

Blackpool Baines Endowed Church of England Voluntary Aided Primary School

Penrose Avenue, Marton, Blackpool, Lancashire, FY4 4DJ

Inspection dates

30 September 2014–1 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management	Requires improvement		3
Behaviour and safety of pupils	Good		2
Quality of teaching	Requires improvement		3
Achievement of pupils	Requires improvement		3
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- By the end of Year 6 pupils' standards in reading, writing and mathematics are not high enough, and too few pupils make good progress.
- There is not yet enough good-quality teaching to ensure that pupils make consistently good progress across the school.
- Expectations of what pupils can achieve are not always high enough, and the work set is not always challenging enough.
- Pupils are not always given clear enough guidance in teachers' marking about what they need to do to improve their work. There are too few checks to ensure that pupils follow such advice when it is given.
- Pupils are not given enough opportunity to read and understand more challenging books and reading materials.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to solve practical problems.
- There are too few opportunities for staff to observe outstanding teaching in other schools, in order to improve their own practice.
- Changes introduced by school leaders have not yet had a full impact to ensure that teaching is consistently good and pupils achieve as well as they should by the end of Key Stage 2.

The school has the following strengths

- Children get a good start to their learning and make good progress in the early years provision.
- Disadvantaged pupils supported through the pupil premium, disabled pupils and those with special educational needs are well supported and make good progress.
- Pupils' behaviour and safety are good. They are keen to learn and do well, and feel safe and well cared for in school.
- The school develops pupils' spiritual, moral, social and cultural development well.
- Parents are strongly supportive of the school.
- School leaders, including governors, have an accurate picture of what the school needs to do to improve. They are working closely with the local authority to bring this about as quickly as possible.

Information about this inspection

- Inspectors observed teaching and learning in 29 lessons, or part lessons. Three lessons were observed jointly with the senior leaders.
- Meetings were held with school leaders and with six governors, including the Chair of the Governing Body. Inspectors also met a representative of the local authority.
- Inspectors met three groups of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of 15 responses to the online Parent View questionnaire and 80 responses to the school's own questionnaire from summer 2014. They also considered 57 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Colleen Taylor	Additional Inspector
John Ellwood	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Pupils are taught in 16 classes from the Reception Year to Year 6, as well as the Nursery.
- Almost all pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils who are known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and children looked after by the local authority) is above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There is also a children's centre on the site. This is inspected separately by Ofsted and a report of its quality can be found on the website www.ofsted.gov.uk.
- There have been many changes to the staffing of the school in recent years including to members of the leadership team. Six new teachers joined in September 2014.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better, in order to raise pupils' achievement, especially at Key Stage 2, in reading and mathematics, and for the most able pupils, by making sure that:
 - expectations of what pupils can achieve are always high enough
 - the work set is always hard enough so that pupils are challenged to achieve the highest standards and make the best possible progress
 - pupils are always given very clear guidance in teachers' marking about how they can improve their work, and that checks are made that they respond to this advice
 - pupils have more opportunity to read and understand more challenging books and reading materials
 - there are more opportunities for pupils to use and apply their mathematical skills to solve practical problems in mathematics lessons and across different subjects
 - staff have more opportunity to observe outstanding teaching in other schools in order to improve their own practice.
- Improve leadership and management by:
 - rigorously checking the direct impact that any changes to provision are having on the quality of teaching and pupils' achievement
 - adapting the actions, if necessary, in order to ensure that improvement in these areas is rapid.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because pupils' achievement and the quality of teaching are not good, and are not improving rapidly enough.
 - School leaders have taken action to raise standards, and this work is beginning to have an effect. However, their actions have not yet led to consistently good teaching and good progress over time. School leaders do not check carefully enough the direct impact of the changes they have introduced on improving the quality of teaching and raising achievement in order to further adapt the provision when necessary.
 - The difficulties that the school has experienced due to changes in teaching staff have slowed improvement but all staff are now eager to ensure that they contribute fully to raising pupils' achievement.
 - School leaders, including governors, analyse data about pupils' progress and achievement effectively. They have a clear and accurate view of how the school is performing, and where it needs to do better.
 - The school development plan correctly identifies the key priorities, and is firmly focused on improving teaching in order to raise pupils' achievement. Leaders are well aware of the areas of achievement that need improving. For example, there are plans in place to improve teaching and standards in reading and mathematics.
 - Senior leaders closely monitor the quality of teaching and learning, and subject leaders effectively check and evaluate pupils' performance in their areas. This information is used to provide pupils with extra help and support if necessary. As a result disadvantaged and vulnerable pupils progress well, and any gaps in achievement between different groups of pupils in the school are closing. This demonstrates the school's commitment to equal opportunities for all pupils.
 - Information about the quality of teaching and pupils' achievement is used effectively to check how teachers are performing. It is used to identify where further training or support is needed, and when making recommendations about teachers' pay.
 - Although there is some good teaching in the school, it is not yet consistently good or better. There are too few opportunities for staff to observe outstanding teaching in other schools in order to raise expectations and improve their own practice.
 - The curriculum is well planned and engages pupils effectively in their learning. It promotes positive behaviour, and is enriched by a range of activities, clubs, trips and visits. Year 6 pupils spoke very enthusiastically about a recent residential outdoor pursuits activity that they had been on.
 - These, together with the school's strong links with the local church and community, contribute to pupils' good spiritual, moral, social and cultural development.
 - Procedures for safeguarding pupils are fully in place and actively followed.
 - The school is using the additional primary school sports funding successfully. Specialist teachers and coaches take lessons, run activities and train staff. As a result the range of sporting activities on offer has improved, there is greater pupil participation and the school takes part in a wider range of sports competitions than previously. This is having positive effect on pupils' lifestyles and physical well-being.
 - The local authority is providing increased monitoring and additional support for the school, and this is helping the school to move forward.
- The governance of the school:**
- Governors are well informed about the quality of teaching, learning and pupils' behaviour. They routinely undertake training to improve their own skills and performance, and have a good knowledge of the analysis and use of data. Consequently, they have a clear and accurate view of how well the school is doing, and where it needs to improve. In particular, they recognise the need to improve pupils' achievement at Key Stage 2. Governors hold the school to account effectively by asking searching questions, and by setting challenging targets as part of the headteacher's appraisal. They also make sure that pupils' achievement and progress are taken into account when making decisions about teachers' pay. They have a good knowledge of how the pupil premium funding is spent, and the impact it is having. They visit the school regularly in a variety of roles, and are involved in its day-to-day life. They manage the school's finances carefully and effectively, and ensure that the school meets its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy coming to school, and are proud of it. They wear their uniforms smartly, have positive attitudes to learning and are keen to do well. There are positive relationships between pupils and adults in the school, and pupils are polite and considerate.
- Pupils say that they enjoy lessons and that teachers try to make learning fun and interesting. Consequently, lessons typically run smoothly and without interruption.
- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils play safely and well together at break, and behave responsibly in the hall at lunchtime.
- School records show that there are relatively few instances of poor behaviour, including racist or discriminatory incidents. If pupils do misbehave, staff act appropriately and effectively.
- A small number of pupils occasionally present challenging behaviour, but staff manage this consistently and well. Pupils with behavioural difficulties are supported in a caring and nurturing way, and there is evidence that this leads to improved behaviour of these pupils.
- Attendance has improved and is now above average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel very safe in school and well cared for. They know how to keep themselves safe in different situations, including when using the internet.
- Pupils have a good knowledge of bullying and the different forms it can take. They say that bullying is very rare in school, and are confident that the school deals with it effectively if it occurs.
- Almost all parents who responded to the Parent View survey and the school's own questionnaire believe that their children are happy, safe, and well cared for in school, and that they behave well. Inspection evidence supports this view.

The quality of teaching

requires improvement

- Teaching requires improvement because it does not ensure that pupils make consistently good progress and achieve well over time, particularly at Key Stage 2 and especially in reading and mathematics. School records show that teaching is improving, and this is beginning to accelerate pupils' progress.
- Expectations of what pupils can achieve are sometimes not high enough, and the work set is not always hard enough to challenge pupils to reach the highest levels and make the best possible progress, particularly the most able. As a result progress slows and pupils do not achieve as well as they should.
- The quality of marking and assessment is variable. Staff mark pupils' work regularly and use praise effectively. However, pupils are not always given clear guidance about what they need to do to improve their work, and there are too few checks that pupils respond to such advice when it is given.
- Where pupils learn well, staff have high expectations and set challenging work that engages pupils in their learning. For example, in a Year 2 mathematics lesson pupils were reinforcing and extending their understanding of addition and subtraction by creating their own number problems. The work was challenging, and different pupils' needs were well catered for. All pupils were actively and enthusiastically involved and questioning was used effectively to deepen pupils' understanding. As a result the pupils enjoyed the lesson, had to think hard about what they were doing and made good progress.
- Teachers and teaching assistants work closely together to support the learning of pupils who need extra help. This includes those who are disadvantaged or who are disabled or have special educational needs. Extra help is provided in the classroom, or in individual or small-group sessions. This helps these pupils to achieve well and make good progress.

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make consistently good progress across the school. By the end of Key Stage 2 standards in reading, writing and mathematics are not high enough, and too few pupils achieve well.
- At the end of Year 2 pupils' standards in reading, writing and mathematics have been around average for the last three years. They rose slightly in 2013 but dropped back again in 2014, as shown by preliminary test results.

- At the end of Year 6 pupils' standards in reading, writing and mathematics have been below average for the last three years. In 2013 the proportion of pupils who made the progress expected of them was above average in writing, around average in mathematics, and below average in reading. The proportion who made more than the expected progress was below average in reading, writing and mathematics. Preliminary results for 2014 show little sign of improvement with too few pupils making good progress. Their achievement is not improving quickly enough.
- Pupils generally make better progress and achieve higher standards in writing than they do in reading and mathematics because they have many opportunities to write in a variety of styles in different subjects.
- Pupils have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check was above average in 2013, and improved further in 2014. Pupils have many opportunities to read, but there are too few opportunities for them to read and understand more challenging books and reading materials in order to raise standards by the end of Year 6.
- Pupils' basic skills in mathematics are secure, but there are too few opportunities for them to use and apply their mathematical knowledge, skills and understanding to solve practical problems, both in mathematics lessons and across different subjects. This hampers their ability to reach higher standards, by the end Key Stage 2.
- There is evidence that pupils are now beginning to make better progress across the school because the quality of teaching is improving. The work in pupils' books and the school's systems for checking the quality of teaching and how well pupils are doing confirm this. Current Year 6 pupils are on track to make better progress and to achieve improved standards that are closer to the national average, by the end of the year.
- Disadvantaged pupils achieve well. They receive effective individual and small group support when it is needed, and make good progress. In 2013 the standards reached by Year 6 pupils known to be eligible for the pupil premium were similar to those of all pupils nationally in writing, around one term behind in reading, and around one term and a half behind in mathematics. In comparison with other pupils in the school they were around half a term ahead in reading, half a term behind in writing and one term behind in mathematics. School data show that this gap in achievement is closing.
- Disabled pupils and those with special educational needs achieve well and make good progress. Their needs are accurately identified and they receive good-quality support from teachers, teaching assistants and the learning mentor.
- The most able pupils achieve higher standards than their classmates, but too few of them make good progress overall. This is because they are not always given work that is challenging enough.

The early years provision

is good

- Most children join the early years with skills and knowledge that are generally below those typical for their age, especially in communication and language. They make good progress and are well prepared to enter Key Stage 1.
- The quality of teaching is good. Staff have high expectations and challenge children to make rapid progress. They provide varied opportunities for children to play and explore, and use the indoor and outdoor environments effectively. As a result children quickly develop key skills.
- Staff work well to meet the needs of individuals and groups of children. Staff use the information gained from their careful checking of children's progress to plan activities in order to further extend and challenge children.
- Vulnerable children, including those who are disabled, have special educational needs or for whom the school receives additional funding, receive effective support and make good progress.
- As a result children are well motivated and keen to learn. They behave well, listen carefully to adults and get on well with each other in a safe and caring environment.
- There are close links with the children's centre, which houses the school's Nursery class, and with other nurseries. These ensure that children make a smooth transition to the Reception Year. There are good links with parents and outside agencies.
- The early years provision makes a strong contribution to children's physical and emotional health, safety and well-being, and also to their spiritual, moral, social and cultural development.
- The leadership and management are good. Staff work well together as a team and have an accurate view of how well children are progressing, and where further improvements could be made.

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	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.
		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.

School details

Unique reference number	119593
Local authority	Blackpool
Inspection number	448832

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	482
Appropriate authority	The governing body
Chair	Christopher Wren
Headteacher	Joanne Snape
Date of previous school inspection	23 March 2010
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