

# Baines School

## Inspection report

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<b>Unique Reference Number</b>	119813
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379897
<b>Inspection dates</b>	26–27 September 2011
<b>Reporting inspector</b>	Peter Cox

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,056
<b>Of which number on roll in the sixth form</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Jesson
<b>Headteacher</b>	Roderick McCowan
<b>Date of previous school inspection</b>	01 May 2007
<b>School address</b>	Highcross Road Poulton-le-Fylde FY6 8BE
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## Introduction

This inspection was carried out by five additional inspectors. Teaching and learning were observed in 35 lessons, delivered by 34 teachers. Meetings were held with groups of students and students from the sixth form, leaders, teachers and representatives from the governing body, including the chair. A meeting was held with a senior leader from the sports college that is part of the trust arrangement with Baines and a telephone conversation held with a representative from the local authority. Inspectors observed the school's work, and looked at a range of policies and other documents including; self-evaluation documents, governing body meeting minutes, current data on students' performance and safeguarding compliance. They undertook an analysis of 268 parents and carers' responses to questionnaires and those of students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successful are students, given their abilities when starting school. in making progress towards their targets
- Whether there is sufficient challenge contained within the curriculum and lessons to meet the needs of students throughout the school, including in the sixth form adequately.
- The effectiveness of leaders, managers and governors in moving the school forward and how far off being an outstanding school it is.

## Information about the school

Baines School is a larger than average-sized secondary school that has a little over one fifth of its population in the sixth form. The proportion of students known to be eligible for free school meals is much lower than that seen nationally, as is the proportion of students from minority ethnic backgrounds. Very few students speak English as an additional language. The proportion of students with special educational needs and/or disabilities is well below that found nationally, so too is the proportion of students with a statement for their special educational needs. Since the previous inspection the school became the Lead Education Partner in a National Challenge Trust arrangement with a nearby sports college. The school has a variety of national awards including International School award, Food for Life Flagship Status.

**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

Baines is a good school that provides outstanding care, guidance and support for its students. This helps them achieve well which contributes to a long tradition of attaining above-average results in their examinations. Students feel very safe when in school and display high levels of attendance. Their behaviour is excellent in lessons and elsewhere and provides for a well-ordered and harmonious community. Students understand the benefits of leading a healthy lifestyle and promote this when talking to younger students in their primary schools. Teaching is good overall, some is outstanding and none seen was inadequate. Teachers' secure subject knowledge and good use of time in lessons allows for high levels of engagement and enjoyment of learning, helping students to progress at a good rate during their time at Baines. The school is successfully working towards securing a higher proportion of outstanding teaching and accelerated learning of all students through regular monitoring of teaching and sharing the better practice more widely.

A high proportion of sixth form students stays for the full two years and move on to experience further or higher education elsewhere having been suitably-prepared for their futures. However, the outcomes at the end of Year 13 are mixed and not all students do as well as they could. Leaders, managers and teachers know their students and school well. Many share their good practice with another school through the Trust Partnership arrangements and are leading practitioners. The governing body is supportive of the school and carry out their statutory duties satisfactorily but are not yet sufficiently challenging. They recognise the need to hold the school more firmly to account and have already begun to put more secure processes in place to achieve this. Improvements have been made since the previous inspection. This, together with accurate self-evaluation, the continued good achievement and high levels of attendance demonstrate a good capacity to improve further.

## What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and students' progress, particularly for the more-able, in learning by:
  - providing more sharply focused learning activities that meet the abilities of all students including the more-able students in the sixth form

- increasing the frequency of subject-specific feedback to students, matched closely to individual targets so a deeper understanding of the next steps in learning is secured, particularly in Key Stage 3.
- Increase the effectiveness of the sixth form by:
  - monitoring more closely the progress students make so that early interventions are made in order that students of all abilities, and especially the more able, secure accelerated progress.
- Strengthen the effectiveness of the governing body by:
  - ensuring that even more rigour is applied when holding the leaders and managers to account for the work of the school.

## Outcomes for individuals and groups of pupils

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Learning takes place in lessons that are calm, productive and often good-humoured. Relationships with teachers and between students are strong enabling good progress to be made by all groups of students including those with special education needs and/or disabilities. Students arrive at the school with attainment that is overall above-average and make good progress during their time at school. Provisional results for Year 11 in 2011 record attainment to be above-average, continuing a secure three-year trend. Accurate school data, based on regular assessments together with progress seen in lessons, suggest that students in the current Year 11 are on track to make progress in excess of that seen nationally and attain above-average results in all measures, including the higher grades of A\* and A.

The overwhelming majority of the students, who completed their questionnaires and all of those spoken to, expressed feelings of being very safe, achieving much and enjoying school. They are proud to belong to Baines. There are a number of adults to turn to who act swiftly when required to deal with any issues, yet these occurrences are rare. Safe practices, adopted independently by students in lessons, such as Year 10 catering, were impressive and evidence of students making the right decisions on staying safe. Students' attitude to learning is impressive and their social and moral development and understanding is a strong element of their personal attributes. Students adopt healthy lifestyles outstandingly well. There is a high take-up of sporting activities and frequent use of the gymnasium. School meals are very popular and the chef provides useful guidance on the preparation of healthy packed lunches. Attendance is high, a reflection of students' enjoyment, which together with good acquisition of basic skills in numeracy, literacy and information and communication technology (ICT) equips them well for their next stage in education and employment.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop [workplace and other skills]/[skills] that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is good overall with a very small proportion seen that was outstanding. Teachers have high expectations of students. Teaching styles are wide and varied and successful in engaging students, particularly when using ICT. Teachers' secure subject knowledge is pivotal in providing challenging learning and engagement of students. Time is used well and allows learning to proceed at a good pace. Teaching assistants are well deployed and make a good contribution to effective learning. Teachers plan their lessons appropriately with some identification of different ability groups. However, they do not always provide specific learning activities that fully meet the abilities of all, particularly the more able. Students generally understand their targets and are given some direction on how to improve. However, this information is not always written down for students to refer back to and stifles progress in some subjects. In Key Stage 3, target setting is less meaningful because it is not subject-specific. Questioning by teachers is probing and it allows students to think more deeply, helping to advance learning.

The curriculum is good because it meets the needs of the students well and provides appropriate vocational subjects, including work-related courses. Collaboration with the partnership sports college enhances students' personal development and learning in English, mathematics and science particularly of the more able. There is a wide range of clubs and activities after school that many attend. Extended projects on themed topics such as those on India, Brazil and sustainability, promote students' personal development well.

Care, guidance and support are outstanding because of well thought out and implemented strategies to maintain, for example, high levels of attendance and excellent behaviour. The buddy system is effective and students talk of being highly supportive of one another. They tell of high levels of adult supervision during, including social times and before and after school allowing students to move around freely. The mixed-age tutor groups are a success and contribute towards a tolerant

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

and cohesive school community. A very large majority of students who completed the questionnaire considered the adults in the school to care for them well. There are highly effective links with a range of external agencies that ensure students, particularly those whose circumstances make them vulnerable, receive timely specialist support when needed. Advice given to students when entering a new Key Stage or phase of education is well targeted and very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders and managers know the school well. They have taken appropriate steps to secure further improvement since the previous inspection. The effective way in which the school is led and managed ensures that students make good progress in Key Stages 3 and 4. There is recognition of areas to be strengthened and a determination to succeed. The learning focus group continues to help drive improvements in teaching and learning, employing a good range of strategies, including using teachers to coach one another and share the best practice. Evaluation of the quality of teaching by senior leaders is accurate. Partnership working with the local sports college has proved to be beneficial by enabling participating teachers to observe, discuss and improve their practice. The curriculum is monitored and adjustments made in line with meeting students' needs. Opportunities are available for all to succeed although the unevenness in sixth-form outcomes, while being tackled, has yet to improve significantly. The school does not tolerate discrimination in any form. Safeguarding arrangements meet requirements and procedures to keep students safe are increasingly effective. The governing body ensures that responsibilities are met and are beginning to hold the school to account for the improving provision and outcomes. The promotion of community cohesion is good with effective links with national and international schools that help promote a deeper understanding of living in a diverse world.

*These are the grades for the leadership and management*

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

<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>
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## Sixth form

Attainment by the end of Year 13 is broadly average overall and progress in learning satisfactory. However, there is too much variation in the progress of students across the ability range where lower-ability students do best. The current monitoring of students' progress is not yet effective enough to trigger timely interventions to ensure that all students achieve as well as they should. Nevertheless, a high proportion of students stays over the two years and many move on to college or university, saying they have been well prepared for their future. Teaching is good overall with a very small proportion that is outstanding. Leaders and managers are aware of the shortcomings in the performance of certain groups of students and they are taking the necessary remedial action. Nonetheless, this is not yet having its full impact on students' overall achievement.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth Form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

Of those parents and carers who returned questionnaires, a very large majority is happy with the education the school provides and an overwhelming majority considered their child to enjoy school and that they are kept safe. A few parents or carers expressed concern that the school did not inform them sufficiently well or regularly enough about their child's progress. Others wanted to know how they could support their child's learning. These issues were raised with the school. On the evidence available, inspectors consider that the school provides sufficient reporting opportunities throughout the year.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baines 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 268 completed questionnaires by the end of the on-site inspection. In total, there are 1,056 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	122	46	136	51	5	2	1	0
The school keeps my child safe	107	40	151	56	4	1	1	0
The school informs me about my child's progress	61	23	154	57	30	11	6	2
My child is making enough progress at this school	77	29	156	58	17	6	2	1
The teaching is good at this school	72	27	164	61	13	5	3	1
The school helps me to support my child's learning	50	19	149	56	40	15	5	2
The school helps my child to have a healthy lifestyle	72	27	169	63	15	6	1	0
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)	77	29	152	57	13	5	4	1
The school meets my child's particular needs	82	31	154	57	17	6	1	0
The school deals effectively with unacceptable behaviour	70	26	149	56	17	6	7	3
The school takes account of my suggestions and concerns	29	11	156	58	30	11	5	2
The school is led and managed effectively	71	26	154	57	18	7	6	2
Overall, I am happy with my child's experience at this school	107	40	140	52	14	5	3	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



28 September 2011

Dear Students

### **Inspection of Baines School, Poulton-le-Fylde, FY6 8BE**

Thank you for the very warm welcome my colleagues and I received when we inspected your school recently. We judge your school to be good overall. It is clear you are proud to belong to Baines because your attendance is high and you speak well of how the teachers and other adults care for you. Your behaviour is outstanding and you get on very well with each other. You told us how much you enjoy your learning and how safe you feel when at school. You do well in examinations and tests, attaining above national averages and you make good advances in your learning. Well done! Your lessons are mostly good, some of them are outstanding. The school is led and managed well by the headteacher and his staff. We want Baines School to become an outstanding school. To help you, we have asked the governing body, headteacher and teachers to make some further improvements. We have asked them to:

- increase the proportion of outstanding teaching by giving you more sharply focused tasks in lessons to stretch you further, no matter what your level of ability, including those of you in the sixth form
- give you more detailed and frequent written and verbal feedback on how you are to achieve your individual targets in each subject, particularly in Key Stage 3
- improve the outcomes in the sixth form by monitoring more closely the learning you make so that help, when required, can be given immediately, enabling you all to achieve at least as well expected
- strengthen the effectiveness of the governing body by making sure it is even more rigorous in providing you with everything you need to achieve as best you can.

Thank you again for your warm welcome. It was a great pleasure to meet with such polite, mature and ambitious young people.

Yours sincerely,

Peter Cox  
Lead Inspector

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