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10 December 2014

Miss Joanne Snape  
Headteacher  
Blackpool Baines Endowed Church of England Voluntary Aided Primary School  
Penrose Avenue  
Marton  
Blackpool  
Lancashire  
FY4 4DJ

Dear Miss Snape

### **Requires improvement: monitoring inspection visit to Blackpool Baines Endowed Church of England Voluntary Aided Primary School, Blackpool**

Following my visit to your school on 9 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me, and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that the guidance given to individual teachers is swiftly followed up and monitored by leaders, in order to have a greater impact on improving the quality of teaching.

### **Evidence**

During the inspection, I held meetings with you and with two members of the Governing Body, to discuss the actions you have taken since the last inspection. I also met with a representative of Blackpool Local Authority (LA). I made short visits to each class and spoke informally to pupils about their work. I scrutinised school

documentation, including leaders' improvement plans and their records of monitoring teaching.

## **Context**

Since the section 5 inspection in October, one member of staff is absent from school on maternity leave, one teaching assistant and a temporary teacher have been appointed. Significant building works to the school have commenced and are due to continue until May 2015.

## **Main findings**

You have responded positively to the findings of the recent section 5 inspection. You have reviewed the systems through which you check on school improvement. For example, you have introduced more regular, formal assessments of the progress pupils are making in reading, writing and mathematics. From the first of these assessments, you and your senior leaders have identified the progress pupils now need to make to meet nationally expected levels of achievement. Overall, targets are appropriate, although leaders have not yet established separate targets for more able pupils. You have also reviewed the method by which you gather information about the quality of teaching. This includes regular work scrutiny, checking on lesson plans and conducting a series of shorter observations of all classes, each week. These focus on the areas for improvement from the last inspection. However, you do not quickly check that the guidance you give to teachers is acted upon. Consequently, it is not yet clearly evident that your monitoring activities are leading to consistent improvements in individual teachers' practice.

You have supported teachers through a programme of training in, amongst others, mathematics and reading. Evidence from your monitoring shows that most teachers are spending more time enabling pupils to use and apply their knowledge in mathematics. It is also evident that the majority of teachers are following the school's marking policy, providing specific guidance to pupils on how to improve their work. However, a system for giving pupils opportunities to respond to this is still in its infancy. You have sought chances to work with good and outstanding schools, with mixed success. Plans to work with a National Leader of Education are underway but have not yet started.

Governors continue to offer an appropriate level of challenge and support to leaders, and make regular visits to the school to check on improvements. They have recently undergone training in understanding pupils' achievement information. They recognise that the information they receive needs some simplification so they can quickly draw conclusions about the school's performance.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The LA adviser has provided direct support to the school through whole-staff training sessions and also through developing the skills of relatively new school leaders; for example, through shared lesson observations. He has also worked closely with the team of staff in Year 4, and the positive impact of this is evident in the progress pupils in this year group are making. The local authority has supported leaders in identifying a national support school, although this has yet to commence.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Blackpool and to the Director of Education at the Diocese of Blackburn.

Yours sincerely

Philippa Darley

**Her Majesty's Inspector**