



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Baines Endowed Church of England Voluntary Aided Primary School

Penrose Avenue
Blackpool
FY4 4DJ

Previous SIAMS grade: Outstanding

Diocese: Blackburn

Local authority: Blackpool

Date of inspection: 15 January 2015

Date of last inspection: 24 March 2010

School's unique reference number: 119593

Headteacher: Joanne Snape

Inspector's name and number: Paul Adnitt 590

School context

This large primary school is situated within an area of social and economic deprivation. As a result, the first school based Children's Centre in Blackpool has been developed and managed here. There have been major changes in the school leadership team in recent years and significant staff changes. In Sept 2014 six new teachers, of whom three are NQTs, were appointed. Free school meals eligibility and the percentage of pupils with special educational needs (SEN) is above the national average. The vast majority of pupils are from a White British background. The school has received a recent Ofsted Inspection.

The distinctiveness and effectiveness of Baines Endowed CE Primary School as a Church of England school are good

- The headteacher provides strong Christian leadership. She ensures that the school's Christian character constantly makes a positive difference to the pupils' academic achievement, spiritual development and well-being.
- Worship is an important part of the daily life of the school. All stakeholders value its contribution to the school's Christian distinctiveness.
- The relationship with the church and community is excellent. The vicar and deacon are frequent, important and valuable members of the wider school team. This makes a positive Christian impact in the wider community.

Areas to improve

- Improve the consistency and quality of teaching, formal monitoring and assessment procedures in religious education (RE) to improve progress and attainment for pupils of all abilities.
- Ensure pupils' frequent involvement in planning, leading and evaluating worship to enable pupils to deepen their spiritual awareness and understanding of worship and prayer.
- Improve and enhance the school's Christian environment by providing consistently effective RE and reflective prayer areas to make explicit the importance the school places on Christian values.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's strong Christian ethos enables and encourages the strong partnership that exists between pupils, staff, parents, the church and the wider community. This is characterized by the pupils' good behaviour and the Christian care that exists within and between all members of the school family. Pupils get on well together and feel part of a welcoming and supportive Christian family. Disabled pupils and those with special needs are nurtured, well supported and make good progress. Strong emphasis is placed on moral and spiritual development, clearly based on the school's Christian values. These values, which include endurance, forgiveness and hope, are shared and understood by all involved in the life of the school. Pupils talk about how these values impact on their lives and the lives of others. They say that 'The school's values help us to be better. They show us how to behave and help each other in school.' Pupil attendance has improved and is now above the national average. This is because the Christian values of the school help them to persevere and know that help is on hand when things become difficult. The school's spirituality days focus on the Eucharist. They enable pupils to achieve a growing awareness of spirituality in worship and an understanding of its importance to Christians. Attendance is good and exclusions are rare because the school works hard to ensure its distinctive Christian character shines through all school life. They feel valued and special, are proud of their school and speak confidently about why it is special to them. One pupil remarked, 'This school is good because everyone cares. It's like being in a big family.' Pupils show great respect for others within school and have a growing understanding of differing faiths and cultures. This is enhanced by visits to the local synagogue and mosque and work on other world faiths. Progress and attainment in RE are in line with national standards. It contributes positively to pupils' spiritual and moral development and their understanding of the school's Christian values. Feedback from pupils and parents is overwhelmingly positive. 'This is a kind, caring and supportive school,' remarked a parent. The school environment makes some contribution to the spiritual development of pupils. Displays and classroom prayer areas around school lack consistency in terms of quality and Christian values are not always clearly displayed.

The impact of collective worship on the school community is good

Collective worship reflects the school's distinctive Christian character and is at the heart of school life. Daily acts of worship enhance the pupils' knowledge and understanding of the Bible and the Christian faith, including their awareness of God as Father, Son and Holy Spirit. Pupils are confident when discussing their faith and demonstrate a growing spiritual maturity. They enjoy worship, display positive attitudes to it and participate well. Worship is a valuable experience for all pupils and it has a positive impact on their spiritual development. Worship clearly makes an impact on pupils' daily lives. One pupil, when asked why worship was special, commented, 'We get to know about God. It helps us to live together as a special family'. Good planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. A range of members from the wider school community, including governors and members of the parish, contribute to this planning. This in turn identifies where improvement is needed and informs future planning. In addition, evaluation takes place through discussions with staff, children and the class worship monitor. Pupils learn from worship and it helps to develop their understanding of God and the Bible. The vicar and deacon have a key role in school worship. They are well liked by the pupils who clearly value their part in school life. One pupil said, 'They are really important because they remind us that we are a church school and they tell us Bible stories.' Pupils are confident when discussing their faith and demonstrate a growing spiritual maturity. Pupils enjoy contributing to worship and are increasingly taking responsibility for readings and prayers and help to lead class worship. They say that they would like to be able to plan and lead more school worship. There are times set aside for quiet personal reflection and prayer, both in formal and informal contexts. One pupil remarked, 'We have quiet times to think about what God has done through Jesus. We can ask him to guide us in what we do.' Many make use of prayer in their own lives and contribute prayers to school worship. This has a very positive impact on pupils' good spiritual and moral development. Worship also has a positive impact on relationships, values, teaching and learning. It enables pupils to recognise their responsibilities to others and to reflect on community and personal values. Pupils make good progress in their spiritual development and display a sense of wonder and awe about God's creation.

The effectiveness of the religious education is satisfactory

RE is an integral part of school life. It lies at the heart of the curriculum and it makes a good contribution to pupils' spiritual, moral, social and cultural development. RE is taught using a range of styles, including shared discussion, talk partners and role play. The quality of teaching is variable. The majority of teaching is satisfactory with some good and outstanding teaching. In good lessons pupils relate their learning to their own experiences and articulate what the Christian faith means to them. They are able to empathise with people in the parish and their real life situations. This also aids pupils understanding of the practical application of prayer. Pupils enjoy RE and say that it is important to them and the life of the school. One pupil remarked, 'In RE we learn about the amazing things that Jesus has done and still does for us.' They work hard and behave well in lessons. When pupils are challenged and given time to reflect on what they are learning, this aids their spiritual development. Pupils make satisfactory progress in RE, achieving standards that are in line with other core subjects, and broadly in line with national and diocesan expectations. Pupils are confident and talk openly about their beliefs and points of view. They display a secure knowledge of many of the key aspects of Christianity and the Bible, and the main beliefs of other faiths studied. Commenting on Easter one pupil said, 'Jesus died and rose again. He sacrificed his life for us. He died for our sins'. Planning of RE is good and assessment and monitoring procedures are in place. However, not all staff are confident in assessing RE. The co-ordinator has correctly identified strengths and weaknesses and is focussing on raising standards across the school. The school recognises that improving the consistency and quality of assessment in RE is fundamental to the progress of all pupils.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher's personal Christian values permeate the life of the school. She has a strong and clear Christian vision for the school and is well supported in this by the senior leadership team and the governing body. The evaluation of the school as a church school is accurate and thorough. This process now involves representation from across the school community. Leadership of the school is positive and is rooted in strong and effective Christian values. Governors have a strong commitment to the school's Christian foundation. The leadership of the school ensures that the school's Christian values and ethos are at the forefront of all new initiatives. It also ensures that appropriate support, encouragement and challenge are given to the RE and worship co-ordinator. Consequently RE and worship meet the statutory requirements. Continuing professional development of all staff and governors is a high priority within the school and is contributing to the high standards and impact of worship. All school leaders access diocesan leadership training and those aspiring to leadership in a church school are supported in accessing further training. This has led to the school providing a number of church school heads and deputies over recent years. The governors are fully aware of their roles and responsibilities and make a valuable contribution to school leadership and Christian vision. Pupils' views are taken seriously and they have a leading role in the decision making process of the school through their active involvement in the school council. There are very strong links with the local parish church and the local community. This includes singing in the community, involvement in fairs and joint church/school newsletters and magazines. This contributes fully to school life and this helps pupils understand the involvement of the church in the local and wider community.

SIAMS report January 2015 Baines Endowed Blackpool FY54 4DJ