

Blackpool Baines Endowed Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	119593
Local Authority	Blackpool
Inspection number	339476
Inspection dates	23–24 March 2010
Reporting inspector	Michael Onyon

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 of pupils on the school roll	467
Appropriate authority	The governing body
Chair	Rev Christopher Wren
Headteacher	Miss Joanne Snape
Date of previous school inspection	29 January 2008
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Introduction

This inspection was carried out by four additional inspectors, one of whom focused on the school's safeguarding procedures. The inspectors visited 21 lessons, observing 21 teachers and spending 60% of their time inspecting pupils' learning. They also visited the children's centre. Meetings were held with the Chair of Governors, staff, groups of pupils, and parents and carers. The inspectors observed the school's and pupils' work, and looked at school policies, records of meetings, assessment and monitoring information, curriculum planning, the school improvement plan and the School Improvement Partner's reports. In addition, 102 questionnaires from parents and carers were received and analysed along with questionnaires from pupils and staff.

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

- how well provision in the children's centre and Early Years Foundation Stage enables children to progress in their learning and development
- whether perceived improvements in the leadership and teaching of mathematics are consistently accelerating pupils' progress
- how well teachers use the outcomes of assessment to enable all pupils, including girls and the more able, to do as well as they can
- in light of the school's evaluation, whether there is evidence of an outstanding capacity to improve.

Information about the school

This is a large school. The proportion of pupils eligible for free school meals is above average. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. On-site provision includes Baines Children's Centre, which offers 52 full-time places for babies, toddlers and children of Nursery age. Inspectors inspected the welfare and education of children in this centre. Children in the Early Years Foundation Stage are provided for in the Nursery and Reception classes. The school provides before- and after-school care. The school's awards include the Healthy Schools Award, Eco-Schools Award, Active Quality Mark, Artsmark, Geography Quality Mark and Basic Skills Primary Quality Award.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with several outstanding features, giving it a distinctive character and quality of provision. The school has a superb ethos, the result of outstanding care, guidance and support provided by the stimulating headteacher and her staff and the impact this has on the personal development of pupils, particularly their strong contribution to the community. Because of outstanding safeguarding procedures pupils feel extremely safe. The excellent engagement with parents and carers leads to their appreciation of the quality the school provides, they would not 'change anything the school has to offer'. Excellent partnerships with a range of providers promote pupils' learning and well-being extremely well.

Since the last inspection standards, particularly in English, have risen and teachers' marking is used effectively to help pupils improve their work. This track record of improvement illustrates well the ambition and drive that the senior leadership team provides. Because of its rigorous self-evaluation the school is aware of its strengths and areas for development and plans carefully to address these issues. There is a strong commitment to develop staff through focused training and by involving them in monitoring and evaluating pupils' learning. This illustrates well the good capacity that the school has to improve further.

Pupils achieve well, taking into account starting points at below expected levels. As a result of keenly focused work, outcomes in English have improved significantly and results, overall, at Year 6 in 2009 were above average. While outcomes are good, progress in mathematics has not been as strong. Through the good curriculum strategies to improve progress have been successfully introduced but are yet to have the desired impact. The children's centre is having a positive impact on raising the level of attainment on entry to the school. The school's main aim is to promote the spiritual, moral, social and cultural development of its pupils and to develop in them life-long interests in learning and achievement, and it does this outstandingly well.

As a result of holidays taken by some families during term time, attendance levels are average, and a few pupils whose attendance is below average do not make the progress they might. The quality of teaching is good. It is not yet of a consistently high enough quality to ensure that pupils' achievement is outstanding, but in parts, such as in the quality of relationships between teachers and pupils, and in the planning of lessons, it is very strong. Pupils' behaviour is good, as is their attitude to work and this contributes to their good progress.

What does the school need to do to improve further?

- Further accelerate pupils' progress in mathematics, particularly for girls and the more able, by:
 - ensuring that they clearly understand how well they are doing and how they can improve
 - more regularly using the outcomes of the assessment of pupils' progress to monitor their progress.
- Raise levels of attendance by:
 - reducing the number of holidays taken by some families during term time, thereby making a better contribution to pupils' achievement.

Outcomes for individuals and groups of pupils

2

In lessons pupils are attentive and work hard; they learn well and make good progress. They enjoy opportunities to write for different purposes, which aids their good progress in English. They are keen to do their best, as can be seen in the presentation of their work and their good use of the guidance to improve their English skills. Pupils with special educational needs and/or disabilities and the very few who speak English as an additional language make good progress. Achievement is good. Attainment is above average and the results of national tests at the end of Key Stage 2 are high in reading and writing. Following the success in improving English, the spotlight is now on mathematics. Needs are identified and met very early in the children's centre, giving children a good start in the early years. This makes a good contribution to their learning. Pupils' behaviour is good and attendance is average. Pupils are very caring and show a mature understanding of the needs and feelings of their peers and those outside the school, demonstrated by their contributions in assemblies and charitable fundraising for a wide range of organisations. They embrace opportunities to take responsibility by assuming a number of important roles. These roles include being members of the school council and the Eco committee, team captains and working as 'play pals', when older pupils help younger ones to play actively together. The school council takes on an important role in involving all pupils in the life of the school, encouraging their suggestions for improvements. Pupils enjoy participating in the range of activities, including music, drama and sport. Through such activities they are well known in the community. The many outstanding attributes pupils demonstrate in their personal development shows they are well equipped to go on to the next stage of their education.

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.

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

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Many lessons include outstanding features, such as a brisk pace and high expectations. In Year 6 lively discussion considering the use of alliteration imaginatively developed an interest and understanding of both the text and techniques used by poets. English is taught very well with teachers sharing an enthusiasm for the subject which leads to pupils saying, 'Writing is fun.' In Year 2 pupils demonstrated their understanding of numbers in a team game, quickly calculating the outcomes of problems displayed on the interactive whiteboard. Where teaching is less effective the pace is not as brisk. In the best lessons teachers encourage pupils to act as resources for each other, for example through talking in pairs to discuss each other's developing ideas. Teachers provide pupils with clear feedback so they are motivated to work effectively. Where practice is at its best, pupils are encouraged to reflect upon their own and others' work and to offer suggestions about possible improvements. The curriculum has a strong emphasis on personal and social development, which supports pupils' personal growth and maturation. Themed events, such as the recent Book Week, visits and visitors enrich the curriculum and the school is planning developments to establish links further between subjects. There are regular opportunities to use literacy, numeracy, and information and communication technology skills in other subjects. There are very effective transition arrangements for pupils to move between the settings onsite and to transfer to the next phase of their education so that they do not lose any ground in their learning. A blend of warm relationships, well-established procedures and excellent concern for pupils ensures that the school provides extremely well for a range of personal needs. The work of the behaviour and

learning mentors contributes very positively to this provision. Staff show a keen alertness to pupils' changing needs that contributes to the excellent support and guidance that pupils receive.

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	1

How effective are leadership and management?

The leadership provided by the headteacher is central to the school's success. Because of this, all share a clear vision, ambition is clearly communicated and a sustained drive for improvement is demonstrated. Members of the leadership team challenge pupils' feelings, such as regarding what is fair and right, and encourage pupils' choice to reject unfairness and discrimination, reflecting the school's good promotion of equal opportunities. The headteacher has built a team of teachers, support staff and senior managers who share her values, which makes the school and the children's centre a very cohesive entity. Governors possess a wide range of skills and experience and are enthusiastic advocates for the school. They work effectively in committees and offer a good level of challenge and support.

The leadership of the school ensures that all procedures relating to safeguarding pupils are exemplary and ensures their health and safety through very high-quality care and a rigorous analysis of risk. Leaders and staff have worked tirelessly to build and sustain a close partnership with parents and carers and have established very effective links with neighbouring schools and with services for children in the local authority. The school promotes community cohesion well. Leaders ensure that pupils make a good contribution to the wider local and global community through the school's teaching of respect for all people and its active promotion of charity and aid work.

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
The effectiveness of the school's engagement with parents and carers	1

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

The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Children get off to a good start in the Nursery and Reception classes, and achieve well from levels generally below those expected. Because staff know the children well, they provide effective care and support. Good liaison between the children's centre and main school enables children to move between the settings according to their ages and needs. The partnership with parents and carers is excellent, for example their use of Baines Baby Bags' – resources to help with home learning. Children with special educational needs and/or disabilities are identified early and their needs are met extremely well. Because of the high expectations of the staff, children settle quickly into all settings when they arrive and are happy, well-behaved and confident learners. Their personal and social skills are developed well. Progress is good, with most children close to the goals expected of their age by the end of their Reception Year. Babies and toddlers enjoy exploring the well-organised and motivating environment, becoming enthusiastic learners, encouraged to investigate. Older children become increasingly independent, choosing activities indoors and outdoors from the easily reached and well-resourced provision. In Reception for instance, children enjoyed role play in the 'garage' and 'post office', understanding how to send letters and allocate numbered parking spaces. At times, as staff work alongside children, opportunities are missed to develop and extend children's skills. Provision both in the children's centre and the Early Years Foundation Stage in the main school are well managed and staff are well qualified. Provision in the children's centre meets requirements for registration. Teamwork is good and staff work with common purpose to challenge children successfully so they make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school, comment very positively about the quality of care and education their children receive and say that their children are safe. Parents and carers feel welcome in school, especially if they have any worries or concerns, and many endorse the view of one parent that, Baines is a super school.' A few parents and carers had concerns about their children's progress or whether the school deals effectively with unacceptable behaviour. The inspection finds that pupils make good progress and achieve well and that pupils' behaviour is good. Good procedures manage any unacceptable behaviour well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blackpool Baines Endowed Church of England Voluntary Aided 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 467 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	62	37	36	1	1	0	0
The school keeps my child safe	74	73	28	27	0	0	0	0
The school informs me about my child's progress	62	61	36	35	2	2	2	2
My child is making enough progress at this school	60	59	36	35	4	4	2	2
The teaching is good at this school	71	70	30	29	1	1	0	0
The school helps me to support my child's learning	66	65	34	33	1	1	1	1
The school helps my child to have a healthy lifestyle	60	59	39	38	2	2	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)	49	48	45	44	1	1	0	0
The school meets my child's particular needs	71	70	29	28	2	2	0	0
The school deals effectively with unacceptable behaviour	53	52	42	41	4	4	0	0
The school takes account of my suggestions and concerns	51	50	43	42	3	3	0	0
The school is led and managed effectively	69	68	31	30	0	0	1	1
Overall, I am happy with my child's experience at this school	75	74	25	25	1	1	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



24 March 2010

Dear Pupils

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

Thank you for welcoming the inspection team to your school for its recent inspection. We appreciated your politeness and enjoyed talking with you. We were impressed that you demonstrated many mature attitudes in your personal development. You have an excellent knowledge and understanding of how to stay safe and you make an excellent contribution to the school and the wider community. Very well done! We have judged your behaviour to be good. In addition to these very positive attributes, you also make good progress in your learning to reach above average standards by Year 6.

Your school and the children's centre are led and managed well. All adults play their part in the smooth running of the school and wanting the best for you. Your headteacher, the teachers and all the other adults give good help and support and the governors keep a close eye on the school. Through the hard work of the adults the school provides you with outstanding levels of care, guidance and support, and good teaching. The subjects you learn are interesting too and it is good to hear about your involvement in the school council, as play pals and about the fundraising for so many good causes. We know you enjoy these activities, along with your after-school clubs, visits and the many visitors.

So what does the school need to do to get even better? We have asked your leaders to help accelerate pupils' progress further in mathematics, especially for girls and pupils who find learning easier and need more difficult work. In addition, we have asked the school to try to discourage families from taking holidays during term time, so that attendance can be better, helping all children to achieve well. You attend a good school with many things that are outstanding. Congratulations!

Yours sincerely

Mr Michael Onyon

Lead inspector

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