

Staniland Academy

Peck Avenue, Boston, PE21 8DF

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils rapidly gain a love of learning in this impressive academy. Their achievement is outstanding.
- They leave with overall standards of attainment that are well above average. Pupils' outstanding overall progress, particularly in mathematics, ensures they are excellently prepared for the next stage of their learning.
- Teaching is outstanding. This is the main reason why pupils make such rapid gains in learning.
- Pupils from all backgrounds make exceptional progress, no matter what their ability level, because of the very high quality support they receive.
- Behaviour is outstanding. Pupils are unfailingly polite, well mannered and considerate. They are always eager to do their best. Their spiritual, moral, social and cultural development is excellent.
- All classrooms are colourful, well organised and well equipped with easily accessible and often used resources for learning.
- The headteacher's excellent leadership provides excellent direction for the academy. He clearly expects the very best for each pupil and from all staff.
- Leadership is outstanding at all levels. All staff members know their roles and carry them out meticulously. They are totally committed to high quality in everything they do.
- Attendance is rising due to the academy's effective work with the families of the communities it serves, but still only average. Pupils' outstanding punctuality is helped by many attending the breakfast club each morning.
- Governors are deeply and effectively involved in the work of the academy. They not only give excellent support, but also offer very well-informed challenge.
- Methods for checking on the quality of teaching and learning are exemplary. Teachers are helped to become ever better through excellent training and support. As a result, teaching has improved markedly, and the pace of learning has soared.

Information about this inspection

- Inspectors observed teaching in all classes and in several small groups. They saw parts of 27 lessons, three of which were observed jointly with the head of the academy.
- Inspectors looked at work in pupils’ books to gain a view of their attainment and progress. They spoke to groups of pupils both formally and informally to get their views of how teaching helps them to learn, and what they think about behaviour and safety.
- Inspectors took account of 21 responses from parents to the online questionnaire (Parent View) and 37 responses to the staff questionnaire.
- Meetings were held with three governors, senior and middle leaders, and other teaching staff.
- Inspectors looked at a number of documents including the academy’s own evaluation of its strengths and weaknesses, records of the quality of teaching, the academy improvement plan, records of local governing body meetings, and the tracking of pupils’ progress.
- Inspectors listened to pupils from Years 2, 4 and 5 reading, and checked pupils’ reading records.

Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Sara Storer

Additional Inspector

Maria Rees Johnson

Additional Inspector

Full report

Information about this school

- This academy is larger than the average-sized primary school.
- It is part of a small multi-academy trust (The Boston Whitham Academies Federation) and converted to an academy on 1 September 2012. The predecessor school, Boston Staniland Primary & Nursery School, was judged to be satisfactory when last inspected by Ofsted.
- An average proportion of pupils are supported by the pupil premium, which in this case provides additional funding for pupils in local authority care or known to be eligible for free school meals.
- An above-average proportion of pupils are from minority ethnic backgrounds.
- An above-average proportion of pupils, rising rapidly, speak English as an additional language. Most of these pupils are from eastern European countries.
- The proportion of pupils who join or leave the academy partway through their primary school education is well above average.
- The academy supports a much larger than average proportion of pupils through school action because they have a disability or special educational needs. An average proportion have a statement of special educational needs or are supported at school action plus.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The academy's local governors oversee the operation of the free daily breakfast club, which is attended by about 80 pupils, and the recently opened after-school club for about 20 pupils for which a small charge is levied.
- The academy has been recognised by the Minister of State for Schools, as one of the 100 most improved schools in the country.
- The academy has already begun a building programme to accommodate a 50% rise in the number of pupils.

What does the school need to do to improve further?

- Improve pupils' attendance further by:
 - working closely with the trust to make sure all pupils and families, especially those newly arrived in the country, are fully aware that unnecessary absences during term time will slow their children's progress and weaken their achievements.

Inspection judgements

The achievement of pupils is outstanding

- All groups of pupils have equal opportunities to learn, and all make outstanding progress in their time at the academy. Disabled pupils and those who have special educational needs make excellent progress because challenging work is set at the right level for them. Pupil premium funding is used to provide extra teaching, resources and opportunities. Eligible pupils reach much higher standards than similar pupils nationally, and make excellent progress over time. Pupils who speak English as an additional language also make outstanding progress because of the expert support they receive from teachers who are fully fluent in those languages.
- Children join the nursery with skills, knowledge and understanding below the levels expected nationally for their age, particularly in communication and language because of the rising proportion of children who speak English as an additional language. Excellent induction practices help all children to settle quickly. Very high quality planning ensures that children learn rapidly through what they think is play, but what are actually subtly presented learning experiences.
- This excellent rate of progress continues through Key Stage 1. Standards in Year 2 are on course to be at least average in reading, writing and mathematics at the end of this year.
- The teaching of phonics (the sounds that letters make) is excellent. Checks made in Year 1 show that pupils' basic reading skills are very close to the expected level. In addition, the academy has organised its teaching and personal support very effectively so that pupils joining in Key Stage 2 who do not speak any English make tremendous progress in gaining basic speaking, reading and writing skills.
- Standards in Year 6 are currently well above average in mathematics, above average in reading, and average in writing. Standards are not as high in writing because pupils who join in Key Stage 2 speaking little English or with special educational needs do not always have enough time in the school to develop the range of vocabulary necessary to reach the higher levels.
- Throughout the academy, pupils present their work with pride. Precision, accuracy and consistency are bywords here. Pupils concentrate well. They try very hard, often independently of direct adult supervision, to work things out for themselves. They generously recognise and celebrate the successes of others.
- Pupils are very well mannered, polite, and self-effacing. They leave the academy excellently prepared for the next stage of their lives.

The quality of teaching is outstanding

- Almost half of the lessons seen by inspectors were outstanding. This judgement matches the school's most recent evaluations.
- The quiet, thoughtful reflection which abounds throughout the academy is formed in the excellent Early Years Foundation Stage, where children are encouraged to think before speaking, to be prepared to explain their thoughts, and to listen attentively.
- Excellent relationships, mutual respect and self-sufficiency are evident in all lessons. Pupils are routinely expected to take responsibility for their own learning through applying the 'Four B's' (Brain, then Buddy, then Boards, and finally Boss) in order. This encourages perseverance and

self-reliance, and leads to raised confidence and self-esteem.

- Teaching is of such unusually high quality because leaders have paid very close attention to making the most effective use of every moment of every lesson. They check the amount of learning closely, give positive support where this is needed, and provide well-planned training and coaching for all staff.
- Consequently, the quality of learning in lessons is outstanding. For example, in an exceptional Year 6 mathematics lesson, pupils engaged in a series of outdoor practical activities which secured their knowledge and skills of carrying out translation, rotation and reflection accurately. But this was further extended by applying different perspectives on these movements to gain a deeper understanding of why the notation of x- and y-axes is needed to convey clarity and precision in two-dimensional motion. Pupils' curiosity and interest became so focused that they were not distracted by either deteriorating weather conditions or the noise of jet fighters taking off from a nearby military airfield. Their behaviour was exemplary, and their learning as a group was remarkable.
- Through their rigorous assessments, teachers build up detailed knowledge of what pupils already know and can do. They use this information to accurately plan work in lessons which meets the individual learning needs of each pupil well. This ensures that, whatever their starting points, all groups of pupils make rapid progress in their learning.
- Teachers mark books regularly, carefully and informatively. Their helpful comments ensure that pupils know precisely what they have to do next to improve their work. Pupils' written comments in their books, both on their own work and that of their classmates, show that they value and follow their teachers' guidance.

The behaviour and safety of pupils are outstanding

- Pupils' excellent attitudes to learning are formed in the Early Years Foundation Stage, and nurtured consistently through positive reinforcement thereafter throughout the academy.
- Behaviour in lessons and around the academy is exemplary. There is no inattention in lessons because the work set tickles pupils' curiosity, and sucks them into learning. Pupils themselves say that there is no bullying. They have a good understanding and awareness of the different forms of bullying, and know that they can count on adults for help should they have any concerns or fears. They can explain why they are safe inside the building and grounds, and how to keep safe outside.
- They are exceptionally keen to talk about what they have learned rather than what they have done. Even the youngest are aware of their targets for improvement. For example, one Year 2 pupil explained, when being heard reading, why she paused before reading a spoken comment within speech marks: "Because when I see these, I have to read with expression" – which she then duly did.
- Pupils have an almost palpable desire to learn. They can be trusted to work very hard in small groups or individually. They listen closely to adults and to their classmates. They are particularly skilled at searching out information and drawing their own conclusions. They understand the concept of a 'fair test', and the requirement for balancing evidence.
- Their enjoyment of school is demonstrated by their rapidly improving attendance, which is now average, and their rapid re-entry into the building after breaks and lunchtime. The academy

already has effective procedures to monitor and improve attendance. It is keen to develop a community strategy, across the trust, to make sure all new parents are acutely aware of the importance of regular attendance in ensuring that pupils achieve as well as possible.

- Pupils have a finely developed sense of right and wrong. They show each other, and the adults who are around them, great respect. They are curious about each other's different cultures and backgrounds, and get on noticeably well together. Their spiritual, moral, social and cultural development is excellent.

The leadership and management are outstanding

- The executive headteacher is widely recognised by colleagues as being the driving force behind the rapid improvement of this academy. He has created a shared sense of purpose and ambition to raise the aspirations of pupils, parents and staff alike.
- He is supported very effectively by a talented head of the academy, senior leadership team and middle leaders who are fully committed to making continual improvements. Consequently, teamwork throughout the academy is very strong, staff morale is high, and pupils' progress is rapid.
- Senior leaders check the academy's performance frequently and carefully by measuring the amount of learning going on in lessons. They use their outstanding mentoring and coaching skills to give clear and constructive support and advice. Because of this, the quality of teaching and learning throughout the academy is improving dramatically.
- There is a very strong emphasis throughout the academy on deliberate and consistent modelling of respect, tolerance, and positive expectations. The bottle is always at least half full here, never half empty. This is why pupils' spiritual, moral, social and cultural development is outstanding.
- The academy holds teachers rigorously to account for the effectiveness of their performance. Pay rises and promotions are linked closely to this, and its impact on pupils' achievement.
- Leaders and governors manage the budget well. Pupil premium funding is used to such good effect that pupils eligible for its support make better progress than other pupils in this high performing school.
- The academy is ambitious to sustain high achievement and to continue to make learning exciting. The heavily practically based teaching of subjects is enriched with residential visits, visits to theatres, expert sports coaching, free extra music tuition for those pupils who desire it, and creative art work. These capture the imagination of pupils and teachers alike and make a considerable contribution to what is now outstanding teaching.
- Rapid and widespread improvement in every aspect of the academy's work shows its outstanding capacity to secure further improvements. The school's evaluation of its own work is accurate.
- The academy uses an independent and objective observer to validate the judgements on its own performance. The trust itself is essentially an effective self-critical and self-supporting organisation.

■ The governance of the school:

- Governors are proud of their academy. They hold leaders very firmly to account, check on

teaching, and measure learning through the work of the MET (Milestones Evaluation Team). This is a well-trained and very focused group of local governors who feed back to the trust directors.

- They use rigorous systems to ensure that decisions about staff pay and performance are well informed.
- They are fully conversant not only with what the pupil premium grant is spent on, but how effectively it helps the eligible pupils to learn and progress.
- They make sure that national safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138752
Local authority	Lincolnshire
Inspection number	409382

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	Carole Shephard
Headteacher	Adrian Reed (Executive Headteacher)
Date of previous school inspection	Not previously inspected
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