

Boundary Primary School

Inspection report

Unique Reference Number	133291
Local authority	Blackpool
Inspection number	381490
Inspection dates	18–19 April 2012
Lead inspector	Naomi Taylor

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Jenny Briscoe
Headteacher	Dayle Harrison
Date of previous school inspection	13 February 2008
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Introduction

Inspection team

Naomi Taylor
Maria McGarry
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 20 teachers and visited 30 lessons. Discussions were held with school staff, groups of pupils, parents and carers, a representative of the local authority and members of the governing body. The inspectors observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's self-evaluation and development plans, local authority evaluations, records of pupils' attainment and progress, and pupils' work. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. The responses in questionnaires from 131 parents and carers, 98 pupils and 37 staff were also analysed.

Information about the school

This is a larger than average primary school. Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is much lower than the national average as is the proportion of those who speak English as an additional language. Those known to be eligible for free school meals is more than three times the national average. The proportion of pupils at School Action Plus and those who have a statement of special educational needs is average. Annually, throughout the school year, a very large number of pupils join and leave the school.

Since the previous inspection the school has gained ArtsMark Gold and Digital Media awards in addition to maintaining the Dyslexia Friendly award. The school has Children's University, Healthy School and Eco-Bronze status and is accredited with ICAN status which supports speech and language development. Boundary is part of the Blackpool Primary Schools partnership. Extended provision includes before-school, after-school and holiday clubs. The school hosts two Special Educational Resource Facilities for pupils who have behavioural, emotional and social difficulties from its own and other Blackpool primary schools. There have been significant staff changes since the previous inspection. The school exceeds the government's current floor standard, which sets the minimum expectations for attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Good leadership and management have brought about improvements in provision which have led to pupils' good achievement. Children make good progress in the Early Years Foundation Stage and attain above average standards by the end of Year 6. This is not yet an outstanding school because the quality of teaching is no better than good overall. Also, too few Year 2 pupils attain levels in line with national expectations in English and mathematics. Pupils, parents and carers are very positive about the school.
- The quality of teaching is good. Most lessons are well planned, have good pace and teachers and teaching assistants use a range of activities to meet individual pupils' needs both in the classroom and outdoors. This ensures that pupils are highly engaged in their learning. Occasionally in Key Stage 1, there are missed opportunities for pupils to engage in tasks without direct supervision and the pace of learning in lessons does not always stretch and challenge all pupils. Those few parents and carers who engage in family learning opportunities in school are helping to support their children's progress.
- Pupils behave well. They show respect for each other and for adults. Those who join the school other than at the usual times are made to feel part of a strong school community. Pupils' academic and personal development receive equal importance and give them confidence for the next stage in their education. Attendance is above average, an improvement since the previous inspection.
- Leaders and managers, including the governing body, have an accurate view of the school's strengths and areas for development. A new curriculum is being embedded, but there are currently missed opportunities for pupils to apply their numeracy and literacy skills in other subjects. Performance management is used well to improve the quality of teaching.

What does the school need to do to improve further?

- Improve attainment in English and mathematics to at least broadly average by the end of Year 2 by:
 - extending opportunities for independent learning
 - ensuring that the pace of learning in lessons consistently meets the needs of all pupils.

- Improve further the quality of teaching and learning and increase the proportion of outstanding lessons by:
 - providing more opportunities for pupils to apply their basic literacy and numeracy skills across the curriculum
 - extending the opportunities for family learning to raise pupils' aspirations.

Main Report

Achievement of pupils

Evidence from lesson observations demonstrates that most pupils are engaged in learning fully and are making good progress. The school's good support for disabled pupils and those who have special educational needs leads to their good progress. The two special educational resource facilities have a very positive impact on improving the personal and academic development of their pupils.

Pupils show excitement and interest in their work. For example, in a Year 4 English lesson, pupils were very keen to extend their understanding of the role of a narrator. They acted out the parts of characters from a script without a narrator. In small groups, they then analysed the impact of not having a narrator and how this role could enhance the performance. Prompted by thought-provoking questioning from the teacher and teaching assistant, they were highly engaged in developing their descriptive vocabulary, speaking, listening and writing. Their positive attitudes and good behaviour made a significant contribution to accelerating their progress.

Children start school with skills and knowledge that are generally well below those expected for their age. Through the Early Years Foundation Stage children achieve well. Pupils' progress in Key Stage 1 is satisfactory, leading to attainment which is below national expectations by the end of Year 2 in English and mathematics, however, the gap with national averages in these subjects is closing. Overall attainment by the end of Year 6 is above average. Most parents and carers believe that their children are making good progress and this was evident during the inspection.

Key Stage 1 pupils who read to the inspectors were able to use their reading skills to break down and sound out difficult or unfamiliar words. They were then able to demonstrate an understanding of what they had read. Attainment in reading is below average by the end of Key Stage 1, although it is improving as a result of the impact of the school's focus on reading and an increase in opportunities in some curriculum areas to develop literacy skills. In Key Stage 2, pupils make good progress in reading

due to the impact of whole-school teaching of the links between letters and sounds, in groups created according to pupils' level of understanding rather than their age. They have a good understanding of the importance of reading both for their schoolwork and for their futures. Attainment in reading is above average by the time pupils leave school at the end of Year 6.

Quality of teaching

The quality of teaching is good, reflecting the positive views of parents, carers and pupils. The headteacher and senior leadership team are highly focused on improving the quality of teaching. Staff and pupils have worked together to develop a new curriculum with more topic work, such as Chinese New Year, which pupils find exciting. The teachers' planning and teaching contribute considerably to the pupils' good spiritual, moral, social and cultural development, as demonstrated by the displays of pupils' work in the classrooms.

Some lessons seen were outstanding: exceptionally well planned, with rapid pace and use of a variety of activities drawn from the planned curriculum, which fully engaged and enthused pupils. For example, in a Year 6 mathematics lesson, pupils were highly motivated and worked, independently, exceptionally well as they solved numerical problems. The teacher cleverly used a range of items from a virtual shop which had been reduced in price during a sale and this highly engaged the pupils. They had to work out the new price following a range of percentage decreases from the original prices. There was effective use of the sharing and valuing pupils' work and the pupils made excellent progress. Pupils of different abilities were all given well matched challenges to maximise their learning.

A good lesson with a combination of pupils from Reception and Year 1 exemplifies the good teaching throughout the school of the links made between letters and sounds. Here, the pace of learning was rapid as pupils moved from one activity to another and this was enhanced by the good use of information and communication technology (ICT). The quality of teaching for disabled pupils and those who have special educational needs is good, as seen by intervention work in the general classrooms and in the special education resource facilities.

When learning is satisfactory rather than good, it is because activities do not precisely meet the needs of different pupils and the pace of learning is too slow. Occasionally, pupils spend too much time on the carpet, listening, rather than moving on quickly to independent work.

Pupils' work is frequently and regularly marked and pupils are clear about the next steps to improve their work further because comments in lessons and workbooks are detailed. At whatever stage pupils join the school, they are individually assessed to ensure that the teaching and interventions match their particular needs. The new tracking system allows teachers to regularly set realistic and challenging targets which most pupils know and understand. The effective use of peer and self-assessment by the older pupils gives them the opportunity to reflect on their own work, as demonstrated in lessons and in their workbooks.

Behaviour and safety of pupils

The overwhelming majority of pupils say they feel safe in school and are confident that they can turn to any adults if they have any concerns. They have a good understanding of the risks to which they may be exposed and they act safely. This was evident during the inspection from observations in all key stages and from discussions with pupils. They talked about how any occasions of unacceptable behaviour are dealt with and about regulating their own behaviour through choosing appropriate actions. A small minority of parents and carers questioned the strategies to manage behaviour, with some saying school was too strict and others, not strict enough. Inspectors found that there is a consistent approach to managing unacceptable behaviour. The effective behaviour policy ensures that pupils are securely aware of boundaries and consequences.

Pupils behave well in and around school and incident logs indicate that there is very little evidence of bullying. The planned curriculum successfully raises pupils' awareness of different types of bullying, such as verbal or through electronic media. The code of conduct is understood by all members of the school community and good behaviour is celebrated and rewarded. Groups of pupils in Key Stage 2 enjoy the responsibility of supporting the younger children. The pupil voice is a real strength of the school. An example of this is the Pupil Leadership Team which is proactive in working with staff to make improvements to school life. Pupils come together for collective worship where they clearly demonstrate their ability to organise themselves in an orderly manner.

Leadership and management

Leaders and managers have worked successfully to raise attainment at the end of Year 6 to above average. The headteacher and senior leadership have worked very effectively with all staff and the governing body to focus on identifying the school's strengths and areas for development. Consequently, there have been improvements in pupils' progress. With a new tracking system being trialled, the impact of new initiatives to raise achievement is monitored closely and pupils' progress is clear. Staff and pupils have been engaged in developing a new curriculum which is increasing the opportunities for learning outdoors. There are occasions across the curriculum when opportunities are missed to reinforce pupils' numeracy and literacy skills through applying them to realistic settings. Some parents and carers are engaged with their children's learning through family learning opportunities, but as yet, these are few in number. The impact of improvements in the quality of teaching and learning in lessons is seen in the increasing rate of pupils' progress and the quality of their work. The senior staff work very effectively to support the professional development of the teachers. These improvements, combined with the pupils' good behaviour, demonstrate the school's good capacity to improve further.

Safeguarding procedures are a strength of the school and the school effectively promotes equality of opportunity and tackles discrimination. Appropriate interventions accelerate the progress of many pupils who join the school other than at the usual times and those identified as potentially falling behind. There is an emphasis of respecting each other and knowing right from wrong. Pupils are engaged with their local community and have unique opportunities to perform in the

professional theatres in Blackpool. Staff organise the curriculum so as to provide a range of opportunities in lessons and through an extensive range of trips, visitors, and before- and after-school activities to extend the experiences of pupils. These activities also impact well on the pupils' spiritual, moral, social and cultural development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



20 April 2012

Dear Pupils

Inspection of Boundary Primary School, Blackpool, FY3 7RW

Thank you for the warm welcome given to the inspection team when we came to inspect your school recently. A particular thank you to those of you who responded to our questionnaire survey and those who gave your time to talk to inspectors about how much you enjoy your work and the activities you take part in outside of lessons. Thank you, also, to those of you who read to inspectors, demonstrating how you work out unfamiliar words.

We agree with you that you attend a good school where the staff do all they can to encourage and support you. The teaching you receive is good and improving. Your behaviour is mostly good in lessons and around the school and the school ensures that you have a very safe environment. You are good at looking after each other and this helps the younger children in the Early Years Foundation Stage to settle quickly into school. School leaders are successful in helping all these things to happen.

We have asked the school to make sure that those of you who are in Key Stage 1 reach at least average standards in English and mathematics by:

- increasing the opportunities for you to work more independently and ensuring that the pace of learning in lessons consistently meets the needs of you all.

We have also asked the school to improve the quality of teaching and learning even more by:

- providing more opportunities for you to practise your literacy and numeracy skills in all subjects across the curriculum, and to learn alongside your family.

You can help by continuing to attend school regularly and by working hard in all your lessons.

Yours sincerely

Naomi Taylor
Lead inspector

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