

Bispham Endowed Church of England Primary School

Inspection report

Unique Reference Number	119411
Local Authority	Blackpool
Inspection number	339434
Inspection dates	17–18 May 2010
Reporting inspector	Julie Price Grimshaw

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Mr Tony Edmonds
Headteacher	Mrs J Hirst
Date of previous school inspection	27 March 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons taught by 18 teachers and held meetings with governors, staff, the School Improvement Partner and groups of pupils. They observed the school's work, and looked at improvement planning, policy documents, national published assessment data, the school's own data and pupils' work. Inspectors also analysed 123 parental questionnaires as well as the views of a selection of pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the sustainability of the improving trend in pupils' achievement
- how effectively the school's promotion of community cohesion supports pupils' cultural development
- how well the school is responding to the challenges presented by recent instability in staffing.

Information about the school

This is a larger than average primary school serving a relatively wide area to the north of Blackpool. The proportion of pupils entitled to free school meals is broadly average. Almost all pupils are of White British heritage and speak English as their home language. The proportion of pupils with special educational needs and/or disabilities is just above average.

Since the last inspection, there has been some staffing instability due largely to staff taking maternity leave and also some staff illness. This has affected mainly the Early Years Foundation Stage and Key Stage 1.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bispham Endowed is a welcoming school where all staff work together as a committed and efficient team to ensure that all pupils achieve well. In this positive and friendly environment pupils feel safe, secure and well cared for. They say that they enjoy coming to school and this is shown in their above average attendance.

Since the last inspection pupils' attainment and progress have improved significantly. Attainment at the end of Year 6 is above average in English, mathematics and science. In 2009, pupils' attainment in English was particularly high as a result of the school's strong focus on reading and writing. All pupils make at least good progress across Key Stage 1 and 2.

The quality of teaching is good overall and this supports pupils' good achievement. Lessons are well planned and teachers use assessment effectively. They use a variety of teaching strategies to help engage and motivate all pupils. In the minority of lessons, where teaching is satisfactory rather than good, the pace of learning sometimes slows as time is wasted, and occasionally the tasks set for pupils are not challenging enough. The overall quality of pupils' spiritual, social, moral and cultural development is good. The school promotes pupils' spiritual development very effectively and pupils develop a clear awareness of 'the right thing to do', as shown, for example, in their story writing on moral dilemmas. Pupils' cultural development is satisfactory rather than good as they have a limited knowledge of faiths and cultures other than their own. The school's promotion of community cohesion is satisfactory, although the school is aware of the need to develop pupils' awareness in this area, particularly concerning faith communities within the United Kingdom.

Children enjoy their time in the Early Years Foundation Stage where they make satisfactory progress and strengths in provision support their personal development. However, at the time of the inspection the school was still in the process of establishing consistent interim leadership to cover the temporary absence of the Early Years Foundation Stage leader. Evidence of children's progress in the Early Years Foundation Stage is not always recorded and shared in a clear and coherent way.

Since the last inspection the headteacher and her leadership team have worked with determination and focus to improve pupils' achievement. The upward trends in attainment and progress show the success of their work. In addition, they have brought about significant improvements to many aspects of the school's provision. This, combined with accurate self-evaluation and good quality improvement planning, means that the capacity for sustained improvement is good.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Improve the overall effectiveness of the Early Years Foundation Stage by:
 - establishing good-quality interim leadership
 - developing systems for recording and sharing evidence of children's progress.
- Increase the proportion of good or better teaching by ensuring that:
 - the pace of learning is consistently brisk
 - all pupils are provided with a sufficient level of challenge.
- Develop children's awareness of the range of faiths and cultures within the United Kingdom through the effective promotion of community cohesion.

Outcomes for individuals and groups of pupils

2

'We like to learn and the teachers really help us,' was a view typical of that expressed by many pupils. In the great majority of lessons pupils are motivated and engaged with their learning, being keen to do their best. This was evident in a literacy lesson where pupils could hardly wait to start their work after the teacher told them that she had set them an interesting challenge. Because of this keenness, promoted by good provision, all groups of pupils achieve well. Those with special educational needs and/or disabilities are provided with personalised support that enables them to make the same progress as their peers. Pupils' behaviour, both in and out of lessons, is generally good. They have a thorough awareness of safety-related issues and show consideration for each other's safety when playing together.

Pupils are very much aware of the school statement that: Bispham aims to be the best.' They are proud to be members of the school community and love to take advantage of the many opportunities to take on responsibilities, for example, as members of the eco-council. They are also involved in a range of fundraising activities for various charities.

Pupils' well-developed skills in literacy, numeracy and information and communication technology (ICT) mean that they are well prepared for the next stage in their education. The school is making good progress in developing a range of enterprise activities to further enhance this aspect of pupils' development.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching has improved significantly since the last inspection with the majority of lessons now being at least good. Most teachers have good subject knowledge and apply this well. They use data effectively when planning activities for individuals and groups. As a consequence, most, although not all of the work set, is well-matched to pupils' abilities and provides them with a suitable level of challenge. Relationships between adults and pupils are a significant strength; teachers give much encouragement and praise to their pupils which, in turn, motivates them to learn. Occasionally, valuable time is wasted by, for example, asking pupils to copy down lesson objectives when this activity does not support the learning. Almost all teachers give pupils good quality written feedback on how to improve their work. In the best practice pupils use this feedback to enter into a dialogue with their teachers, which accelerates progress further.

The curriculum is good and contributes effectively to pupils' good achievement. There are many opportunities for pupils to practise their skills in literacy, numeracy and ICT across a range of subjects. Curriculum planning takes good account of pupils' differing needs. Further ongoing development is taking place in order to establish meaningful links between subjects, and there is evidence of success in this area. There is a good range of enrichment and extra-curricular activities, many of which take advantage of the school's productive partnerships with external agencies and local schools.

Good quality pastoral care helps pupils to feel happy and secure: they know that there is always an adult to turn to if they are worried. The school provides particularly well for vulnerable learners and helps many such pupils to overcome considerable barriers to

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their learning so that they achieve well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her leadership team have taken a strong lead in driving improvement over recent years and continue to communicate their ambitions for the school clearly to all staff. Good use of tracking data and a programme of rigorous monitoring has helped the school to identify precisely the key areas for development and to take action on these. Inspection evidence and current data indicate that the positive trend in outcomes is set to continue and that the improvements in pupils' achievement are sustainable. Teaching and learning are managed well, with much emphasis on sharing good practice. Overall, the school has been successful in tackling the challenges presented by disruptions to staffing, particularly in Key Stage 1. As a result the potential impact of this instability on pupils' learning in this key stage has been minimised.

Governors are very strongly committed to the school. They are involved in self-evaluation and provide support and challenge to school leaders. The governing body carries out all statutory responsibilities, including those relating to safeguarding policies and procedures. These policies are applied with rigour and are effective in ensuring that all pupils are safe.

The school provides well for all its pupils, showing a clear commitment to the promotion of equal opportunities. This is particularly evident in the careful way that each pupil's needs are assessed so that individualised support, including that negotiated through external partnerships, is provided. There is strong emphasis on the promotion of cohesion in the local community, but the school is aware of the need to develop pupils' understanding of the range of ethnic and faith communities within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills that are below those typically expected for their age. They make satisfactory progress in all areas of learning and by the time they enter Year 1 the attainment of the majority is below average. Children enjoy their learning and develop important social skills in the Nursery and Reception classes. The Nursery children have a particularly good area for outdoor learning which is used well: they are able to move from the indoor classroom freely and continue their learning in the outdoor area, taking advantage of the good range of resources there. Outdoor learning for the Reception children is less well developed as the size of the available space means that the number of children in this area at any one time has to be limited.

The Early Years Foundation Stage has been affected recently by disruptions to staffing. Although the school's leadership team have now appointed new staff with the aim of establishing greater consistency in staffing, no individual has yet taken the role of Early Years Foundation Stage leader. This has led to variation in the quality of provision. This issue is now being tackled by the school through the re-organisation of staffing to allow a senior leader to take on the temporary role of Early Years Foundation Stage leader. Staff carry out regular assessments of children's progress but this evidence is not always gathered and presented in a way that enables progress to be shared and celebrated with parents and other personnel.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Views of parents and carers

Approximately a quarter of parents and carers responded to the inspection questionnaire. The great majority were very supportive and appreciative of the school. One parent, expressing a typical view, commented on the, 'hard working dedicated staff who treat children of all abilities and needs individually and compassionately'. A small number of parents expressed concerns about pupils' behaviour, but inspectors found behaviour to be generally good, with teachers being skilled in managing behaviour during lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bispham Endowed Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 123 completed questionnaires by the end of the on-site inspection. In total, there are 462 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	59	47	38	3	2	1	1
The school keeps my child safe	93	76	29	24	1	1	0	0
The school informs me about my child's progress	64	52	52	42	4	3	2	2
My child is making enough progress at this school	68	55	47	38	4	3	3	2
The teaching is good at this school	69	56	50	41	3	2	1	1
The school helps me to support my child's learning	66	54	48	39	6	5	2	2
The school helps my child to have a healthy lifestyle	73	59	48	39	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	50	56	46	0	0	2	2
The school meets my child's particular needs	61	50	51	41	2	2	4	3
The school deals effectively with unacceptable behaviour	54	44	57	46	4	3	5	4
The school takes account of my suggestions and concerns	53	43	60	49	4	3	3	2
The school is led and managed effectively	75	61	42	34	3	2	1	1
Overall, I am happy with my child's experience at this school	80	65	37	30	3	2	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2010

Dear Pupils

Inspection of Bispham Endowed Church of England Primary School, Blackpool, FY2 0HH

As you know, I visited your school recently together with three other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that your school was good and we agree with you. The staff work well to help you make good progress so that by the time you leave school your attainment in English, mathematics and science is above the national average. Last year's pupils from Year 6 did especially well in English, so we hope that you will be able to keep up this very good work! Overall, you behave well and are considerate towards one another. We were really pleased to see how so many of you are taking on responsibilities within the school and supporting each other. Your headteacher and the other staff have worked very hard over the last few years and made lots of improvements to the school.

Teaching is good at your school. Just occasionally, though, the pace of learning slows down a little, and sometimes you are not given work that really challenges you. We have suggested that the school looks into ways of making sure that all lessons are as good as the best. We have also asked that staff help you to learn more about faiths and cultures other than your own, especially those found in all the different communities in the United Kingdom. Finally, we would like the staff to help the children in the Nursery and Reception to make really good progress and to look at ways of recording this progress so that it can be shared with other people.

We are so pleased that you are proud to be pupils at Bispham Endowed and we know that you are familiar with the school's statement – Bispham aims to be the best! Please accept our very best wishes for the future.

Yours sincerely

Ms Julie Price Grimshaw

Lead inspector

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