

Serco Inspections  
Boundary House  
2 Wythall Green Way  
Middle Lane  
BIRMINGHAM  
West Midlands  
B47 6LW

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



1 July 2010

Mr A Reed  
Executive headteacher  
Boston Staniland Primary & Nursery School  
Peck Avenue  
Boston  
Lincolnshire  
PE21 8DF

Dear Mr Reed

Special measures: monitoring inspection of Boston Staniland Primary & Nursery School

Following my visit with Lynn Lowery, additional inspector, to your school on Tuesday 29 and Wednesday 30 June 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in March 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures– good.

Progress since previous monitoring inspection– good.

Newly Qualified Teachers may be appointed subject to discussion with HMI.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Lincolnshire.

Yours sincerely

Martin Cragg  
Her Majesty's Inspector



INVESTOR IN PEOPLE

Special measures: monitoring of Boston Staniland Primary & Nursery School

Report from the third monitoring inspection on 29 and 30 June 2010

## Evidence

Inspectors observed the school's work, scrutinised documents and met with the executive headteacher, key staff, groups of pupils, the chair of governors and the school improvement partner.

## Context

At the time of the visit, one teacher was on extended sick leave and three were on maternity leave. The school is in a federation with two other local schools.

## Pupils' achievement and the extent to which they enjoy their learning

Since the last visit, the school has focused strongly on improving pupils' attainment and progress, particularly in Year 6, through a comprehensive range of intervention and support for small groups and individual pupils. Staff have also prioritised improvements in pupils' presentation and handwriting. As a result, pupils take greater pride in their work and the appearance of their books is better. One teacher takes both classes in a year group for literacy and the other both for numeracy. This has contributed to improving progress in all years. Teachers assess pupils' work more closely and adjust their lesson planning to meet pupils' needs more accurately.

The school's assessment records indicate that the proportion of pupils working at the level expected for their age has increased. The strongest improvement has been in mathematics where the projected results for Year 6 pupils in the recent national tests are likely to be close to the average. There are also signs of improvement recently in writing. The projection for Year 6 pupils in writing indicates improvement on 2009 but it is likely that attainment will remain well below average. Levels in reading are also likely to be below average for Year 6. For a minority of Year 6 pupils, there are still weaknesses in their basic literacy skills. Moderated results of the Foundation Stage profile for children in the reception classes indicate clear improvements on the previous year with the pattern of achievement now broadly average, including in communication, language and literacy. Formal assessment of Year 2 pupils indicates that they have improved on the previous year, particularly in reading. However, they remain below average overall.

The school's analysis of assessment information indicates that pupils with special educational needs and/or disabilities have made at least similar progress to their peers. Those receiving one-to-one tuition have generally made more than expected progress. Progress for the growing number of pupils who speak English as an additional language varies according to their time at the school.



In the lessons observed, pupils generally made at least satisfactory and often good progress, although many are still working below the levels expected for their age. They settle to work without fuss and collaborate well in pairs and small groups. They show increasing confidence orally and respond well, especially when teachers use questions effectively to probe for more detailed or extended answers. Pupils enjoy their work in many lessons, showing real interest in descriptive writing and good subject knowledge in science. However, there are still occasions when pupils' insecure prior learning and basic skills undermine their progress, as seen in a literacy lesson where creative ideas were held back by weak spelling and punctuation. In a numeracy lesson, pupils' understanding of the addition process was adversely affected by their carelessness in setting out calculations.

Progress since the last visit on the areas for improvement:

- Raise standards and achievement in reading, writing and mathematics by planning work that is more accurately matched to pupils' different learning needs – satisfactory

Other relevant pupil outcomes

Pupils behave well in lessons and when moving around the school. Teachers set clear expectations and pupils respond well. There are a few occasions when a small number of pupils do not listen carefully enough but teachers pick this up quickly and deal with it effectively. Teaching assistants also encourage pupils to concentrate and help them promptly when they find work difficult. Those pupils spoken to during the visit said that they feel safe and know who to speak to if they have a concern. They said that there was little bullying and that staff dealt effectively with any problems.

Pupils' attendance is below average and has not improved significantly since the last inspection. The school has satisfactory procedures in place for following up on any absence. Attendance data has been analysed and the school is aware of the groups where attendance is weakest. However, staff are still in the process of developing strategies to improve attendance among some minority ethnic groups and for some individuals. This is a key area for improvement.

The effectiveness of provision

The school's evaluation of the quality of teaching indicates that almost all is now satisfactory and around three quarters is good or better. This is a clear improvement since the last visit. Inspectors' observations of eleven lessons generally support the school's view. Approaches to teaching are now more consistent across the school. Teachers plan lessons thoroughly with clear learning objectives, often supported by explicit criteria to judge success. In the better lessons, teachers use interactive white boards well to involve pupils in learning, enabling them to show how they would complete a task. They use displays to refresh pupils' recall of previous work or key



subject terms and build in regular opportunities for assessing progress. However, in a few lessons, teachers did not maintain sufficient pace, keeping pupils too long in the introductory part of the lesson. On occasions they did not pick up quickly enough that pupils already understood how to do a task or that they were struggling on a particular aspect of understanding. Their questioning did not sufficiently develop pupils' thinking and oral responses.

Scrutiny of pupils' books across all years showed that teachers' marking was regular and consistent. They record where pupils have achieved the objectives set for them and point out the next steps they should take to improve their work. In the best practice, teachers make this comment throughout pupils' work so that it is clear exactly where the key aspects for improvement are. In numeracy, teachers often set pupils additional challenges to check that they have fully understood methods and concepts. Pupils know their targets and can explain how they use their target bookmarks and 'learning ladders' which give them criteria for successful completion of work. They are familiar with assessing their own work and, occasionally, that of their peers.

Teachers increasingly encourage pupils to apply their literacy and numeracy skills in other subjects. Pupils talk positively of links between music and mathematics, art and geography, science and mathematics. There are regular examples of writing skills developed through topics or other subjects, including some arising from role plays in the Early Years Foundation Stage. The outdoor area now offers much more varied opportunities for children to write as part of activities. The recent emphasis on developing handwriting and improving presentation has reinforced key literacy skills across all subjects.

There is a full programme of intervention and individual support for those pupils who need this. Those pupils interviewed spoke warmly of the help this provided, feeling that it improved their skills. The school's evaluation of individual tuition indicates that pupils have generally made more than expected progress. Support has been redirected from Year 6 this term to other years, including focused booster sessions for Year 5 pupils. There will also be summer schools for pupils with a variety of specific needs.

Progress since the last visit on the areas for improvement:

- Ensure that when pupils receive written advice about how to improve their work it is followed up by teachers – good
- Ensure that the quality of curriculum planning, teaching and learning is such that it allows pupils to progress in their basic skills to a higher level – good

The effectiveness of leadership and management



The senior leadership team continues to grow in confidence and to take greater individual responsibility for areas of development under the effective strategic direction of the executive headteacher. Senior staff are regularly involved in the monitoring and evaluation of provision and outcomes. Some activities are undertaken jointly with local authority staff or with governors. They use the school's assessment information to review and analyse pupils' progress. Leaders produce succinct reports with clear areas for development. The school now has an accurate view of its strengths and correctly prioritises its next steps. It has shown through the rapid implementation of the handwriting and presentation policy that it can respond to needs promptly and effectively.

The school has analysed trends within the attendance data. Although key areas of concern are known, there is less evidence of effective strategies to resolve these issues. The identification of pupils with specific needs is now well established and there is a wide range of programmes to support them. Pupils' progress is carefully monitored and programmes are increasingly flexible, dependent on need. At the time of this inspection the major procedures for safeguarding pupils were in place.

Governors are more involved in the assessment of the school's effectiveness. They review the school's performance on a regular basis against the targets set out in its action plan. They now understand what they should look for, ask probing questions and make relevant suggestions for improvement. Governors visit the school and review areas of work, such as the marking of pupils' books or the implementation of the handwriting policy, before reporting back to the full governing body.

Progress since the last visit on the areas for improvement:

- Ensure that school leaders prioritise initiatives, and rigorously monitor and systematically evaluate the work of the school to identify what else needs to be improved – good

### External support

The local authority continues to provide effective support through its consultants in areas such as the Early Years Foundation Stage and some subjects. This support has led to opportunities to visit other schools with established good practice. However, the school is now also being used by the local authority, for example to show aspects of early years practice. The school improvement partner provides regular evaluation of the school's performance. The federation of schools increasingly works together and shares expertise. There are close curricular links with the federated secondary school and Year 6 pupils benefit from an extended transition project.

### Priorities for further improvement

- Improve the effectiveness of work with parents to raise attendance and reduce the number of pupils who are persistently absent.



