

Boston Tower Road Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 120688 |
| Local Authority | Lincolnshire |
| Inspection number | 327341 |
| Inspection dates | 3–4 June 2009 |
| Reporting inspector | Brian Sharples HMI |

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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| Type of school | All-through |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 622 |
| 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 Simon Horniblow |
| Headteacher | Mr Dominic Loyd |
| Date of previous school inspection | 10 July 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Ashlawn Drive Boston Lincolnshire PE21 9PX |

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|--------------------------|---------------|
| Age group | 4–11 |
| Inspection dates | 3–4 June 2009 |
| Inspection number | 327341 |

Telephone number
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|--------------------------|---------------|
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors.

Description of the school

This is a larger than average sized school with Early Years Foundation Stage provision for children in the Reception classes. The proportion of pupils from minority ethnic backgrounds and the proportion whose first language is not English are below average. The number of pupils eligible for free school meals is well below average. The percentage of pupils with learning difficulties and/or disabilities including statements of special educational needs is below average. The school has Healthy Schools status and has gained the Activemark and Charter Mark for sport.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school overall. When entering the school a visitor immediately feels the friendliness, warmth and caring atmosphere. The care, guidance and pastoral support provided for the pupils is outstanding. As two parents said, 'The staff are caring and reassuring and are willing to listen to any concerns', 'All my children have gone to Tower Road and have all been really happy there'. These comments capture the positive attitude shown by the great majority of parents towards the school. Pupils feel safe and secure in and around the school knowing that any problems will be sorted out quickly by staff.

The overall quality of teaching and learning across the school is good with some elements of outstanding practice. Teachers are well liked and respected by the pupils. Marking of pupils' work is used regularly with the best practice seen in literacy books. However, teachers' comments are not consistently written in a way that will help pupils know how to improve their work.

Provision in the Foundation Stage is good overall. The leadership is excellent as is the pastoral care and development of the children. Children enter Reception with skills and knowledge that are below those typical for their age. By the time they enter Year 1 they have made good progress and have reached levels that are typical for their age. As pupils move through Years 1 to 6 they make good progress and overall standards of attainment are above national averages by the end of Year 6. Pupils with learning difficulties and/or disabilities make good progress because they have good, additional support and activities are matched well to their learning needs.

The pupils are proud of their school and want to be a part of it. This is reflected in the good levels of attendance and the outstanding behaviour around the school. Pupils are actively involved on the school council and have made several suggestions for improving the school. Pupils are making a positive contribution to the school and local community. For example, pupils spend time visiting residents in a local elderly people's home and take part in many fund-raising activities for national and international charities. The school does some outstanding work in developing the wider aspects of pupils' lives through an excellent curriculum which includes a comprehensive range of sporting and extra-curricula activities.

Overall the quality of leadership and management is good. The headteacher and deputy headteacher provide strong leadership and together with other members of senior management and governors provide a clear vision for moving the school forward. Monitoring and evaluation in English and mathematics are highly effective. The school is extending this degree of rigour to other subjects as they become priorities for improvement. The school manages human resources and finances efficiently. Overall the school provides good value for money. The school has an excellent resource in the site manager who is used extremely well to build new learning environments around the school. There is outstanding capacity for the school to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Reception year with skills and knowledge that are below those typical for their age, particularly in communication, language and literacy, knowledge and understanding of the world and physical development. They make a good start to their education because of the well-planned provision and consistently good teaching. They make good progress in all areas of learning, particularly their physical skills and knowledge and understanding of the

world. This is a result of the dedicated and exceptional leadership of the Foundation Stage leader and headteacher. Staff are highly committed to the children's welfare so that their personal development is outstanding. There are extremely good induction arrangements and good partnerships with parents and carers to ensure that children are cared for well. A good balance exists between adult-led activities and those that children choose for themselves. Teachers and support staff make thorough and accurate observations and assessments so that teaching activities are matched carefully to the full range of children's abilities. Adults provide a secure and challenging environment where children learn happily and quickly. A recent building project has caused some interim disruption to the outside learning area but staff have continued to use this very innovatively for all areas of learning, making sure that it is supervised well and safe for the children.

What the school should do to improve further

Improve teaching and learning and standards by:

- ensuring that all teachers use assessment and marking consistently well to inform pupils about the next steps in their learning.
- extending the school's rigorous monitoring and evaluation to all subjects as they become priorities for improvement.

Achievement and standards

Grade: 2

Pupils enter Year 1 with skills and knowledge that are broadly in line with those typical for their age. Standards at the end of Year 2 and 6 have consistently been above the national average since the previous inspection.. The school has responded very effectively to a dip in results last year. In 2008 at the end of Year 2 standards were below national averages in reading and mathematics and close to the national average in writing. In Year 6 English and mathematics result were close to the national average. Additional staffing has been very well targeted so that pupils' progress is much improved in both these year groups. The school's tracking data indicates improved standards in Years 3 to 5. Inspection evidence confirms that throughout the school pupils are making good progress and standards are above what might be expected. Pupils with learning difficulties and/or disabilities make good progress from their starting points because of good support they receive. Those whose first language is not English achieve well.

Personal development and well-being

Grade: 1

Pupils really enjoy school and this is reflected in their good attendance. The school actively promotes the development of healthy lifestyles and pupils have an excellent understanding of the importance of being healthy. They are encouraged to eat healthily and they have many opportunities for exercise and take advantage of the extensive school grounds whenever possible. The huge range of sporting opportunities offered to all pupils is a significant strength of the school. Attendance at after-school clubs is exceptional, for example over 200 pupils take part in athletics training. Overall the behaviour of pupils is outstanding. They set themselves high standards of behaviour and show great respect towards one another and to adults. Good spiritual, moral, social and cultural development means that pupils have a clear understanding of the difference between right and wrong and respect others' points of view. Relationships in the school are outstanding and pupils are confident when talking to adults. Links with the

local community are outstanding. Pupils have a good understanding of the local cultures and customs of others and this is supported by their international links. The school council is well developed and pupils feel that they can influence and support the future development of the school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall with some outstanding lessons seen during the inspection. The quality of peer and pupil and teacher relationships provide a very supportive climate in which learning is good and adults' expectations of pupils' behaviour is high. This results in behaviour that is often exemplary and leads to good attitudes to learning and good achievement. Lesson planning is generally detailed, particularly for literacy and numeracy. Teachers use assessment information increasingly well to make sure that activities match the range of pupils' next steps for learning. Questioning skills are good but sometime adults do not extend pupils answers to provide sufficient challenge. In outstanding lessons there is a general 'buzz' of excitement that inspires pupils to learn, to do their best, to value success and to work collaboratively together. These lessons use a variety of teaching styles that maintain pupils' interest and develop knowledge and skills very effectively. Where lessons are less successful, teachers talk for too long so that there is insufficient time for pupils to complete independent tasks. Also in less successful lessons, learning is not focused sufficiently to promote good progress or the lesson ending does not draw together what pupils have learnt very well. Pupils with learning difficulties and/or disabilities make good progress because they are supported effectively by teachers and teaching assistants. Marking is regular and some teachers make useful comments to help pupils to improve their work, but this is not consistent across all classes and subjects. Most teachers set individual targets for literacy and mathematics but they are not consistently used well in lessons and many pupils are not sure of what their next steps to learning are.

Curriculum and other activities

Grade: 1

The curriculum is offering pupils a wide range of imaginative, challenging and well planned activities that enable them to achieve to their potential. The curriculum is also greatly enhanced by the excellent learning environments which exist all around the school. The rich curriculum is a strong reason why pupils enjoy their learning so much and provides equally well for the needs of all pupils. For example, the provision and support for pupils with learning difficulties and/or disabilities is good. The introduction of specialist subject teaching in physical education, drama, music, French and information and communication technology (ICT), and the growing use of cross-curricular projects are stimulating pupils' interest in learning. Teachers' planning is providing many opportunities for pupils to use core skills, including ICT. An outstanding array of enrichment activities, notably in sport, adds significantly to the overall quality of the curriculum. The extent to which the curriculum now expects pupils to take more responsibility for their own learning and progress has added materially to the promotion of pupils' life skills and their personal development as future citizens.

Care, guidance and support

Grade: 1

There is a strong emphasis on pupils personal, social and health education and pupils have a very positive attitude to learning. Parents praise the high level of care demonstrated by the teachers and other staff. Provision for pupils with learning difficulties is good and teaching assistants are well deployed to support their needs. Support for vulnerable pupils is good. The transition arrangements for all pupils are outstanding and the arrangements for Year 6 are particularly good. Pupils are well informed about their progress, and targets are matched to individual needs. The school's pupil tracking system is used well and it helps the school to prioritise those pupils who require additional support. Pupils have plenty of opportunity to work collaboratively and teamwork is actively promoted during lessons. The school fulfils all safeguarding requirements. Systems are robust and regularly reviewed. At lunchtime and playtime pupils enjoy a safe environment. In pupil discussions they all report that they feel safe. Any minor disagreements are always dealt with effectively. The use of playground buddies is seen as positive, particularly by vulnerable pupils.

Leadership and management

Grade: 2

The leadership and management of the school are good. A particular strength is the leadership and drive provided by the headteacher who is totally committed to the welfare and achievement of all pupils. This feeling is echoed by many parents through their response in the inspection questionnaire. The school development plan effectively identifies those areas for improvement needed to move the school forward. The headteacher operates a good system of devolved leadership and management. Staff with management responsibilities are empowered and trusted to take responsibility for their area of work. The school sets and uses challenging targets to raise standards of attainment. This was clearly evident in the way the school raised standards following the dip in 2008. The school's leaders know the strengths and areas for improvement well. The school's progress is regularly monitored and evaluated and inspectors agreed with the school's own judgements in most areas of its work. Equality of opportunity is promoted well and there is an inclusive ethos which runs throughout the school.

The school makes a strong contribution to promoting community cohesion and cohesiveness. Staff and pupils work together on a wide range of activities to create a harmonious school community. The school has developed several links with schools in other countries and the use of external visits, assemblies and a well planned curriculum all contribute greatly to the community cohesion agenda. The governing body has established good procedures to ensure that their duties and responsibilities are covered well and they take an active part in the life of the school. For example governors take time once a year to spend a week in school and an evening that focuses specifically on the school's next development plan. Partnerships with local agencies and schools are strong. The majority of parents feel that communication between them and the school is good.

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

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

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 | 1 |

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? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

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 | 2 |

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 | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

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 | 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 | 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 | 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**

5 June 2009

Dear Pupils

Inspection of Boston Tower Road Primary School, Boston PE21 9PX

Thank you for welcoming us to your school. We thoroughly enjoyed the opportunity to talk with you about your work and to listen to your views about the school. We have decided that Tower Road is a good school with several outstanding aspects. We recognise that you, along with the teachers, parents and other helpers, all help to make it the way it is.

What we liked most about your school.

- The good standards you achieve during your time at school.
- The good leadership of the school by your headteacher, senior leaders and governors.
- Your excellent behaviour, manners and attitudes towards school.
- The majority of the teaching is good and helps you to do your best.
- The excellent care, guidance and support available for you.
- The excellent range of curriculum and extra activities available to you.
- The interest your parents show in the school and that most of them rightly believe it is a good school.
- The friendly, caring and warm feel that we had as we went around school.

What we have asked your school to do now.

- We have asked your teachers to help you improve your learning through better marking of your work.
- We have asked all teachers in charge of subject areas to make sure they support all staff and deliver standards to the same high level.

The inspection team hope you are pleased with the things we have said about your school and that you are proud of what you, your staff, governors and parents have achieved. We found our two days in the school to be a very welcoming and enjoyable experience.

Best wishes for the future

Brian Sharples

Her Majesty's Inspector