

Blackpool Baines Endowed Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	119593
Local Authority	Blackpool
Inspection number	313349
Inspection dates	29–30 January 2008
Reporting inspector	Geoffrey Yates

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 on roll	
School	470
Appropriate authority	The governing body
Chair	Rev Christopher Wren
Headteacher	Mrs Glenis Taylor
Date of previous school inspection	1 April 2005
School address	Penrose Avenue Marton Blackpool Lancashire FY4 4DJ
Telephone number	01253 762532
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Baines Endowed Church of England Primary is a well above average sized school situated in the outskirts of Blackpool. Most pupils are White British. An above average proportion of the pupils are eligible to receive free school meals. The percentage identified as having learning difficulties and/or disabilities is also above average. The school has achieved many awards including the national Healthy School award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides its pupils with a good education firmly based on Christian principles. As one parent said, reflecting the views of many, 'Our child loves going to school. I feel he is well looked after and is learning very well.' Pupils get on very well with each other and are keen to learn. The leadership and management of the school are highly effective in ensuring that all pupils are valued, and that they have access to a good curriculum that extends beyond the bounds of the school day. The school has introduced a number of very successful strategies to improve attendance, which is now average.

Pupils enter Year 1 with skills that are below those expected of five-year-olds. They make good progress and achieve well, because of good teaching and the good quality support that teaching assistants provide. By the time pupils leave, standards are in line with national averages in English, mathematics and science. The most recent test results showed an improvement on the previous year.

The quality of teaching and learning is good. Teachers and teaching assistants have very good relationships with pupils. They manage pupils well through praise and encouragement. In the best lessons, activities are challenging and capture the interest and enthusiasm of all learners. For example, in a Year 5 lesson, pupils gained a good understanding of open and closed questions by reviewing electronic recordings of their interviews with classmates. Where teaching is less strong, pupils spend too much time consolidating their knowledge and teachers' marking is not always effective in helping pupils to improve their work.

Pupils' personal development is good. Behaviour is good and pupils with responsibilities, such as school council members, take them very seriously. The playground leaders help to make playtimes an enjoyable social occasion, with the older pupils caring for the younger ones. Pupils have a good appreciation of the need to live a healthy lifestyle. They feel safe and enjoy school. A typical view, expressed by one pupil, is, 'I like school because we get to do lots of different things.' The curriculum offers a good range of learning activities. For example, information and communication technology (ICT) is integrated well into lessons, and pupils learn two foreign languages. Visitors to the school, such as professional musicians and staff who work on the 'life education bus', along with a good range of after-school clubs, widen pupils' curriculum experiences well. However, while there is a good emphasis on learning basic skills, pupils are not given sufficient opportunities to use their writing and numeracy skills well in subjects across the curriculum. The care, guidance and support offered to pupils are good. Systems to track pupils' academic progress are of a good quality and contribute effectively to pupils' good achievements.

The headteacher has created a team of staff who work well together. She has successfully promoted a very clear vision for the school's future direction. The governance of the school is good. Senior staff and curriculum teams accurately monitor and evaluate the school's performance and play a full part in developing effective plans for improvement. Consequently, the school provides good value for money and has good capacity to succeed in the future.

Effectiveness of the Foundation Stage

Grade: 3

Children start school with skills that are below those typical for their age. By the end of the Reception year, most children make satisfactory progress but do not all reach the goals expected

for their age. About a quarter of them tend to be still working within the Foundation Stage curriculum when they enter Year 1. Considerable emphasis is placed on helping children to learn to be kind and sociable individuals who can share, wait their turns and develop personal care and safety. Activities and tasks to promote the basic skills of speaking, listening, reading, writing and number are taught well. Children are becoming confident in writing their own names, building up difficult words and reading simple story books to their teachers. Teaching is satisfactory, but not all activities have sufficiently clear outcomes for children to ensure they get the maximum learning from each experience. Activities children choose for themselves often lack sufficient challenge and staff are not sufficiently clear about what they want children to learn from the activities provided. Outdoor learning is effective in supporting and extending children's spontaneous play.

What the school should do to improve further

- Provide more opportunities for pupils to use their numeracy and writing skills well in subjects across the curriculum.
- Ensure that in the Foundation Stage planned activities are better matched to meet children's needs.
- Ensure that marking is effective in helping pupils to better understand how their work might be improved.

Achievement and standards

Grade: 2

Pupils of all abilities achieve well. From below average starting points, pupils make good progress to reach average standards in reading, writing and mathematics by the end of Year 2, and in English, mathematics and science by the end of Year 6. Current school data show that the present Year 6 pupils are making good progress and are expected to meet their challenging targets. The careful tracking of pupils so that any underachievement can be addressed is a key factor in ensuring that pupils make good progress. Pupils with learning difficulties make similarly good progress to others in the school.

Personal development and well-being

Grade: 2

Pupils seize every opportunity to experience new things, to join in activities and to demonstrate their skills. They talk excitedly about their many contributions to the school community. Pupils feel an important part of the school family, willingly taking responsibility for many aspects of the smooth day to day running of the school. They look after each other, act as playground pals or councillors and follow a healthy lifestyle. Their behaviour is good. Pupils are very enthusiastic about their school work and thoroughly enjoy all out-of-class clubs, visits and welcome a range of visitors into the school. Pupils' spiritual, moral, social and cultural development is good. They show a deep concern for others, firmly based on Christian principles, clearly know right from wrong and have a keen sense of fair play. They respect their environment and, because of good curricular provision, have improved their knowledge of the values, beliefs and lifestyles of other cultures. Through fund-raising, pupils learn the basics of economic life and democratic principles. Pupils have responded well to the school's efforts to improve attendance which is now broadly average.

Quality of provision

Teaching and learning

Grade: 2

The enthusiasm of the teachers and the good management of behaviour in classes and around the school help all pupils to learn. Pupils in Years 5 and 6 are carefully grouped, based on their prior attainment, and good teaching ensures that they make good progress in English and mathematics. Teachers make good use of ICT to make lessons interesting and relevant. Teaching assistants give good support to pupils in lessons contributing well to their progress. However, sometimes lessons offer a limited range of activities, particularly for the more able. Information from assessments is used well to plan lessons and focus teaching but the wording of some of the targets set for pupils is not child-friendly. There are inconsistencies in the quality of marking and, as a result, opportunities are missed in pointing out to pupils how work might be improved.

Curriculum and other activities

Grade: 2

At the heart of the school's curriculum is the importance of developing the pupils' self-worth, confidence and ability to make informed choices. As a result, pupils are prepared well for the next stage of their education. A very effective programme of social and health education ensures pupils' personal development is of a good quality. There is an appropriate emphasis on the development of literacy and numeracy skills. However, there are insufficient opportunities for these skills to be used well in other subjects by pupils. French and Spanish are now available, either as part of the formal curriculum or as after-school clubs, and even the youngest children are able to begin to learn a European language. The school makes good use of a wide range of enrichment experiences which brings their learning to life. When in Year 2 and Year 4, all pupils learn to play the recorder and the violin enriching their musical skills and appreciation. A range of clubs is available at lunchtime and after school so that all pupils, no matter what their circumstances, can take part.

Care, guidance and support

Grade: 2

The school provides a warm and caring environment which successfully provides pupils with opportunities to develop as young people. A dedicated staff team ensure that the school is a caring and happy place which provides a safe and secure environment where all legal requirements with regards to pupils' safety are met. There are good procedures in place to monitor pupils' academic progress. The assessment data is used well to track academic progress and set challenging targets. However, the involvement of pupils in the process of setting targets is at an early stage. Support staff are very well informed about the precise needs of pupils with learning difficulties and/or disabilities and this ensures that pupils make good progress. The school works well with the Children's Centre and other agencies to ensure that vulnerable pupils receive high levels of care and support. Children who are new to the school are made especially welcome, and each child is assigned a buddy to introduce them to their new school environment.

Leadership and management

Grade: 2

The school evaluates its work effectively. Strong leadership from a committed headteacher, supported well by senior managers, has been instrumental in securing good achievement for pupils in both their learning and personal development. The setting of challenging targets has been central to the raising of standards. Regular monitoring of teaching and learning has enabled senior staff to identify where future improvements are needed. Subject leaders demonstrate a clear sense of purpose and high expectations, both of themselves and the pupils, but as yet do not have a detailed overview of their subjects. The school works very successfully to maintain close links with parents and the local community who in turn support the school very well. Governors carry out their responsibilities conscientiously and provide a good level of challenge as 'critical friends'. Good improvements have been made since the previous inspection especially with regard to standards in mathematics.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

31 January 2008

Dear Children

Inspection of Blackpool Baines Endowed Church of England Voluntary Aided Primary School,
Blackpool, FY4 4DJ

What a good school you attend! We are writing to you to thank you for your help during our visit to your school and to share with you our opinions about it. We were impressed by how friendly you are, not just with us, but most importantly with each other. You behave well, work hard and try your best in lessons. It was lovely to see all the Year 3 pupils enjoy taking a leading part in the Christingle service and you all sang very well.

We agree with you that your headteacher and teachers are very caring and help you very much if you have a problem or personal issue. The younger children in the Nursery and Reception settle well into school life. However, we feel that some of the activities they are asked to do could be planned a bit better. In Years 1 to 6 you do well in English, mathematics and science and reach average standards because of good teaching. However, at times, the work that you do in writing in other subjects, does not show how good your writing skills are. We have asked your school to try and make sure that all the writing you do is as good as that found in your literacy books. You can help by always trying your very best when asked to do some writing in subjects such as history and science. We have also asked the school to find ways for you to use your numeracy skills in other subjects in the curriculum. We have suggested that staff make sure that when your books are marked you are always given a clear idea on how to improve.

All the jobs you do in school and the way many of you help others, for example at lunchtimes, are certainly helping you to become good citizens for the future. It is good to see that many of you know what you need to do to be safe and keep healthy and fit.

We hope you continue to enjoy school and wish you the very best for your future.

Yours sincerely

Geoffrey Yates, Carole Cressey and Gordon Alston

Additional Inspectors