

# Inspection of Baines' Endowed Church of England Primary Academy

Penrose Avenue, Marton, Blackpool, Lancashire FY4 4DJ

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Inspection dates:	26 and 27 November 2024
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Debi Rusling. This school is part of Cidari Multi Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Peter Ashworth, and overseen by a board of trustees, chaired by John McClelland.

## **What is it like to attend this school?**

Baines' Endowed CE Primary Academy is a welcoming and cheerful community where pupils look forward to attending each day. Dedicated staff take the time to understand both pupils and their families. This helps to foster a nurturing atmosphere throughout the school. Most pupils exhibit respectable behaviour. They know that they can approach adults if they wish to discuss any concerns or issues.

The school strives to set high expectations for pupils' achievement but these are not always realised. Some subjects are not taught as well as they could be. Pupils are not able to articulate what they have previously learned, nor use this knowledge to support new learning.

There are many opportunities for pupils to develop their talents and interests. They benefit from various after-school clubs, trips out and guest speakers. Pupils take pride in a range of responsibilities, including roles as house captains, librarians and members of the school council.

The school is passionate about developing well-rounded future citizens. Staff consistently reinforce the school values through regular collective worship. Pupils embrace these values and strive to incorporate them into their everyday lives.

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

Children quickly adapt to the school's routines in the Nursery and Reception Years. The curriculum is carefully organised to develop in stages and to progressively improve learning over time. Adults have a clear understanding of each child and design learning activities that are tailored to their needs. Children are happy and enjoy their early years, learning and playing well together.

The school prioritises reading, fostering a love for it among pupils. A revamped library area offers access to a diverse selection of books. A passion for stories and rhymes is cultivated from the early years. Throughout the school, pupils enjoy listening to carefully chosen books read by adults during story time. Staff are well trained to deliver the phonics programme confidently. They ensure that pupils read books matched with the sounds that they know. Pupils gain the knowledge and skills they need to become confident, fluent readers. Pupils who find reading difficult receive regular support to help them to catch up quickly. The school also involves parents and carers in reading initiatives, such as inviting them to school to share stories while dressed in pyjamas.

The school has designed an interesting and engaging curriculum. It is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Teachers demonstrate secure subject knowledge and effectively explain content to support pupils' understanding. In some subjects, such as reading, teachers check carefully what pupils understand. They address misconceptions quickly. However, in other subjects, this checking lacks the precision it needs. This means that some gaps in pupils' learning are not addressed. Misconceptions and errors become embedded. As a result, some pupils,

including those with SEND, do not learn the important knowledge as securely as the school intends.

The school identifies the needs of pupils with SEND accurately. It also works well with external agencies for additional support. However, teachers do not have the necessary information to adapt the delivery of the curriculum for these pupils. This lack of information prevents the curriculum from being adjusted effectively. As a result, some pupils with SEND struggle to build their knowledge, skills, and confidence independently.

Pupils, including children in the early years, generally behave well in class and around the school. Staff effectively support those pupils who find it challenging to regulate their emotions at times. This helps to create a positive and engaging environment and ensures that learning is not impacted.

The curriculum for personal, social and health education is logically ordered. Pupils develop an increasing, age-appropriate understanding of key topics. For example, they learn how to keep themselves safe and physically and mentally healthy. Pupils also learn about different family structures, healthy relationships and diverse cultures and religions.

Governors are dedicated to improving the quality of education for pupils. They provide support and challenge to the school. They understand the challenges faced by some families and support the school's initiatives. Staff are proud to work at the school. The school prioritises their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

#### **(Information for the school and appropriate authority)**

- Some staff lack the expertise to successfully adapt their teaching to meet the specific needs of pupils with SEND. This means that pupils with SEND do not progress through the curriculum as the school expects. The school and trust should ensure that staff have the knowledge and expertise to adapt their teaching and meet the needs of pupils.
- The school has not ensured that staff regularly check pupils' knowledge and understanding in subjects beyond reading. This means that some pupils have gaps in their learning and ongoing misconceptions that have not been identified and addressed. The school should make sure that staff use clear assessment strategies to quickly identify and address gaps and misconceptions in pupils' knowledge to help pupils to learn and remember the intended curriculum securely.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141611
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10321444
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	511
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John McClelland
<b>CEO of the trust</b>	Peter Ashworth
<b>Headteacher</b>	Debi Rusling
<b>Website</b>	<a href="http://www.bainesendowedblackpool.co.uk">www.bainesendowedblackpool.co.uk</a>
<b>Date of previous inspection</b>	4 and 5 May 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Cidari 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 provides before- and after-school care for pupils.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors, and a representative of the local authority and the multi-academy trust.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and design and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a range of documentation, including attendance and behaviour data, the school's self-evaluation summary and school development plan.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke to staff to discuss the school's support for their well-being and workload.
- Inspectors observed pupils' behaviour at lunchtime and spoke to them about behaviour and bullying.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also met with parents before school to find out their views of the school.
- Inspectors considered the responses to Ofsted's online surveys for staff and for pupils.

### **Inspection team**

Julie Brown, lead inspector	Ofsted Inspector
Rebecca Gough	Ofsted Inspector
Nicky Parkinson	Ofsted Inspector

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