickly as they could during whole-class work. This is because, while pupils work in groups according to their ability, there are occasions when all are working together and the work is insufficiently different for the range of abilities in each set. At these times, some pupils are not fully involved.

Teachers have good relationships with the pupils and use praise well to help them feel valued. They explain the purpose of each lesson carefully and instructions for tasks are clear, enabling pupils to work quickly in most lessons. Pupils are involved in assessing their own learning. Their involvement is greater in English than in mathematics. In English, they complete their own checklists, identifying what they have learnt, and teachers give clear information on what they need to do next to improve. Teachers and teaching assistants provide good support for pupils with learning difficulties and/or disabilities, enabling them to make good progress towards their individual education plans.

Good, care guidance and support help pupils to feel safe at school and in the 'Zig-Zag' and 'Teddy Bears' Picnic' clubs. Pupils behave well, support each other and are polite and friendly. Their spiritual, moral, social and cultural development is good. Pupils respect the views of others and are kind and helpful. They take responsibility very seriously and the school council is proud of its achievements and the way it helps to support charity work. Most pupils feel safe from bullying and are satisfied with the way teachers tackle unkindness. One pupil reflected a typical view by saying, 'We have the odd argument but I haven't heard of any bullying.' Pupils contribute to the community well. The school is successfully increasing the pupils' knowledge of multicultural Britain by bringing in visitors to represent a wider range of ethnic backgrounds.

Pupils have a good understanding of how to stay safe and are thoroughly prepared to use the Internet safely. Members of staff ensure that procedures for safeguarding pupils are fully in place. The school works closely with external agencies such as parents, other schools and health services to support the well-being of all of its pupils. While rates of attendance are no better than average, these do not reflect the pupils' thorough enthusiasm for school. Some parents choose to take their families on term-time holidays. The school works hard to discourage this and rates of attendance are improving.

The good curriculum provides a wide range of interesting activities. Pupils make comments such as, 'Lessons are good', and 'I like everything'. There are good opportunities for pupils to use their information and communication technology (ICT) skills across the curriculum. For example, pupils thoroughly enjoy using a computer programme that allows them to compete against themselves and each other when checking how well they can carry out mathematical calculations or learn scientific facts. The school is working well to expand the opportunities for

pupils to use their literacy and numeracy across the curriculum. There are good opportunities for pupils to develop the creative arts during themed weeks such as the recent 'cultural diversity art week'. The curriculum supports pupils' personal development well, and helps them to lead healthy lifestyles. For example, pupils take frequent exercise and have a clear understanding of the importance of eating healthy food.

Good leadership and management ensure that leaders have a clear vision for the school and that provision is continuing to improve. The well-respected headteacher, new senior management team and governors work together well as a team. They are enthusiastic and strongly committed to improving pupils' progress further. They have managed the recent changes to the school buildings with the minimum of disruption to the pupils. Improvements in pupils' progress, assessment arrangements and provision for ICT from the time of the last inspection demonstrate that the school has a good capacity to go on improving. Good systems for self-evaluation enable leaders to know the school's strengths and areas for development. Senior leaders are aware that the vast amount of information kept on pupils' progress is not always presented in such a way as to make it easy for staff to identify and tackle dips in progress quickly. The school sets and achieves challenging targets. Pupils' good personal development and good basic skills prepare them well for the next stage of their education and later life.

Most parents are very pleased with the work of the school. Several parents summed up the positive views of many others by writing, 'The teaching staff are very encouraging and motivate the children to achieve' and 'There never has been a day when our children did not want to come to school. They have always felt safe and well cared for.' These comments demonstrate what the school does especially well.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Good provision enables children in the Nursery and Reception classes to achieve well, and as a result of this, standards are slightly above average when they start in Year 1. Members of staff are good at helping children to learn and develop. They focus especially well on speaking and listening and as a result, children become confident and keen to take part in conversations. Children's personal development is good. They play together happily and share resources sensibly. Members of staff are good at promoting the children's welfare. They care for the children well, including in the 'Teddy Bears' Picnic' club, and forge good links with parents. One new parent spoke for others by saying, 'The teachers are very cheerful and the classroom is a bright place with an amazing amount of things to do.' Leadership and management of the EYFS are good, and senior members of staff have clear plans to improve provision further. For example, they are increasing the rigour in monitoring their assessments.

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

- Ensure that teachers consistently challenge and involve all pupils throughout mathematics lessons and provide them with clear guidance on how they can improve.
- Strengthen the way information about how well pupils are doing is organised and used, so that leaders can identify and tackle dips in progress more swiftly.

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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?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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



**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

18 September 2008

Dear Children

Inspection of Boothville Primary School, Northampton NN3 6JG

Thank you for welcoming us to your school and for sharing your work with us. We are pleased that you thoroughly enjoy coming to this good school.

Here are some good points about your school:

- You make good progress, especially in English and science.
- You behave sensibly and take responsibility well.
- You know how to stay safe and healthy.
- Teaching is good and your teachers help you to enjoy school by making lessons fun.
- You study a good range of interesting topics and I enjoyed your exciting computer competitions.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors know how to make the school even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now:

- Always give you mathematics work that is just right for you and show you more clearly how you can improve.
- Improve the way leaders check that everyone is learning as well as possible, so that they can respond quickly when needed.

We thoroughly enjoyed talking with you about your school and wish you well for the future.

Yours sincerely

Alison Cartlidge Lead inspector