

Inspection of a good school: Baines' Endowed Church of England Primary Academy

Penrose Avenue, Marton, Blackpool, Lancashire FY4 4DJ

Inspection dates:

4 and 5 May 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils, including those with special educational needs and/or disabilities (SEND), are generally happy at this school. They appreciate the importance of respecting and caring for others. When bullying occurs, it is dealt with quickly by leaders. As such, most pupils feel safe in school.

Pupils have access to a wide range of extra-curricular activities. For instance, they enjoy taking part in the choir, dance club and cross-country running. Pupils also enjoy taking on responsibilities such as serving as school and eco-council representatives.

Some pupils' behaviour does not reflect the high expectations that leaders have set. Over time, these pupils have struggled to regulate their behaviour in and out of the classroom. The strategies that leaders have put in place to support these pupils have not been as effective as they should be. As a result, pupils' learning is disrupted.

Leaders set high expectations of pupils' achievement. That said, in some subjects, pupils have not benefited from a well-considered curriculum. Leaders have not finalised what pupils should be taught and when this should happen. This hinders pupils from achieving as well as they should.

What does the school do well and what does it need to do better?

Leaders have been successful in establishing well-thought-out curriculums in some subjects. In these subjects, leaders have identified the knowledge that they want pupils to learn and when this should be taught. However, a small number of teachers do not cover some key content or do not teach the curriculum in the order in which leaders

intend. In some other subjects, leaders and teachers are not as clear about the key knowledge that must be taught and when this should happen. As a result, pupils' achievement is variable across subjects.

In some subjects, teachers do not use assessment strategies effectively. This limits their ability to recognise and address pupils' errors or misconceptions. That said, teachers in the early years are better informed about how well children are learning. Teachers quickly identify any children who are struggling and make sure that they receive timely support to help them to catch up.

Pupils are encouraged to read widely and often. Leaders have arranged events such as 'book at bedtime' to foster positive reading habits. Parents and carers are invited to such events. In the main, pupils enjoy reading.

Leaders have recently introduced a new phonics programme. Staff have received the training and resources that they need to deliver this programme effectively. Children in the two-year-old and three-year-old provision are immersed in songs and rhymes to get them ready for their future phonics learning. Children in the Reception Year benefit from a strong start that helps them to secure their phonics knowledge over time. Pupils who do not keep pace with the phonics programme are helped to catch up. Leaders make sure that the books that pupils read are closely matched to the sounds that they know. This helps pupils to read fluently and confidently.

Leaders and teachers are skilled at identifying the needs of pupils with SEND. They provide suitable support to meet pupils' needs. Pupils with SEND access the same curriculum as their peers. That said, weaknesses in the curriculum mean that pupils with SEND do not achieve as well as they should.

Most pupils are polite and well mannered. However, the behaviour of some pupils has declined recently. Leaders have not developed effective strategies to manage these pupils' increasingly challenging behaviour. Moreover, some pupils are not supported effectively to focus on their learning during the lesson. This means that the behaviour of some pupils disrupts learning.

Leaders make available a wide range of enrichment opportunities that promote pupils' health and well-being. These include swimming, sports activities and outdoor pursuits. Pupils build their knowledge of the wider world through visits and trips. For example, some pupils made a visit to a Gujarati centre. These experiences help pupils to develop an appreciation of different cultures and religions.

The trustees and the governors support the work of leaders at school. In the main, they understand the school's strengths and weaknesses. Staff value the consideration that leaders give to staff's well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders arrange regular safeguarding training for all staff. This helps staff recognise the signs that indicate pupils may be at risk of harm. Staff are highly vigilant. They know how to report concerns if they arise. Leaders act upon any concerns swiftly and manage risks to pupils well.

Leaders forge strong relationships with external agencies that provide help for vulnerable pupils. Leaders signpost pupils and their families to these external agencies appropriately. This enables pupils and their families to receive the timely support that they need.

Pupils learn how to keep themselves safe from risks. This includes learning about lockdown drills, fire safety and risks when working and playing online. Pupils have a trusted adult that they can go to if they have any concerns or worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' curriculum thinking in some subjects has not been finalised. As a result, some pupils do not build their subject knowledge as well as they should. Leaders should set out the key knowledge that pupils should be taught and the order in which this should be learned.
- A small number of teachers do not deliver some subject curriculums as leaders intend. This prevents pupils from building their subject knowledge over time. Leaders should check the delivery of the curriculum closely to identify and address any issues effectively.
- In some subjects, leaders' strategies for assessing pupils' learning are not well developed. This means that teachers do not recognise and address pupils' errors or misconceptions. Leaders should ensure that teachers identify and address pupils' gaps and misunderstandings swiftly.
- For some pupils, leaders' strategies to manage behaviour are not as effective as they should be. As a result, some pupils' poor behaviour disrupts learning and hinders pupils from achieving as well as they should. Leaders should ensure that they have effective strategies in place to manage pupils' behaviour consistently well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141611
Local authority	Blackpool
Inspection number	10268966
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	522
Appropriate authority	Board of trustees
Chair of trustees	Simon Lloyd
Headteacher	Debi Rusling
Website	www.bainesendowedblackpool.co.uk
Date of previous inspection	31 January and 1 February 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Ciadri Education Limited multi-academy trust.
- The school is a Church of England academy in the Diocese of Blackburn. The most recent section 48 inspection took place in February 2020.
- The school has provision for two-year-old children.
- The board of trustees provide before- and after-school care for pupils.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- The inspector spoke with the headteacher, other leaders and members of staff. She also spoke with members of the governing body, including the chair of governors, and a representative of the local authority and the multi-academy trust.

- The inspector analysed safeguarding documentation, including the single central record. The inspector spoke with a range of pupils, staff and leaders to evaluate the culture of safeguarding in the school.
- The inspector carried out deep dives in early reading, mathematics and history. She talked with curriculum leaders, visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. The inspector also observed some pupils reading to trusted staff.
- The inspector observed pupils' behaviour in class and as they moved around school. She also observed pupils playing at lunchtime.
- The inspector spoke with groups of pupils about their experiences at school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also met with parents and carers before school to find out their views of the school.
- The inspector considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Amina Modan, lead inspector

His Majesty's Inspector

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