

Baines' Endowed Primary School & Children's Centre, A Church of England Academy

Penrose Avenue, Marton, Blackpool, Lancashire FY4 4DJ

Inspection dates

31 January–1 February 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides strong, effective leadership. She has the confidence and trust of staff, pupils and parents.
- Leaders have driven forward rapid improvements in teaching. As a result, most pupils make good progress and achieve well.
- Governance is effective. Governors have the skills and information they need to hold school leaders to account. Governors work in close alliance with the multi-academy trust. This is an effective partnership.
- Pupils have a spring in their step and smiles on their faces as they come into school. They feel safe and valued as individuals at Baines' Primary School.
- The quality of teaching, learning and assessment has improved markedly and is now good. However, discussion with some middle leaders shows they are not clear about the progress pupils make.
- Pupils make good progress in reading and mathematics, but progress in writing is not quite as strong. Leaders recognise this.
- Teaching assistants make a valuable contribution to pupils' achievement, particularly in the teaching of phonics.
- Pupils are enthusiastic about their learning because of successful work by staff to improve attitudes. Pupils take part readily in the many out-of-school activities that the school offers.
- Leaders have developed a broad and balanced curriculum. This has not been compromised in their drive to improve outcomes in reading, writing and mathematics. Homework is set to reinforce pupils' learning.
- Pupils have good understanding about the Christian faith and other cultures and religions. They have a real appreciation of life in modern Britain.
- Provision in the early years is good. Children make good progress. However, Nursery education is not of the same high standard as that in Reception classes with regard to teaching, learning and assessment.
- Vulnerable pupils, some with complex needs, are catered for very well. Staff go the extra mile to ensure that they are taught in a way that ensures that they make good progress.

Full report

What does the school need to do to improve further?

- Develop the role of middle leaders in subjects such as history and science so they have an even greater impact on teaching, learning and assessment by:
 - honing their skills in monitoring and assessment
 - helping them to have a clear understanding of the progress pupils make in all subject areas.
- Develop writing across the school by:
 - ensuring that spelling misconceptions are tackled more quickly
 - providing more opportunities for pupils to extend their writing skills across the wider curriculum.
- Ensure that provision across the Nursery and Reception classes becomes more cohesive by making sure that teaching, learning and assessment are of the same high standard in both areas.

Inspection judgements

Effectiveness of leadership and management

Good

- Since her recent appointment, the strong, shared vision of the headteacher has established a positive, ambitious culture within the school. As a result, pupils thrive. One parent said, 'We are very pleased with the progress of our child. The headteacher is an asset to the school.'
- The headteacher's recent review of leaders' roles and responsibilities has allowed her to build a united and dynamic leadership team. Leaders work in close collaboration with the multi-academy trust and each other to provide strong targeted training and support for all staff. As a result, the quality of teaching and pupils' outcomes are good.
- The special educational needs coordinator has a clear understanding of those pupils who require extra support. Interventions are both timely and appropriate. They are reviewed on a regular basis so that pupils make improved progress.
- Senior leaders have a thorough approach to monitoring and assessment. They are adjusting to the new tracking system well.
- The headteacher shows the same care for her staff as she does for her pupils. She inspires and empowers her staff. Consequently, the vast majority are positive about her leadership.
- The headteacher has provided strong targeted training in order to develop a strong leadership team. They have high expectations so that even more pupils can achieve greater depth in reading and mathematics and further improve their skills in writing.
- Some subject leaders do not yet have an accurate view of the extent of pupils' progress in some subject areas. However, in mathematics, English and religious education, leaders demonstrate a secure understanding of the progress pupils make.
- Leaders and staff provide a broad and balanced curriculum that excites and engages pupils. This is underpinned by a wide variety of trips and events such as a workshop performance of a Shakespeare play in Blackpool, the Lancashire finals for Spelling Bee or the Schools Alive competition for performing arts. Pupils also benefit from a wide range of extra-curricular activities such as the award-winning choir, school orchestra, football, netball, chess and computer clubs. These activities nurture pupils' interests and develop their skills well.
- The performance of staff is monitored closely. The management of teachers' performance is used effectively to reward high-quality teaching and secure improvement. Teachers are set targets linked to the impact that teaching has upon outcomes.
- Pupils' spiritual, moral, social and cultural development is actively encouraged, particularly through the Christian ethos of the school.
- Pupils are well prepared for life in modern Britain. They know about the key values of respect and tolerance and demonstrate these through their actions. One of the bullying ambassadors was quick to point out that his role was of real importance in the playground: 'I intervene if pupils are having problems and I have been well trained to

deal with these things.'

- The primary school physical education and sport premium is used effectively to promote active lifestyles. Sports clubs abound. There are plenty of opportunities to join in competitive and non-competitive sports.
- The pupil premium funding is used effectively so disadvantaged pupils make good progress. Additional support is in place to raise the achievement of all abilities in all year groups. School leaders are determined to sustain recent improvements and improve even more.
- The majority of parents and carers are supportive of the work of the school. Most would recommend it to another parent and they believe that it is well led and managed. Many who made their views known to inspectors were full of praise for what the headteacher has done in a relatively short period of time.
- Leaders communicate well with parents and external agencies to ensure that pupils are safe and happy.

Governance of the school

- Governance is effective because:
 - governors have the skills and information to hold school leaders to account
 - they skilfully interpret the assessment information they receive from the headteacher and understand her caution as the school changes from one tracking system to another
 - they communicate well with the multi-academy trust, who provide governors with the freedom to monitor regularly so that they can accelerate improvements
 - they demonstrate a clear understanding of the strengths and weaknesses of the school
 - they ask informed questions and follow them up
 - governors and trustees ensure that their training is current and up to date and take their responsibility for safeguarding seriously.

Safeguarding

- The arrangements for safeguarding are effective.
- Up-to-date policies and procedures are in place and staff receive appropriate training and information. Consequently, staff know what to do if they have any concerns about a child's well-being and prompt action is taken to keep children safe.
- Records are well kept and stored securely. Leaders work closely with outside agencies when required. Leaders have ensured that there is a strong culture of keeping children safe. They recognise that this is particularly important with the high proportion of potentially vulnerable children in the school.
- Staff know individual pupils well. They go the extra mile when it comes to supporting vulnerable pupils and their families.

Quality of teaching, learning and assessment

Good

- Pupils across the school benefit from good teaching. Teachers have high expectations of what their pupils can achieve. This means that pupils make good progress, particularly in reading and mathematics.
- Teachers ensure that their classrooms are purposeful, happy places of learning. There is a buzz of excitement that comes from pupils' enthusiasm about their learning.
- Teachers demonstrate good subject knowledge and plan lessons that ensure that pupils are constantly interested and on task. All staff use questioning effectively to check and develop pupils' understanding.
- Time is used productively as pupils are keen to learn. Pupils want to do well. They show resilience in their learning and inspectors saw clear examples of this in classrooms. A girl in Year 2 was struggling to divide numbers by 2. Using cubes to support her learning, she had a 'eureka moment' when she suddenly 'got it'. Her enthusiasm was infectious.
- Teachers are effectively developing the pupils' ability to reason and solve problems in mathematics. Pupils in all the classes are well supported with additional equipment as and when they need it. They understand how to improve their work.
- Teachers ensure that pupils learn and practise different kinds of writing. They focus well on composition and the use of expressive vocabulary, but do not always pick up on spelling misconceptions quickly enough.
- Teaching assistants support learning effectively. They are deployed well to work with different pupils at appropriate times, particularly in the teaching of phonics. Reading has therefore improved because weaker readers are increasingly able to work out more complicated words. Pupils also demonstrate improved ability to understand and answer questions about a text.
- Teachers use assessment effectively to plan opportunities for pupils to make good progress from their starting points. As a result, increasing numbers of pupils are being challenged and are able to work at greater depth.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident learners and their physical and emotional well-being is promoted very effectively. Many vulnerable pupils at Baines' feel that the school is a safe haven.
- Pupils take pride in their school and make a valuable contribution to its day-to-day running through their school council, as bullying ambassadors and by caring for the school's therapy dog. They all feel that their contributions are valued and appreciated by school leaders.

- Without exception, parents, staff and pupils who had contact with inspectors said that the school is a safe place. Pupils are taught to stay safe through a range of age-appropriate activities. Their parents are also supported to ensure that they have a secure knowledge of how to keep their children safe online.
- Pupils have a good grasp of British values such as tolerance, respect, the rule of law, individual liberty and democracy. Pupils have a shared understanding of and respect for other faiths. As one pupil said, 'We can believe different things but we still have to be kind and thoughtful to one another and accept our differences.' Another said, 'We need laws to be safe in the world.'
- School leaders give safety in the school a high priority. The site is secure and robust arrangements to check the identity of visitors are in place. Pupils who attend the before- and after-school clubs are safe and well looked after.

Behaviour

- The behaviour of pupils is good. They are kind, considerate, respectful and polite.
- Pupils' behaviour inside and outside the classroom is good. The start of the day is calm and orderly. Pupils are punctual and well prepared for learning. During social time, pupils play well together and behaviour observed by inspectors at break and lunchtime was sensible and positive.
- In lessons, pupils listen carefully to staff and to each other and display self-discipline when working independently. Inspectors saw very little disruption to learning when visiting classrooms.
- Pupils understand the new behaviour and rewards systems, which are used consistently. They value their 'always' badges and wear them with real pride. As a result, pupils are starting to take responsibility for their own actions, and incidents of poor behaviour are becoming a thing of the past. Pupils value the fact that good behaviour is rewarded.
- Attendance is good. Most pupils now have excellent attendance. School staff work well with pupils, families and outside agencies to improve the attendance of individuals, particularly those who take holidays in term time.

Outcomes for pupils

Good

- Outcomes for pupils are good. Pupils are developing secure knowledge, understanding and skills from their starting points. An increasing number of pupils are moving towards the higher standards in key stages 1 and 2 in reading, writing and mathematics.
- Books provide evidence to show that current progress is good across a range of subjects. However, there are missed opportunities to develop writing further in topic books. This is an area for further improvement.
- Leaders are adapting well to a new tracking system and are able to provide parents and governors with accurate, reliable information about how well pupils are doing in English and mathematics. In the 2017 national tests, Year 6 pupils made good progress in mathematics and reading and similar progress to that of other pupils nationally in writing.

- Leaders have developed the teaching of phonics through effective professional support. As a result, the majority of pupils are at the expected standard in the national phonics check by the end of Year 1. Pupils who are disadvantaged are also making more rapid progress and are now in line with pupils who are not disadvantaged. The most able readers read fluently and with good comprehension. They can predict and infer and they read widely both online at home and in school. Least-able pupils read with a level of fluency that is appropriate to their development. All pupils listened to by inspectors demonstrate a love of reading. One boy from Year 1 stopped mid-sentence to say, 'This is a command you know. You read it like this.'
- Pupils demonstrate secure basic skills in mathematics. Older pupils can choose different strategies to find the correct answers.
- Disadvantaged pupils make good progress from their starting points. Work in books shows they are now reaching age-related standards in reading and mathematics as they move through the school. There are increasing numbers of pupils achieving greater depth in reading and mathematics, in line with national expectations.
- The special educational needs coordinator uses the extra funding efficiently to ensure that pupils who have special educational needs (SEN) and/or disabilities make better progress. Leaders organise provision for these pupils effectively, identify their needs promptly and provide targeted support that makes sure they can catch up.
- Pupils' good achievement and strong personal development ensure that they are well prepared for the next stage in their education.

Early years provision

Good

- The leadership of the early years is effective. Children make good progress from their starting points, including those who are disadvantaged. This was not always the case. All aspects of safeguarding and health and safety are managed well.
- The leader has established very good links with parents. Parents are invited to drop-in mornings and receive good communication about their children's progress. They are encouraged to participate in their children's learning and to contribute to the records of children's progress. Inspectors were lucky enough to witness a drop-in phonics session which was very well attended.
- The Reception leader has a good grasp of assessment developed in collaboration with other schools. As a result, the tracking of the children's progress is accurate and well informed. Evidence of the progress children make is clearly recorded and information made available to parents.
- Teachers reflect on their practice to improve the early years provision. Children are taught effectively in Reception. Staff have created a lively, stimulating environment. This provides children with a good range of opportunities to develop their knowledge, understanding and skills across all areas of learning. Children respond well and behaviour is good. They persevere with tasks and show concentration and good cooperation with their peers.
- The Nursery is not of the same high standard as Reception. The environment inside and outside is not as stimulating or purposeful. It looks and feels like the 'poor relation'

in terms of teaching, learning and assessment. Nursery staff are keen to improve their links with Reception staff and to share their in-depth knowledge of the children and their families.

- Inspectors saw a drop-in session for parents, who joined in with some challenging tasks and read alongside their children. Parents spoke of their appreciation of being able to see at first hand the progress their children are making.
- Teachers challenge pupils across a wide range of subjects. One teacher explained that butterfly wings were 'symmetrical'. This led to a painting activity creating symmetrical patterns.
- Additional funds are used successfully to reduce differences in attainment between disadvantaged children and others. Adults question children well and encourage them to speak. Children in the early years are well prepared for moving into Year 1.

School details

Unique reference number	141611
Local authority	Blackpool
Inspection number	10042409

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	537
Appropriate authority	Board of trustees
Chair	Mrs Adele Langford
Headteacher	Mrs Debi Rusling
Telephone number	01253 762532
Website	www.baines-endowed.blackpool.sch.uk
Email address	admin@baines-endowed.blackpool.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger-than-average-sized primary school with a higher percentage of girls than nationally in Years 3, 4 and 6.
- A substantive headteacher, formerly deputy headteacher of the school, was appointed in September 2017.
- The proportion of pupils who have SEN and/or disabilities is above the national average. There are higher numbers of pupils who have SEN and/or disabilities in the current Years 3, 4 and 6.
- The proportion of pupils supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals or looked after, is high and nearly twice the national average.
- The percentage of pupils from a minority ethnic background is below average.
- The school meets the government's current floor standard and coasting standards in

2015 and 2016, which is the minimum expectation for pupils' learning and progress.

- Baines' Endowed Primary School and Children's Centre is part of an academy trust with three other schools in Blackpool, one of which is secondary. Other schools in the trust are based in the Blackburn area. Leaders work collaboratively within the trust. The school is also an active member of a collaborative group of schools in the Blackpool area.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed teaching. This included joint observations with the headteacher and deputy headteacher.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Inspectors talked to parents as they brought their children to school.
- Inspectors took account of the free-text messages sent in by parents. There were 28 responses to Parent View, Ofsted's online questionnaire, the majority of which were positive. There were 40 responses to the staff questionnaires and 19 pupils responded to the pupils' questionnaire. All responses were overwhelmingly positive.
- Meetings were held with groups of pupils, the chief executive officer for the academy trust and members of the governing body and school leaders.
- Inspectors looked at a wide range of school documents: the school's own information on pupils' current progress; anonymised evidence of performance management and professional development; the school development plan and school self-evaluation documents; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; governors' minutes of meetings and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Maggie Parker, lead inspector	Ofsted Inspector
Aleksandra Hartshorne	Ofsted Inspector
Julie Bather	Ofsted Inspector

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