

Boynton Primary School

Inspection report

Unique Reference Number	117830
Local Authority	East Riding of Yorkshire
Inspection number	326693
Inspection dates	22–23 October 2008
Reporting inspector	Gordon Potter

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	62
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
Appropriate authority	The governing body
Chair	Mr Mark Hall
Headteacher	Mr Joe Dodd
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Boynton Bridlington YO16 4XQ
Telephone number	01262 677880
Fax number	0

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Boynton Primary School is a small school situated in a rural area. The proportion of pupils entitled to free school meals is below that found nationally. The proportion of pupils with a statement of special educational need is well above average and the proportion of pupils with learning difficulties and/or disabilities is well below the national average. All pupils are of White British background. The school provides education for children in the Early Years Foundation Stage (EYFS).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Boynton Primary is a good school where pupils' personal development is outstanding because the school offers them outstanding care and an outstanding curriculum. Teachers strive to make lessons interesting and pupils thrive on the challenge. Parents unanimously support the work of the school. They speak of children 'who cannot wait to get into the doors, a sure sign that they are cared for, stimulated and valued'. Exemplary target setting and marking allows pupils to know exactly what they need to do to improve their work and this is beginning to help to increase standards.

Pupils are engaged in a range of interesting activities which are very well matched to their age and ability. The school's emphasis on developing reading and writing skills has helped them improve standards in English. Strengths of learning are the ways pupils can focus on independent tasks as well as work collaboratively with others. Good teaching makes learning exciting and support pupils extremely well. Children enter school with skills which are broadly typical or slightly above what is expected for their age. Results of the 2008 assessments for Year 2 and the unvalidated tests for 11 year olds indicate that standards are above average and achievement is good across school. Last year, every pupil in Year 6 achieved the national expectation in all subjects with many achieving the higher levels, especially in reading.

Outstanding relationships and sensitive support from a caring staff promote outstanding levels of personal development. Pupils know that there is always someone to turn to if they need help. Attendance is good. Pupils' behaviour is outstanding and contributes to their enjoyment of school. Pupils readily take on responsibilities, such as being school council members or playground helpers. Pupils develop an outstanding understanding of how to keep healthy and stay fit, as the school strongly promotes these aspects. The school's strong focus on developing pupils' academic and personal development, including an impressive focus on information and communication technology (ICT) gives them an outstanding preparation for their future economic well-being. While pupils' spiritual, moral, social and cultural development is good, they have too little understanding of faiths and cultures other than own or the multi-ethnic nature of modern Britain.

Leadership and management are good. The thoughtful leadership of the experienced and respected headteacher has empowered all teachers. Together they have introduced a range of appropriate initiatives to raise pupils' attainment. Staff are motivated to make lessons exciting and relevant and to show pupils how to improve their work. There is a clear understanding of the school's strengths and weaknesses. Governance is outstanding because governors are involved in the daily life of school and challenge it to even greater improvement. Based on the improvements made since the last inspection and the clear focus on initiatives which are beginning to raise standards, the school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with skills which are in line with or slightly above those typical for their age, although in a small school this varies. They settle very quickly because staff get to know them well before they start school. They enjoy school and have good relationships with adults and other children. Children make good progress including those with learning difficulties and/or disabilities because of the way teachers and the nursery nurse effectively manage the

provision. They make good use of a range of resources, although the outdoor play area is under used. Teachers foster children's development in all areas of learning. Children follow classroom routines well. They work well independently and remain focused on activities which are well designed to hold their involvement. They also work and play well together and listen with interest to one another. By the end of the Early Years Foundation Stage (EYFS), attainment is generally above expectations and children have made particularly good progress in reading because of a strong emphasis on the teaching of letters and their sounds. Children are well cared for and good systems are in place to ensure they are safe and secure. They understand how to be safe and are encouraged to adopt healthy eating habits. Children have a good understanding of the wider world through creative use of play and are actively encouraged to solve problems and use ICT well. The EYFS is well led and managed by a team who plan well together. The observations and records of children's work and achievements are exemplary and are used to ensure that work is planned which will enable all children to continue to make good progress.

What the school should do to improve further

- Improve pupils' knowledge and understanding of faiths and cultures other than their own.
- Increase the opportunities for children to be involved in outdoor activities in the EYFS.

Achievement and standards

Grade: 2

Standards are above average and achievement is good. Children enter school with skills which are typical or slightly above expectations for their age. In 2007, standards in the teacher assessments for 7 year olds were well above average. In 2008, standards were above average and progress was good taking into account pupil mobility and the impact of staffing changes. In 2007, the results for pupils in the national tests for 11 year olds showed average standards and satisfactory progress. Unvalidated results for tests taken in 2008 show an improvement with above average standards and good achievement. Every pupil achieved the nationally expected level with many pupils achieving the higher levels especially in reading. Writing has been a weaker aspect of pupils' achievement. Strategies adopted by the school have had a significant impact on standards in writing. Pupils are making more rapid progress and standards are now above average. Pupils with learning difficulties and/or disabilities make outstanding progress because of the high level of care and support and the exciting curriculum provided for them in their lessons.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Behaviour is exemplary and the pupils all take care of one another in school. Their enjoyment of school is outstanding because their lessons are fun and because they feel safe and secure. They know how to eat healthily and love to take exercise. Their parents say that they blossom and thrive in school. Attendance is above average. Pupils contribute to school life through being involved in developments in the grounds like the play area and the woodland walk. Their contribution to the local community is good with involvement in charity, church festivals and 'Bridlington in Bloom'. Strong skills in reading and ICT allied to developing success in writing and their ability to work together means that they are extremely well prepared for the next phase of their education. Their spiritual, moral, social and cultural development is good. While the moral and social aspects

are strong and they have a clear understanding of aspects of the Christian faith, they have a less clear understanding of other faiths and cultures or of the multi-cultural nature of modern Britain.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are well planned with clear learning objectives so that pupils of all ages and abilities know clearly what they are to learn. This is supported by exemplary target-setting which are shared with pupils so that they know exactly what they need to do to improve their work. They are encouraged to assess their own and others' work and allied to excellent marking by their teachers this has helped them to make more rapid progress, especially in writing. Pupils are involved in a range of interesting learning activities which encourages them to develop both their independent learning skills and their ability to work with others. A particular strength is the way teachers direct learning and use questions to encourage pupils to think and to develop their ideas. Occasionally, teachers lead a little too much and miss opportunities for pupils to explore for themselves. Teaching assistants are used very well to support learning especially for the pupils with learning difficulties and/or disabilities. Their careful guidance enables these pupils, especially those with a statement of special educational need, to make outstanding progress.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is stronger than it was at the last inspection. It offers a strong focus on literacy, numeracy and ICT. There is an impressive emphasis on developing the creativity of pupils through art and drama. All pupils now have the opportunity to learn a musical instrument before they leave school. Pupils are encouraged to see the links between subjects through the study of topics which are of interest to them, like China and the Second World War. The curriculum contributes to the global aspects of community cohesion. It encourages pupils to understand life in other countries, although opportunities are occasionally missed to include activities that would allow pupils to explore other faiths. The school's focus on providing opportunities for pupils to write in all subject areas and the way it encourages pupils to read have had a significant impact on improving their writing. The curriculum enthuses all pupils in the school and plays a large part in enabling pupils with learning difficulties and/or disabilities to play a full and active part in all the school has to offer. An excellent range of enrichment activities enhance the curriculum. These include visits to museums and the theatre, and a wide range of extra-curricular activities like drama and cooking which pupils can enjoy with their parents.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Every child feels nurtured by the school because their teachers know them well and ensure that they thrive. Outstanding links with external agencies support pupils' individual needs most effectively. Pupils with learning difficulties and/or disabilities are particularly well cared for and make outstanding progress. Close links with parents and with partner nurseries and schools ensure that children are ready to enter

school and to move between phases of education. An excellent programme of personal, social and health education supports pupils' outstanding personal development and well-being. The procedures for tracking pupils' progress are outstanding and are beginning to have a real impact on raising standards because pupils know exactly what they need to do to improve their work. Parents unanimously support the work of the school and the way it encourages their children to flourish. All necessary safeguarding and health and safety procedures are in place.

Leadership and management

Grade: 2

Leadership and management are good. The excellent leadership of the headteacher has created a thoughtful approach to management which involves all members of staff in the development of key areas of improvement. This is particularly clear in the changes made in the curriculum, in the tracking of pupils' progress and in the development of pupils' writing. There is skilful deployment of staff and management in the EYFS and teaching assistants are used very well. Very challenging targets have had an impact on raising standards and helping pupils to improve their work. The school knows itself well and clear direction is set for further improvement. Governance is outstanding because governors are intimately involved in the life of school, gathering children's views, monitoring what happens in classrooms and ensuring that the headteacher provides a high level of education and support. Contribution to community cohesion is good but governors need to ensure that pupils become more aware of life in other faiths and cultures.

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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?	1
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 ¹ 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	1

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	2
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 learners' needs?	2
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
How well equality of opportunity is promoted and discrimination eliminated	1
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	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

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

24 October 2008

Dear Pupils

Inspection of Boynton Primary School, East Riding of Yorkshire, YO16 4XQ

Thank you so much for making me welcome when I inspected your school. Boynton Primary School is a good school and many aspects of it are outstanding. The staff care for you extremely well and help you to learn because they want to make your lessons fun and exciting. They tell you exactly what you need to do to make your work better. The work you are asked to do and the trips and clubs you are offered are outstanding.

I was pleased to see that you work hard and do your best. You come to school on time and all of you behave extremely well in the playground. I think that your behaviour is outstanding. I found that you are very polite and helpful and I enjoyed talking to you about your school. You told me that you love school and that you like your teachers. You said you appreciated the activities the school provides for you like the visits to museums and the theatre. All of your parents and carers like the school very much, especially the way your teachers care for you and help you to enjoy your learning.

I talked to your headteacher and staff about what could be done to make your school even better; this is what we came up with:

- improve your knowledge and understanding of faiths and cultures other than your own
- increase the opportunities for Reception children to learn in the outdoor play area.

You can help by always doing your best. Thank you for all your help and I wish you every success in all you do in the future.

Yours sincerely

Gordon Potter

Lead inspector