

Boston Carlton Road Primary School

Inspection report

Unique Reference Number	120500
Local Authority	Lincolnshire
Inspection number	339711
Inspection dates	17–18 May 2010
Reporting inspector	Melvyn Blackband

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 of pupils on the school roll	491
Appropriate authority	The governing body
Chair	Jayne Coddington
Headteacher	Adrian Reed
Date of previous school inspection	8 May 2007
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Introduction

This inspection was carried out by four additional inspectors. 20 lessons were observed and 14 teachers seen. Meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at documentation on the pupils' progress and well being, their attendance and behaviour. The school's planning was also scrutinised. The inspectors looked at 85 parental and carer questionnaires, 105 pupil questionnaires and 26 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement and progress of pupils with special educational needs and/or disabilities and those with English as an additional language.
- the quality of assessment procedures and how this translated into effective planning and target setting.
- standards of behaviour and attendance and how far this impacts on the pupils' achievement.
- the effectiveness of leaders and the governing body in monitoring and evaluating strategies to improve on the school's performance.

Information about the school

This is a large primary school. Although most pupils are White British, there is a minority of pupils of White Eastern European origin. Many of these pupils have arrived relatively recently in the country. The proportions of pupils known to be entitled to free school meals, with special educational needs and/or learning difficulties, and pupils speaking English as an additional language are substantially above national averages. The school is federated with a local Technology college. A third school, a local primary and nursery school, joined in the federation in 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Since the previous inspection, when the school was judged to be satisfactory, there has been substantial and sustained improvement. The standards of pupils' work, though still satisfactory, have shown a consistent upward trend and the rate of pupils' progress has increased significantly. The provision for the children in the Early Years Foundation Stage is good. The children get off to a sound start in the school. The relatively large numbers of pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress, often at higher rates than those expected nationally.

There are several reasons for the improvement. Firstly, the standards of teaching and assessment have been raised considerably since the previous inspection. Lessons are now almost uniformly good. The assessment of pupils work is comprehensive and well focused on their progress so that leaders are able to detect any signs of underachievement quickly and intervene decisively to support individuals or groups of pupils. However, the assessments are not used effectively enough in some cases to give pupils clear targets which they understand. Pupils, sometimes, do not understand exactly what they need to do to improve their work further.

The pupils have also benefited from the good arrangements for their care and guidance. They feel safe and secure and their conduct is good, because teachers manage their behaviour well. The school is able to offer a wide range of effective support to pupils with additional difficulties and this plays an important part in maintaining the well-being and self-confidence of the learners. Partnerships with other schools, especially those with which the school is federated, have been extremely successful in providing support to pupils and teachers. The pupils are able to access a comprehensive support network, centred on the federated high school, while teaching has benefited from the input of specialist teachers and the opportunities to share good practice with a much wider range of colleagues. The levels of attendance are low. Despite the school's determined efforts to reduce absence, too many pupils fail to attend regularly. This results in some pupils not learning as fast as they could.

The good leadership and management have driven the improvements. The executive headteacher, by virtue of his experience and expertise, has shown outstanding leadership. Together with the head of the school, he has given a clear direction and inspired his staff to raise standards consistently. Under his guidance, the wider leadership team have developed their skills so that they monitor teaching and the pupils' learning effectively. The school's managers evaluate rigorously and improve on every aspect of the school's performance. They are supported by an active governing body, which is increasingly holding the school to account and maintaining an effective

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overview of provision. The success of leaders and teachers in raising the level of the school's performance, the high quality of future planning and rigorous monitoring of present provision indicates the school has a good capacity to improve further.

What does the school need to do to improve further?

- Increase the attendance of all pupils to the national average
- Improve the use of assessment to provide more detailed feedback to pupils on how they can improve their work

■

Outcomes for individuals and groups of pupils**2**

Many children in the Early Years Foundation Stage enter the school with low starting points since they are at the earliest stages of learning English and this acts as a barrier to their achievement. Nevertheless, they make good progress. The pupils in Key Stage 1 make satisfactory progress and there has been a steady trend of improvement over the last three years. By the time pupils leave the school at the end of Year 6, they have significantly narrowed the gap in attainment compared to national averages in mathematics and science, although their attainment remains below average in English. This represents good progress, particularly for pupils with English as an additional language and those with additional learning needs. The school is aware that relatively few pupils reach the higher level 5 and has set challenging targets to raise standards further in 2010. Pupils make good progress in lessons. For instance in a Year 3 lesson, pupils of all abilities were able to use previously learned vocabulary to explain confidently the differences between two dimensional and three dimensional shapes.

The school is a calm, happy and safe place where the pupils enjoy their learning. Their behaviour is good and they demonstrate positive attitudes to their work. They feel very well cared for by staff and are confident that any problems they have will be sorted out. The 'Behaviour Improvement Programme' (BIP) along with the high levels of support from staff for pupils and families at the early stages of speaking English are having a positive impact on the pupils from the most challenging circumstances. This is particularly evident in improving their self-esteem, confidence and behaviour.

Pupils' spiritual, moral, social and cultural development is good. Pupils demonstrate high levels of empathy, tolerance and understanding. Consequently, pupils from different cultural backgrounds work and play together harmoniously. A large majority of pupils say that they have a good understanding of how to stay healthy and that the school helps them to eat well and take part in a wide range of physical activities. The pupils are involved in the school and local community. They make a good contribution through the school council. They participate in many local musical events. They take part in concerts and shows; for instance, the choir sings at a local old peoples' home. Their development of skills and attitudes to help them in their future education and employment is satisfactory. The pupils make good progress in basic skills and they gain useful experiences of local 'Enterprise' schemes which raise their awareness of economic issues. The overall level of attendance is, however, substantially below national average

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and this has an effect on the pupils' rates of progress.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The teaching observed during the inspection was uniformly good. It was characterised by effective planning which meant lessons proceeded with a good pace and sense of purpose. Resources are good and used well to promote the pupils' learning. Teachers used questions well to check that pupils have understood the work and the teachers emphasised key vocabulary consistently to ensure the full participation of those pupils developing the use of English. Teachers manage behaviour effectively and, as a result, the classrooms are calm places of learning where the pupils concentrate for long periods and try to produce their best efforts. Relationships are good and the pupils' positive attitudes to learning are enhanced by skilled and sympathetic support from teaching assistants. There is regular assessment of pupils' work and this clearly indicates when pupils are not making sufficient progress towards challenging targets. In these cases, effective, focused support is quickly made available. On occasion however, the pupils' targets are not clearly explained to them. The standard of marking is sometimes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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inconsistent and pupils are not given enough information about how to improve their work. This can slow down the pace of learning.

The curriculum is appropriately broad and balanced and is enhanced by a wide range of sporting and cultural extra activities in which most pupils take part and which encourage their positive attitudes to learning. Many pupils, for example, take up the opportunity to learn a musical instrument and enjoy performing regularly in the local community. The curriculum is effective because the detailed planning and thorough assessment of learning enables teachers to tailor activities effectively for pupils of all abilities. Most lessons include planned literacy and communication activities. There is also substantial and effective provision to support pupils learning English as an additional language through focused small group sessions. Throughout the school, pupils demonstrate good information, communication and technology skills and confidently use a wide range of resources.

The high standard of care and the supportive ethos results in happy children who enjoy school life. The school works well with a wide range of external support agencies. As a result, pupils with learning difficulties and those who are at the early stages of learning English receive a good level of support, which enables them to get the best out of their learning. The highly successful work being carried out by the 'Behaviour Improvement Programme' mentors is having a positive impact on those pupils from the most challenging circumstances. There are good procedures for introducing young children to the Nursery and Reception classes and for ensuring their smooth transition into Key Stage 1. There are excellent procedures for supporting the pupils' transition to the federated Technology College. The breakfast club is of good quality and ensures a healthy start to the day in a safe and happy environment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are good because leaders communicate ambition effectively and use their good understanding of the schools strengths and areas for further development. The executive headteacher and the head of the school have led significant change with skill and determination. All staff are involved in reviewing performance and in helping to plan for the future. Consequently, there is a clear, common purpose which permeates the life of the school. The school's commitment to equality of opportunity is good. Pupils receive the support necessary to allow them to

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reach their potential. As a result, the school is successful in removing the barriers to learning for pupils, improving their life chances and in tackling discrimination. Accurate self-evaluation leads to effective action being taken to remedy identified weaknesses and to the raising of standards through sharply focused school improvement planning. Child protection, risk assessment and safeguarding requirements are satisfactory and meet current statutory guidelines. Governors receive accurate detailed information about the school's performance and fully understand their role in providing appropriate challenge.

The school works well with outside agencies to support pupils' health, welfare, social and learning needs. It also works well with parents and carers to engage them in their children's learning. There are extremely effective partnerships within the federation of schools and this has an outstanding impact in promoting learning and the pupils' well being. Pupils regularly use the facilities at the Technology College; the deployment of specialist staff from the secondary partner has enriched the teaching of science, modern foreign language, design technology, drama and physical education. The partnership approach to funding has allowed the appointment of two qualified teachers and five teaching assistants to work across the federation to support pupils with English as an additional language. The school makes a satisfactory contribution to community cohesion. It promotes cohesion well within its own community and engages with a wide variety of local partners. For example, the pupils have worked with a Polish artist to raise awareness of the local Polish community by making a large image of the 'Boston Stump'. The school's planning identifies provision for engaging with the wider community and there are developing links with a school in Gambia.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children enter the school with skills that are generally well below the levels expected for their age. The Early Years Foundation Stage provision is good because the teaching, care and range of learning opportunities enable children to make good progress. Children settle extremely well into the Nursery and Reception classes because of effective procedures to introduce them to school. As a result, children get off to a good start in their learning, particularly in developing their independence and confidence. All staff are enthusiastic, well organised and have good understanding of how young children learn best. As a result, children show positive attitudes to their work and have the confidence to initiate activities for themselves as well as to follow clearly established routines. They learn quickly to take turns, to share and to work together because these experiences are integrated into all their learning activities.

Adults have good relationships with children and inspire confidence and success. Safeguarding procedures are secure and the children's welfare is promoted well. Staff assess continually how well children are achieving and use the information to plan further challenges. This means that, by the start of Year 1, increasing numbers of children are approaching the levels expected for their age and they have made good progress from their low starting points. Parents and carers are kept well informed and are encouraged to become involved in their children's learning. The Early Years Foundation Stage is well led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Nearly all parents and carers are positive about all aspects of the school. They appreciate the rapid improvements that have been made since the last inspection. They particularly like the way their children enjoy school, the way staff are so approachable and the communication systems that are in place. A parent/carer spoke for many when she wrote, 'I am very happy that my children joined this school'. A few parents and carers were concerned about the progress their children were making and about behaviour. Inspectors agreed with parents' and carers' positive views and found that pupils' behaviour was good. They concluded that, overall, achievement was also good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Boston Carlton Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 491 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	69	25	29	1	1	0	0
The school keeps my child safe	49	58	31	36	4	5	0	0
The school informs me about my child's progress	47	55	33	39	5	6	0	0
My child is making enough progress at this school	50	59	27	32	7	8	0	0
The teaching is good at this school	47	55	33	39	4	5	1	1
The school helps me to support my child's learning	41	48	39	46	3	4	1	1
The school helps my child to have a healthy lifestyle	39	46	38	45	4	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	45	35	41	5	6	1	1
The school meets my child's particular needs	36	42	39	46	4	5	0	0
The school deals effectively with unacceptable behaviour	31	36	43	51	7	8	2	2
The school takes account of my suggestions and concerns	32	38	44	52	5	6	1	1
The school is led and managed effectively	35	41	43	51	6	7	0	0
Overall, I am happy with my child's experience at this school	48	56	31	36	5	6	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils,

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

Not long ago we came to the school to see how you were getting on and whether we could suggest anything to make the school better. You made us very welcome and we enjoyed talking to you in your classrooms and in a meeting. We could see that you all enjoy school. We were with you for two days. That was long enough for us to realise that you go to a good school.

Here is a list of some of the things we particularly liked about your school:

- you work hard and make good progress in your learning and in your personal development.
- the many different people at the school look after you well.
- you do many interesting activities including those that help you become independent
- all the adults work hard to give you as much help as possible and they are good at preparing interesting work for each of you.
- your headteacher runs the school very well.

We think the school could improve even further in two ways;

- by using all the information about the improvements you make in your work to give you a clear idea of what you need to do to make your work better,
- by finding ways to help you all attend regularly.

You can help too by working hard and making sure you come to school every day.

Please thank your parents for all the helpful comments they made on the questionnaires.

Yours sincerely

Melvyn Blackband

Lead inspector (on behalf of the inspection team)

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