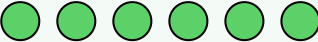


Bispham Endowed Church of England Primary School

Address: Bispham Road, Bispham, Bispham Rd, Blackpool, Blackpool, Lancashire, FY2 0HH

Unique reference number (URN): 119411

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Most pupils attend school regularly and on time. Previously, some pupils missed significant periods of lesson time. This was due to them arriving late or being absent. Leaders have taken decisive and effective action to address this. They have successfully improved how well many pupils attend, including the most disadvantaged. Leaders have forged positive and productive relationships with parents and carers. Pupils are proud of earning the right to walk the school's 'respect' path at lunchtime. They also enjoy earning other rewards for attending school regularly.

Leaders ensure that staff understand how to support pupils to behave well. Pupils behave with consideration of others when in class and as they move around the school. They remain focused during lessons and demonstrate positive attitudes to their learning.

Suspensions are used appropriately at the school when this is needed. There have been high numbers of suspensions of some pupils with special educational needs and/or disabilities in recent years. However, these are reducing over time. Staff follow well-understood and appropriate protocols. This helps them to support the small number of pupils who struggle to manage their own behaviour.

Curriculum and teaching

Expected standard 

Leaders have defined what pupils should learn as they progress through the school. The curriculum is suitably challenging. It captures pupils' interests. Leaders make sure that all pupils experience regular enrichment activities. These broaden pupils' knowledge of their local environment and the wider world. Teachers focus on developing pupils' understanding of a wide range of vocabulary. This helps to deepen their learning. Pupils who face additional barriers to learning particularly benefit from this approach.

Teachers typically deliver the curriculum as leaders expect. Generally, teachers identify and meet the specific needs of most pupils with special educational needs and/or disabilities (SEND) well. However, sometimes the adaptations to teaching and resources used are not as effective as they could be. This occasionally hinders how well some pupils with SEND access the curriculum.

In most cases, pupils receive targeted and effective support when it is needed. This is particularly important for pupils who may only be on roll for a short time. It also supports pupils with SEND to progress through the curriculum. This support is most consistent in mathematics and phonics learning. However, teachers do not identify and address gaps in pupils' knowledge as effectively in some other subjects. Pupils read a wide range of high-quality texts that reflect a range of genres, times and cultures. However, sometimes they do not have the opportunities to practise and apply their reading and writing knowledge consistently well across the curriculum. This means that some pupils do not consolidate their learning as well as they could.

Early years

Expected standard 

Children quickly become familiar with well-established daily routines. Those who attend Nursery are amply prepared for the Reception Year. Children willingly embrace staff's high expectations for behaviour. They demonstrate positive attitudes to their learning and interact well with each other.

Staff provide valued support to parents and carers. This helps parents to ensure that their children are school ready. Through these close working relationships, children develop independence and resilience. Parents become increasingly confident in supporting their children's learning at home.

There is a strong focus on communication and language. Staff skilfully help children to develop and extend their understanding of vocabulary. The use of stories, songs and rhymes helps children to understand the links between sounds and letters. Most children develop secure phonics knowledge by the end of the Reception Year.

Children's welfare is a high priority. Staff provide the right amount of support that each child needs. They make suitable adaptations for individual children's differing stages of development.

Children progressively build up their knowledge. This helps to prepare them for later learning in Year 1. However, opportunities for enhancing children's physical development are not as well utilised. This means that some children are not as well prepared as they could be to produce consistently clear and accurately formed letters.

Inclusion

Expected standard 

Most pupils eligible for pupil premium funding achieve well. This is due to the well-considered and effective support that leaders provide for them. Leaders ensure that these pupils receive the additional help that they need. Leaders value the role that governors play in evaluating the impact of this work.

Leaders make sure that staff recognise the wide range of barriers pupils with special educational needs and/or disabilities (SEND) may face. The systems and processes in place ensure that these pupils' needs are rapidly identified and they receive the additional support that they need. Leaders check that this is happening and that it has the expected impact on pupils' experiences. Leaders are focused on enhancing staff's expertise and skills to effectively support pupils with SEND. Leaders recognise that this is needed to meet the increasing complexity of pupils' needs at the school.

Leadership and governance

Expected standard 

Governors and leaders enjoy positive and close working professional relationships. They ensure that staff wellbeing is maintained. Leaders make sure that teachers can manage their workload. Staff access effective training and support. This helps them to develop and enhance their own skills and knowledge. Staff are keen to take up opportunities on offer. They embrace leadership roles and carry them out diligently.

Governors understand and uphold their statutory duties. They provide effective challenge for leaders in many aspects of their work. Governors are well informed about the work of leaders. They take an active role in supporting the headteacher and other staff. This includes ensuring that there is clarity about the ethos and mission of the school.

Leaders seek out and engage with consultants and other educational professionals in their local area. This helps them to accurately identify strengths and areas to develop at the school. Leaders understand the community that their school serves. They make decisions in the best interests of pupils. Leaders focus on the most important priorities. They focus on developing positive and effective working relationships with staff and parents and carers. There is a strong sense of teamwork evident at the school as a result.

Personal development and wellbeing

Expected standard 

Personal development and wellbeing are priorities at the school. Leaders ensure that pupils have a secure understanding of online safety. Pupils also know how to keep themselves safe and healthy. They access effective pastoral care from caring and knowledgeable staff.

Pupils benefit from finding out about what is available to them in their local community from a range of visitors. These visiting speakers also help them to know how to protect themselves from potential danger while out and about. For example, older pupils learn about the impact of knife crime and the risks associated with using vaping products.

Leaders make sure that pupils are amply prepared for living in a diverse and modern Britain. Pupils have a secure understanding of fundamental British values. They learn how to cooperate and work effectively with others. Pupils are keen to take up leadership roles on offer. They develop their confidence in making a positive contribution to their local community. This includes planting spring bulbs in the local park or charity work.

Pupils learn about how to recognise and develop safe and healthy relationships. They understand the different stages of human development. Pupils are suitably prepared for the changes that happen to their bodies during puberty.

Pupils take part in a wide range of clubs, such as sports, choir, coding and bible club. This helps to develop their interests or to learn new skills. Leaders make the most of local places of interest or activities that take place within the school's community. They provide a wide range of opportunities for pupils' personal development and wellbeing. Many are planned for the whole class to ensure that all pupils access them. Some activities are sensitively targeted at disadvantaged pupils. These include specialist sports activities for some pupils with special educational needs and/or disabilities.

Needs attention

Achievement

Needs attention 

Some pupils do not achieve as well as they should. This is reflected in the school's published key stage 2 outcomes, particularly in reading. In class, some pupils do not

routinely produce high-quality work. They do not develop their reading and writing knowledge and fluency as well as they should. As a result, some pupils fall behind their peers nationally by the end of Year 6. While pupils do typically secure key mathematical knowledge, they are not as well prepared for their next stage of education as they should be.

At times, pupils struggle to recall key information. While they remember their most recent learning, their recollection of topics covered some time ago is less secure.

What it's like to be a pupil at this school

Pupils receive a warm welcome when they arrive at the school. Many pupils have attended other schools previously. Some have also lived in other countries. Some pupils are only on roll at the school for a short time before relocating due to their parents and carers' professions. Staff focus on getting to know each individual pupil and any additional support that they might need. As a result, pupils settle quickly. This helps them to feel happy and safe within their new school community. Pupils with special educational needs and/or disabilities benefit from the school's work to develop staff expertise and knowledge. This helps ensure that staff effectively identify and meet an increasing range of pupils' needs.

Children make a positive start in the early years. They flourish as a result of the support that they receive from caring staff. Pupils develop confidence and independence as they progress through the school.

Most pupils achieve well. However, some pupils do not develop the fluency that they need in reading and writing to be fully prepared for their next stages of education.

Pupils are polite and considerate. They are respectful towards others. Learning takes place with minimal disruption. This is because pupils typically try their best. Most attend school regularly.

Relationships across the school are positive and strong. Pupils trust staff to resolve any problems that they might have. This includes infrequent occurrences of bullying or name-calling. Pupils are friendly and sociable. They get on well with each other in class and at social times.

The school's ethos and mission are central to pupils' everyday experiences. For example, pupils learn about other faiths and how to appreciate views and opinions that are different to their own. They learn how to maintain personal health and wellbeing.

Next steps

- Leaders should ensure that teaching supports pupils' recall knowledge of the key information that they expect them to know across the curriculum.
- Leaders should make sure that gaps in pupils' foundational knowledge in writing are

consistently identified and addressed. They should also ensure that pupils develop the fluency in reading that they need to access the curriculum more easily.

About this inspection

The co-chairs of the board of governors in this school are Dr Julie Woolford and Alexandra Hodgson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders during the inspection. An inspector spoke with a group of governors, including the co-chairs of the governing body. An inspector spoke with representatives from the local authority and from the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. Its last section 48 inspection took place in December 2019.

The school does not currently make use of alternative provision for pupils.

Headteacher: Michelle Warburton

Lead inspector:

Claire Cropper, His Majesty's Inspector

Team inspectors:

Valmai Roberts, Ofsted Inspector

Mark Ward, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

361

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.91%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.88%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.78%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25 (revised)	52%	62%	Below
2023/24 (final)	52%	61%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	74%	Below
2024/25 (revised)	59%	75%	Below
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	69%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	72%	Close to average
2024/25 (revised)	66%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (revised)	62%	74%	Below
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	64%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	46%	Close to average
2024/25 (revised)	43%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	39%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average
2024/25 (revised)	57%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	59%	Close to average
2024/25 (revised)	65%	59%	Close to average
2023/24 (final)	72%	58%	Above
2022/23 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25 (revised)	52%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	54%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	68%	-26 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	39%	66%	-27 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-17 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	64%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	78%	-14 pp
2024/25 (revised)	65%	78%	-13 pp
2023/24 (final)	72%	78%	-5 pp
2022/23 (final)	57%	77%	-20 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25 (revised)	52%	81%	-28 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	54%	79%	-26 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.7%	5.2%	Above
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.8%	13.3%	Above
2023/24 (3 term)	19.4%	14.6%	Above
2022/23 (3 term)	19.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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