

# St Bartholomew's CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	114538
<b>Local Authority</b>	Brighton and Hove
<b>Inspection number</b>	357567
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	David Marshall

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Lawrenson
<b>Headteacher</b>	Amanda Healey
<b>Date of previous school inspection</b>	12 February 2008
<b>School address</b>	Ann Street Brighton Brighton and Hove BN1 4GP
<b>Telephone number</b>	01273 692463
<b>Fax number</b>	01273 645239
<b>Email address</b>	office@st-bartholomews.brighton-hove.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	19–20 January 2011
<b>Inspection number</b>	357567

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. During the inspection, 14 lessons and nine teachers were observed. Discussions were held with staff, members of the governing body, parents and carers and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities and minutes of governing body meetings. In addition, questionnaires from 70 parents and carers, and others from staff and pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The level of achievement of the current pupils, in particular, progress in Key Stage 1, and of the more-able.
- Pupils' personal development and the effectiveness of the school's measures to enhance levels of attendance.
- The school's progress in realising its aim to adapt its curriculum to contribute to overall outcomes for pupils.
- How effectively leaders and managers at all levels, including subject coordinators and the governing body, are enabling development.
- The school's plans to raise the level of provision and outcomes for children in the Early Years Foundation Stage.

## Information about the school

St Bartholomew's is an average size Church of England Aided primary school in the centre of Brighton. Pupil numbers are currently increasing as the school is in a part of the city that is being redeveloped. St Bartholomew's draws its pupils from across the city, from a great variety of backgrounds. Over a third of the pupils are from minority ethnic groups, and over a quarter speak English as an Additional Language. Thirty languages are spoken in the school. A well above average proportion of pupils are known to be eligible for free school meals. Around a third of pupils have special educational needs and/or disabilities. The needs of these pupils include behavioural, emotional and social difficulties. A much higher number of pupils than average join and leave the school other than at the normal time, with over a half of a cohort changing between Reception and Year 6. Children in the Early Years Foundation Stage are taught in a Reception class.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

St Bartholomew's is an outstanding school. This is chiefly due to the outstanding effectiveness of the management and the high calibre of pastoral care, which leads to the excellent all-round progress pupils make. The headteacher, staff and members of the governing body know the school's strengths and what needs to be refined further very well. The school has a track record of enabling pupils to achieve well, and accommodating the many pupils who join the school during the year so that they settle quickly and immediately make outstanding progress. This shows that the school has an excellent capacity to continue improving. As one parent typically wrote, 'Although my child has only attended this school for a short time, it's great to see her whole outlook change ? for the first time for a long time she is happy and excited to go to school! Her attendance is so much better and she seems so much happier in herself.'

Very effective organisation and careful assessments enable children to make good progress immediately in the Early Years Foundation Stage. This good start is built upon extremely well so that, by the time they leave the school, pupils' attainment, often from a very low start, is in line with that expected for their age. Pupils make outstanding progress from often very low starting points. Pupils with special educational needs and/or disabilities also make excellent progress. This is due to the high priority the school gives to meeting their needs. By ensuring outstanding help from very well-qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make excellent progress.

Pupils' personal development and their wider educational outcomes are excellent, which helps their all-round achievement, both academic and personal. Throughout the school, pupils are enthusiastic learners. They acquire a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. Attendance has improved and is broadly average, as pupils enjoy all their time at school.

All staff work hard to create attractive classrooms with imaginative displays, and therefore provide a very positive learning environment. The overall quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Over the last two years, staff have begun to provide a different and more exciting approach to the curriculum to inspire pupils to learn even better. This method is based on the excellent assessment systems the deputy headteacher has introduced, and a more refined analysis of what skills pupils need and how best they can be acquired. Although outstanding teaching and learning using these approaches are evident in some classes, these methods are not yet adopted consistently throughout the school.

Members of the governing body have an excellent understanding of their strategic role in the school's development and have good systems for checking on its effectiveness and holding the leaders to account. With the school, they have rightly identified the need to

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

Please turn to the glossary for a description of the grades and inspection terms

provide an improved outside area, with better equipment, as a priority for the Early Years Foundation Stage. The school does much to promote its place in the local community and works very effectively with many local pre-school providers, local schools, and local businesses. An audit of the promotion of community cohesion, undertaken by members of the governing body and staff, is underpinned by a careful analysis of the school's context. The school's links with the local community are excellent, and pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are being developed well.

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

- Ensure that by July 2011, changes in the curriculum are embedded, and all pupils are consistently challenged, by:
  - providing relevant activities that are linked across subject areas in all classes
  - extending opportunities for staff to observe best practice in the school.
- Put into effect the existing plans to provide an improved outside area for the Reception class.

## **Outcomes for individuals and groups of pupils**

**1**

Throughout the school, pupils achieve well and enjoy their learning. All groups of pupils, including the most able, pupils with special educational needs and/or disabilities and those whose circumstances render them vulnerable, make outstanding progress. Pupils enter the school with skills and understanding that vary but are usually well below those expected for their age. Effective organisation and careful assessments enable pupils to begin to make good progress immediately. Discussions with the Year 5 and 6 pupils showed that they become independent and highly motivated learners. Pupils know they have to work hard to be given this independence, and they do. Pupils' work shows that not only is progress in English, mathematics and science excellent across the school, but also that pupils do very well in other subjects. For example, as the stunning displays show, art and design is a strength of the school. As lesson observations show, the outstanding progress throughout the school of all groups of pupils is firmly based on meeting their individual needs. Pupils who speak English as an additional language are given outstanding support that enables them to achieve extremely well. The way pupils with early levels of learning English are helped by older pupils ensures significant outcomes for all involved.

Throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. Pupils' spiritual, moral, social and cultural development is outstanding, contributing to their excellent behaviour. The pupils' very high level of enjoyment in their learning is reflected in the improved rates of attendance and punctuality. Pupils show very caring attitudes to each other and the environment. This was admirably demonstrated in an exceptional science lesson in Year 4, where the pupils shared and compared their experiments and enjoyed each other's successes.

Pupils acquire a full understanding of healthy living and an excellent awareness of how to keep themselves and others safe. In discussions with the school council, the older ones made sure the younger ones had their chance to speak, which was a pleasure to witness. Pupils are keen to show how much they enjoy responsibility, for example as monitors or playground buddies. The school's hard work in the last two years to give pupils a sense of

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

Please turn to the glossary for a description of the grades and inspection terms

enjoying their learning has raised the poor rates of attendance to average levels. Pupils' knowledge of how to keep safe is outstanding. The progress made by pupils in English, mathematics, science and information and communication technology (ICT), combined with their keen appetite for teamwork and their zest for learning, prepares them well for their transition to the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Observations of teaching confirmed that throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In almost all lessons, pupils are highly motivated by the ideas and resources presented and are keen to please their teachers and other adults. This was evident in an outstanding lesson in Year 6, where the rapid pace and excellent relationships inspired the pupils. As in most lessons, the pupils could hardly wait to join in the actions and share their thoughts and ideas. The teacher's good use of praise and attention to detail was a reflection of the way in which in the best lessons teachers take all learning opportunities that arise.

Staff's high expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. Pupils are very clear on their improvement targets and say 'they really help me to get better'. This use of the individual pupil targets is excellent and teachers always take the chance to reinforce, during lessons or through their marking,

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

Please turn to the glossary for a description of the grades and inspection terms

what the pupils need to learn next when the opportunity arises. In the most effective lessons, the careful planning is implemented with enthusiasm and care and these targets are used effectively. However, the nature of the current curriculum means teachers do not always provide their pupils with this variety of interesting activities in lessons.

Throughout the school, very positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is excellent and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their exceptionally strong spiritual, moral and social development. The range of opportunities that pupils are given, through the support given to different groups, is outstanding. The school has extremely robust procedures for monitoring attendance and this has led to significant improvement and a reduction in the number of persistent absentees.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher gives outstanding direction for the work of the school and, with the excellent work of the deputy headteacher, has ensured that outstanding progress has been made in improving the quality of teaching and learning since the last inspection. The school knows itself very well and all subject leaders are closely involved in monitoring the school's work, which they do with tremendous enthusiasm. They are aware that there are differences in the way curriculum changes are being implemented and on which they have to focus and share best practice.

Documentation is impressive in range, and the evaluation of the school's work is honest and accurate. The administrative team plays a central role within the school. Their work is much appreciated. The governing body is fully involved in the process of self-evaluation, challenging decisions and requesting explanations where necessary. Hence, the school is exceptionally well placed to improve further.

Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly. The senior managers, supported well by all staff, are also effective in promoting equality of opportunity and tackling discrimination across all aspects of the school's work. This is demonstrated by the careful actions taken to enable the many pupils who join the school during the year to progress alongside their peers. The school's partnerships with external agencies, other schools, the local authority and other organisations make a highly effective contribution to the curriculum to promote pupils' well-being and learning.

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

Please turn to the glossary for a description of the grades and inspection terms

The contribution the school makes to community cohesion is good. A plan and clear actions are in place that promote pupils' understanding from a local perspective extremely well. The school has taken the need to expand its links to provide national and global perspectives very seriously and these aspects, while still developing, are good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make a good start to their schooling in the Reception class and achieve well. They settle happily into school because of good links with parents and carers and because of the strong nurturing environment. Staff make every effort to ensure all children feel welcome. The good parental relationships are maintained on a daily basis as staff make a concerted effort to talk to parents and carers to enable them to understand how their children learn. As one parent wrote, reflecting the views of many, 'The school has surpassed our expectations, has been very welcoming and our son could not enjoy his learning more.'

The Early Years Foundation Stage is managed well and clear priorities are set for improvement. The enhancements in provision and outcomes since the previous inspection are testament both to the effective leadership of the coordinator and the outstanding teaching. At the moment, the area available for the children to play and learn outside is very limited in resources, and places a restriction on the opportunities available. The school has very good plans in place to provide improvements in this area.

Planning is good because careful account is taken of the regular, ongoing assessments of children's progress. Effective teamwork provides good routines, high expectations of behaviour and achievement and excellent relationships. As a result, children develop well personally and engage well with their learning. Stimulating and interesting activities are provided and there is a suitable mix of teacher-directed and child-initiated activities. The



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

Please turn to the glossary for a description of the grades and inspection terms

way they all joined in to make the story of 'The Three Billy Goats Gruff' come alive was inspiring. They thoroughly enjoyed watching themselves on the screen later. Children's language skills are being developed well with a clear focus on vocabulary. Children are treated as individuals throughout and no opportunity is missed to enhance their understanding fully by the use of richer language, such as signs and questions, and by linking the tasks carefully to what they already know.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

An average number of parents and carers returned the questionnaires, and they, and others who spoke to the inspection team, were happy with the school. Most consider that the school has a dedicated team of staff and that the headteacher leads the school exceptionally well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make good progress. Inspection evidence shows the children make outstanding progress. Parents and carers were particularly impressed with the pastoral support their children receive. Inspectors fully endorse these views. Inspection evidence does not support the small number of parents' and carers' criticisms received about how the school deals with unacceptable behaviour, or how it meets their child's particular needs, or how the school is led and managed. These, and other comments, were offered constructively and were discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Bartholomew's C of E 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	66	22	31	2	3	0	0
The school keeps my child safe	42	60	24	34	2	3	1	1
My school informs me about my child's progress	28	40	37	53	2	3	1	1
My child is making enough progress at this school	31	44	32	46	7	10	0	0
The teaching is good at this school	40	57	24	34	4	6	0	0
The school helps me to support my child's learning	33	47	32	46	3	4	0	0
The school helps my child to have a healthy lifestyle	32	46	34	49	3	4	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)	30	43	30	43	3	4	0	0
The school meets my child's particular needs	32	46	34	49	3	4	0	0
The school deals effectively with unacceptable behaviour	25	36	38	54	6	9	1	1
The school takes account of my suggestions and concerns	23	33	36	51	5	7	1	1
The school is led and managed effectively	34	49	27	39	4	6	3	4
Overall, I am happy with my child's experience at this school	44	63	22	31	3	4	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 January 2011

Dear Pupils

**Inspection of St Bartholomew's C of E Primary School, Brighton, BN1 4GP**

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is an outstanding school with many strengths, and we agree with what you told us ? it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you extremely well and you make outstanding progress in your learning.
- Children in the Reception classes get off to a good start at the school.
- You behave extremely well, and feel very safe in school.
- You have an excellent understanding of how to live healthily.
- You really enjoy school because there are lots of exciting things for you to do both in school and on visits and in clubs.
- The headteacher and staff manage the school extremely well.

We have agreed with your school that there are a few things that will help it to become even better.

- We have asked the staff to look at how they plan, carry out, and link the subjects in your lessons to make sure they are as interesting and exciting as they can be. We also want them to learn from each other about how to make your lessons even better.
- The staff have some very good plans in place to improve the outside area for the Reception class. I have asked them to see if they can use these plans so that there is somewhere better for the youngest of you to enjoy learning together outside.

You can help by continuing to listen carefully and take note of what your teachers say. Finally, we would like to thank you once again for all your help.

Yours sincerely

David Marshall

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**