

# Bispham Endowed Church of England Primary School

Bispham Road, Bispham, Blackpool, Lancashire FY2 0HH

<b>Inspection dates</b>	4–5 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Children in the early years, and particularly those in the school's Nursery, get a good start to learning. They make good progress from their starting points and are well prepared for key stage 1.
- The proportion of pupils reaching the expected standard in phonics (the sounds that letters make), is above the national average because of the good teaching they receive.
- Pupils from all groups, including the most able and those who are disadvantaged, achieve well because of good quality teaching, particularly in English and mathematics.
- Teachers' good subject knowledge and effective questioning ensure that pupils develop good levels of skill in mathematics and writing and are well prepared for the next stage of their education.
- Leaders have a clear vision and high expectations. They have brought about improvements to the quality of teaching and pupils' outcomes.
- Leaders' strong and effective promotion of inclusion means this is a school where all are welcome and each person is treated with respect.
- Governors know their school well because of the questions they ask and quality of information they receive.
- Parents are overwhelmingly supportive of the school and recognise the improvements that have been made to the education of their children.
- Pupils feel safe and enjoy coming to school; consequently, their rate of attendance is above the national average.

### It is not yet an outstanding school because

- The quality of teaching of science, history and geography does not promote pupils' development of deeper knowledge and understanding in these subjects.
- Some middle leaders do not have the evaluation skills to be able to drive improvement in their
- The school's curriculum, including that found in the early years, does not promote the cultural diversity of modern British society widely enough.
- Governors have not published the school's special educational needs information report.

subjects.

## Full report

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

- Improve the quality of teaching, particularly in science, geography and history, to ensure pupils deepen fully their knowledge of the topic being studied and are able to apply confidently their new skills in a wide range of contexts.
- Enhance the quality of the school's curriculum so that it promotes more widely the cultural diversity found in modern British society.
- Ensure that governors improve the quality of the information they provide through the school website.
- Improve middle leaders' monitoring and evaluation skills, to reflect consistently the most effective practice seen in school.

## Inspection judgements

### Effectiveness of leadership and management is good

- Senior leaders have a clear and accurate understanding of the school's strengths and weaknesses because of their rigorous monitoring. They work closely as a team and with governors have developed a vision for improvement that they share with staff and governors. Their determination, commitment and motivation of staff has led to sustained improvement in the quality of teaching, particularly in English and mathematics.
- School improvement planning is clear and effective. It includes appropriate priorities and is based on leaders' accurate evaluations and the contribution of staff and governors. The regular and effective review of the impact of actions undertaken by the team of senior leaders and governors, who have dedicated responsibilities to drive improvement in the school, ensure the quick pace of improvement.
- Appropriate and well-managed use of the pupil premium grant ensures that the progress of disadvantaged pupils accelerates and that gaps in achievement between disadvantaged pupils and others continue to narrow. The effective use of a small proportion of the grant to provide short-term transport means some disadvantaged pupils attend school more often and consequently make better progress.
- Leaders' good use of the additional sport funding promotes pupils' greater involvement in sport and improves teachers' confidence and skills in teaching physical education. Additional specialist teachers and coaches provide expert training for staff and pupils. An increased range of opportunities provided by the funding promotes pupils' wider experience of sports, including gymnastics, dance and ice-skating. This leads to high rates of participation and consequently pupils, including those who have special educational needs or disability, adopting healthier lifestyles.
- Leaders' regular and effective communication with parents, including online, ensures that parents are well informed. Most parents overwhelmingly support the school.
- This is a caring school where pupils' spiritual, moral, social and cultural understanding is carefully nurtured. This is particularly evident in how leaders promote equality for different pupils irrespective of their gender identity, special educational needs or disability. Pupils who have disabilities participate in the full range of activities and life of school. All pupils are treated with understanding and respect.
- The school's curriculum is broad and balanced so as to equip pupils well for their next stages of education. However, leaders have not ensured that the content of the curriculum, including that seen in the early years, promotes the rich cultural diversity of modern British society widely enough.
- The leadership of the early years, English, computing and mathematics is strong. These subject leaders are clear about their roles and responsibilities and use their detailed knowledge of the strengths and weaknesses in their subjects from rigorous monitoring to bring about improvements. A minority of middle leaders, however, have more limited skills of analysis and consequently do not evaluate their subjects as effectively.
- **The governance of the school**
  - Governance of the school is effective. Governors share leaders' vision and commitment to improvement and hold them regularly to account. Governors know their school well because many visit often. They receive detailed information from a variety of sources, including external quality assurance professionals and representatives of the school council who attend some governor meetings.
  - Governors closely monitor the school's finances, including the additional pupil premium funding and sports funding, to ensure they get best value from their resources. Governors are involved in the planning of school improvement priorities and monitor the outcomes and impact of actions rigorously through frequent and regular meetings with the school's leadership team.
  - Governors ensure that the school's policy for performance management is robustly applied. Their secure understanding of the school's performance management procedures and how they relate to teachers' pay allow them to evaluate carefully, against clear performance criteria, any proposals for increases to pay.
  - Governors have not ensured that the required information about the implementation of the school's special educational needs policy is published on its website.
- The arrangements for safeguarding are effective.
  - The governing board ensures that the school meets the statutory requirements for safeguarding including the robust checking of the suitability of adults to work with children in school.
  - Leaders implement safeguarding policies rigorously and ensure that any concerns about the safety or welfare of pupils are acted on immediately.
  - Leaders and teachers are vigilant in protecting pupils from the dangers posed by radicalisation and extremism because they have appropriate training.

## **Quality of teaching, learning and assessment is good**

- Teachers' high expectations and good subject knowledge, particularly in English and mathematics, have raised pupils' achievement. Teachers' confident use of technical language and creative teaching effectively develop pupils' understanding and confidence in their own abilities.
- Reading and writing are taught systematically across the school. Consequently, pupils build on their prior learning and make good progress. Pupils' writing shows they make good progress in improving their technical skills and enrich their vocabulary as they progress through school. Younger pupils develop their mastery of noun phrases and the use of adjectives over a short period of time, which enables them to choose carefully appropriate vocabulary. Older pupils frequently demonstrate regular use of more sophisticated techniques such as subordinate clauses and similes.
- The quality of teaching of mathematics has improved greatly, due to an increased focus on the subject by leaders and appropriate training for staff. Mathematics is taught systematically so that pupils build on prior learning and make good progress. On occasions, however, some teaching does not provide frequent enough opportunities for pupils, including the most able, to deepen their understanding of concepts fully or apply their skills in other subjects such as science or geography.
- Teachers use questioning well to probe and develop pupils' understanding, particularly in reading, writing and mathematics. Teachers' questioning skills are copied by pupils when working in groups to challenge each other to improve their understanding. For example, when marking each other's work in a Year 4 writing lesson, pupils often asked their partner open questions that required them to explain their thoughts and reasons for writing particular sentences.
- Teachers use homework effectively to consolidate learning and allow pupils to practise their skills. Not all pupils like homework. Pupils do, however, appreciate the clarity and support offered by the school's homework policy, including the provision of a study club at lunchtimes, that ensure they have appropriate time and opportunities to complete any unfinished homework.
- Skilled and committed teaching assistants support learning across the school using a variety of effective strategies support both least- and most-able pupils, including those who are disadvantaged.
- The quality of teaching in subjects other than English and mathematics is effective; pupils make good progress in physical education, music and French. However, in a few subjects (science, geography and history) the quality of teaching is less consistent across the school. This is because teachers do not systematically plan the development of pupils' skills and knowledge across key stages. Consequently, pupils do not always receive enough challenge or opportunities to consolidate their knowledge and develop their deeper understanding of more complex aspects of these subjects.

## **Personal development, behaviour and welfare are good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and enjoy coming because they say teachers help them to understand their learning in lessons. Parents share this viewpoint and are overwhelmingly supportive.
- Pupils know how to stay safe in and out of school, including while online, because of the quality of teaching and guidance they receive. Visits to the school include those by local representatives of the emergency services that help pupils develop a good understanding of the dangers posed by fire, the sea, and busy roads. Pupils maturely and effectively carry out a wide variety of roles of responsibility, particularly in key stage 2. School councillors contribute to school improvement by attending some governing body meetings to ensure that governors are well informed. Members of the road safety committee educate their peers and parents to ensure that they develop good road sense and adhere to the new signage they have installed outside of school to encourage safer parking at busy times.
- Leaders ensure the welfare and safety of pupils from other schools who attend the school's special resourced provision. Pupils are fully included in school life and are seen as part of the school family.

- Pupils are well supported to become good citizens. They have a secure understanding of the rule of law and modern British institutions such as the monarchy. Older pupils have a good understanding of democracy and can explain the difference between the roles of a monarch, the prime minister and a president. However, unintentional limitations in the school's promotion of the diversity found in modern Britain limits their full understanding of wider British society.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous to adults and each other. They welcome visitors and willingly engage in articulate conversations about their work and school life.
- Pupils enjoy coming to school; consequently, their attendance is good and higher than the national average for all groups, including those who are disadvantaged or who have special educational needs or disability. When pupils are unable to attend for extended periods, for example for medical reasons, leaders ensure that the school keeps closely in touch with pupils at home so that they can continue their learning.
- Pupils' attitudes to their learning are good. They nearly always listen attentively and concentrate on their tasks. They are eager to learn. Pupils persevere with independent research to address gaps they find in their knowledge and eagerly share their findings with others. However, a small minority of pupils sometimes disengage from their learning when they find the work too easy or too hard.
- Pupils say that bullying is rare and that name-calling, including the use of homophobic terms by a small minority, happens infrequently. However, pupils know this is wrong and say members of staff quickly and effectively deal with it.
- The school has higher rates of fixed-term exclusion than seen nationally. The reasons for exclusion are appropriate and are in line with the school's behaviour policy. Leaders use exclusions as a last resort and provide appropriate support to pupils at risk of, or returning from, exclusion. As a result, few pupils re-offend and the behaviour and achievement of those that have been excluded have steadily improved.

### Outcomes for pupils

### are good

- Outcomes for pupils have improved since the last inspection and work in pupils' books shows this improvement is being sustained and enhanced.
- Pupils make good progress in their understanding of phonics because of the good teaching they receive. As a result, the proportions of pupils, from all groups including pupils who are disadvantaged, who achieve the expected standards in the Year 1 screening check are above national figures.
- In 2015, the proportions of pupils achieving the standards expected for their age were generally in line with national averages, in reading, writing, mathematics and English grammar, punctuation and spelling. However, the proportion of disadvantaged pupils reaching the levels expected for their age was lower than those of non-disadvantaged pupils nationally.
- In 2015, pupils made similar progress from their starting points in reading and writing to that which is expected of them. In mathematics however, the progress made by all groups of pupils was well below national figures. The proportion of disadvantaged pupils who made expected progress from their starting points in reading and writing was similar to the national figures for non-disadvantaged pupils and their peers in school. This was not the case, however, in mathematics, where the proportion of disadvantaged pupils making expected progress was much lower than that seen for non-disadvantaged pupils both nationally and in school.
- The work in pupils' books shows much-improved outcomes, particularly in mathematics and writing. Better quality and more systematic teaching have clearly improved pupils' outcomes, which are now good. Approximately eight out of ten pupils in all year groups are attaining what is expected for their age and the rates of progress are increasing rapidly.
- Disadvantaged pupils' rates of progress and attainment are improving rapidly, particularly in mathematics, so the achievement gaps between them and the non-disadvantaged pupils in school and nationally are narrowing.
- Most-able pupils achieve similar outcomes to the most-able pupils nationally because teaching provides an appropriate level of challenge in nearly all subjects. Disadvantaged pupils who are also most-able receive support using a variety of strategies because of the effective use of the pupil premium grant.

- Pupils who have special educational needs or disability, including those in the specially resourced provision, make good progress from their starting points because of the effective support they receive that is well managed by school leaders.

## **Early years provision**

**is good**

- The leadership of the school's early years provision is good. Leaders have a clear understanding of the strengths and weaknesses of the provision and plan appropriate improvements. Leaders ensure that assessments are accurate by regularly checking them with other providers.
- Children are well supported into and out of the early years because leaders ensure that good transition arrangements are in place. Leaders work closely with parents and providers at all points of transition, particularly when children are moving into the Reception class, where over half do not come from the school's own Nursery.
- Most children enter the early years with levels of development in line with those which are typical for their age and make good progress from their starting points, particularly in the Nursery. This is because of the quality of teaching and care they receive. In 2015, the proportions of children achieving a good level of development were close to national averages and the previous achievement gap between disadvantaged children and non-disadvantaged children had been closed. Current assessments and children's work show continued improvement in the progress children make. A greater proportion of children than seen nationally in 2015, are currently on track to reach a good level of development. Children leave the early years well prepared for key stage 1.
- Activities engage and stimulate children's thinking and learning. For example, children were both shocked and excited one morning to find their classes had been 'visited' during the night and property damaged. Children were required to undertake an investigation of the 'crime scene' – following clues, including giant footprints and scattered leaves, to identify the possible perpetrator who was a giant or giantess living in the class beanstalk. However, similar to other areas of the school, not enough is done across the curriculum to promote the cultural and social diversity found in modern British society.
- Children are polite and courteous. They are keen to learn. They play well together and effectively develop their inquisitiveness and social skills because of adults' good use of questions and their demonstration and encouragement of appropriate behaviours.
- Children are kept safe because well-trained and vigilant staff implement the school's safeguarding policies with rigour and act quickly and appropriately to deal with any concerns.
- Leaders ensure that welfare requirements are met.

## School details

<b>Unique reference number</b>	119411
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10012191

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Edmonds
<b>Headteacher</b>	Jo Hirst
<b>Telephone number</b>	01253 354672
<b>Website</b>	<a href="http://www.bispham-endowed.blackpool.sch.uk">www.bispham-endowed.blackpool.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@bispham-endowed.blackpool.sch.uk">admin@bispham-endowed.blackpool.sch.uk</a>
<b>Date of previous inspection</b>	25 June 2014

## Information about this school

- Bispham Endowed is a larger than average-size primary school.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium funding is average.
- The proportion of pupils who have special educational needs or disability is below average.
- The school provides a breakfast club and after-school club that are available to all pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school does not meet the requirements for publishing information about the reporting of implementation of its special educational needs policy on its website.
- The school offers specially resourced provision for up to eight pupils who are registered at other schools and have special educational needs relating to their social, emotional or mental health.

## Information about this inspection

- The inspectors observed a range of lessons or parts of lessons and looked at pupils' work. They listened to pupils reading and talked with pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing board and the local authority's school improvement adviser who works with the school.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure that pupils are kept safe.
- The inspectors spoke with parents and staff and took account of the 41 responses to the Ofsted online parent questionnaire, Parent View.
- Inspectors took account of the responses to the pupil and staff questionnaires.

## Inspection team

John Nixon, lead inspector

Allan Torr

Saeeda Ishaq

Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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