

# St Bartholomew's Church of England Primary School, Wootton Bassett

Inspection report

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<b>Unique Reference Number</b>	126373
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360066
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Janet Dinsmore

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

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<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>	283
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daz Erry
<b>Headteacher</b>	Suzanne Lane
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	The Rosary Swindon Wiltshire SN4 8AZ
<b>Telephone number</b>	01793 853288
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## Introduction

This inspection was carried out by three additional inspectors. They observed the school's work, and looked at the school's documentation including records of external monitoring visits, improvement plans, records of pupils' progress and monitoring of the quality of teaching and learning. Inspectors analysed 121 parental questionnaires alongside those completed by staff and pupils.

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

- The difference between achievement and progress in mathematics and English, particularly writing in Key Stages 1 and 2.
- How the school monitors progress of specific groups, especially boys in reading and mathematics in Key Stage 1, girls in mathematics at Key Stage 2, the current Year 5 cohort, and the progress of pupils with special educational needs and/or disabilities throughout the school.
- The school's self-evaluation for contribution to the community and community cohesion which it said is outstanding.

## Information about the school

This is a slightly higher than average sized school. Most pupils are of White British heritage. There are slightly higher than average numbers of pupils with special educational needs and/or disabilities. Most of these pupils' needs relate to learning or behavioural difficulties. The proportion of pupils with a statement of special educational needs is below average. There is a slightly lower than average proportion of pupils known to be eligible for free school meals. The school has the Effective Early Learning Award and International Schools Award. There is a before and after school child care facility on the site that is not managed by the school and was not part of this inspection.

In the week of the inspection the school had just taken over completion of a newly refurbished school hall, the building of which has caused some disruption.

**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?**

**2**

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

**2**

## Main findings

St Bartholomew's is a good school. The headteacher's and staff's commitment to strive for excellence for every pupil is shown in the exemplary way that individual pupils and their families are cared for. Individual needs are met very well and the school is providing an exceptionally supportive environment for pupils to mature as confident young people, playing a very active part in the school, local and wider communities. As a result, pupils feel extremely safe, have a very thorough understanding of the wider community and their spiritual, moral, social and cultural development is exemplary. Parents and carers commented on the exceptional care the school provided for their children when families were undergoing major changes in their lives. The school has maintained a close link with a partner school in Zambia over several years and another within the United Kingdom and these give pupils a very strong understanding of the similarities as well as differences there are for schools in very contrasting situations. This has been recognised through its International Award.

Pupils really enjoy school and are proud of it. The innovative curriculum topics are delivered in creative and exciting ways which motivate learning, giving pupils interesting experiences that develop a good range of key skills. Pupils are well taught and the good targets for writing help them to develop this skill well. This has reduced the differences in achievement and progress in English and mathematics between groups of pupils, including that between boys and girls and those with special educational needs and/or disabilities, and accelerated the progress of the current Year 5 cohort. Teaching assistants contribute very well to the excellent care particularly through the 'rainbow room'; a dedicated, homely space where complex emotional needs can be met and pupils helped to understand and be prepared for moving on to secondary school.

At the previous inspection attainment was average. Well-targeted development in the assessment of pupils' work, tracking their progress and a new curriculum have resulted in improvement and now pupils are attaining above average standards especially in mathematics, as nearly half the pupils now reach Level 5 at the end of Key Stage 2. The exciting topics and practical activities for pupils have helped to reduce the gender gap in achievement, particularly in writing. Good actions to improve teaching have raised attainment and progress in writing throughout the school. Target setting and marking across the school do not always signpost clearly how pupils can make 'next-step' improvement to their work.

All pupils enjoy the challenges presented for writing using artefacts and unusual facts in historical topics that bring learning alive. The leadership has successfully improved the school from satisfactory to good between the previous inspection and this one.

Monitoring information is used regularly by school leaders and with increasing accuracy to identify what the school does well and to plan for improvement. Criteria against which to

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judge the impact of any challenges are not always sufficiently measurable, particularly in mathematics. The self-evaluation clearly identifies which aspects of the school need development and planning shows how this will be achieved. As a result, the senior leadership team and governors demonstrate a good capacity for further improvement.

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

- Set measurable targets in improvement planning to enable leadership at all levels to evaluate more effectively how well attainment is rising and particularly so in mathematics.
- Use clear, small-step success criteria more consistently across the school in a range of subjects so that pupils of all abilities can identify clearly how they are improving.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and are justifiably proud of the learning journey records for each class and topic. Year 6 pupils are reaching above average standards in English and mathematics as they are suitably challenged through the well-matched activities and by extending this level of challenge for themselves. Progress for all groups of pupils across the school is now good. In most lessons pupils are working well and are keen to learn, for example applying a range of skills including close observation and questioning. For example, Years 5 and 6 pupils were studying Tudor portraits and using these skills to make accurate deductions and apply these to imaginative diary writing so making the learning fun and linking subjects very well. Pupils' writing across the school is continuing to improve as a result of changes in teaching methods and the curriculum. They have excellent relationships with each other, work well in groups or independently and behave well around the school. All pupils are included and those with special educational needs and/or disabilities make good progress; practical activities being well matched to pupils' ability.

Pupils of all ages say that they are exceptionally safe at school. They know the purpose of badges for visitors and that they can approach any adult if they have concerns. The 'rainbow room' is highly valued by the whole school community and can be visited by pupils at any time when they require emotional support for any reason but especially for planned programmes when they have a potential crisis. The outstanding spirituality, social cohesion and cultural awareness are fundamental aspects of the school and result in thoughtful, considerate pupils who have an excellent awareness of national and international issues. For example, they show great sensitivity, because of their local situation, to the impact of conflict and the implications of that for families in the United Kingdom. Pupils contribute to the school community in many excellent ways including an active school council, playground leaders, class responsibilities and using the 'bing bong', (the school public address system) for notices at the beginning and end of the day. This was also used by the headteacher to maintain the strong sense of community and spirituality, delivering whole-school collective worship during the building refurbishment which was appreciated by pupils, parents and carers. Pupils are very proud of the refurbished school building and many other aspects of the school, saying that 'everyone is really kind and helpful'. They have a good understanding of what keeps them healthy, including eating fruit and vegetables and exercise.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

Teaching has improved at the school since the previous inspection through introducing assessment methods that give teachers a more accurate way of tracking pupils' progress and planning that closely matches pupils' needs. This has resulted in improved achievement for all groups of pupils and is evident in well-planned Key Stage 1 lessons; for example, pupils develop questions about a range of historical artefacts which prepares them well for a subsequent visit. The well-planned skills-based curriculum topics mean that the local area is used well as a resource, with historical photographs of the town, investigating land ownership, evidence on the school field of the Anglo Saxons and visiting the church for a re-enactment of the wedding of Prince Charming and Cinderella. This imaginative planning combines subjects well although higher level skills in information and communication technology are not always incorporated at the upper end of Key Stage 2. The teaching gives extended opportunities for developing writing skills which are leading to improving attainment and pupils say the clear targets mean that they know how to improve further. While good in writing, small-steps success criteria are not consistently used in every subject so pupils are not always clear about how well they are improving or what they need to do next to get better.

The excellent care, guidance and support that the school provides enable all pupils, including those whose circumstances may make them vulnerable and their families, to

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make the best of all the opportunities that are provided both in school and through activities in the local community, for example the combined concert with the visiting choir.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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 and leadership team provide a strong focus for the school in raising achievement. Members of the governing body support the school well and have a good committee structure that enables meetings to be clearly focused and review these to ensure a balance of support, challenge and development. Individual governors are linked to classes to enable a range of visits, so the work of the school can be monitored directly, evaluating new developments in teaching as well as through headteacher's reports. Self-evaluation is good because governors regularly seek the views of parents, carers and pupils in a range of different ways before pursuing new developments. School improvement planning has focused actions on improving teaching and assessment to raise attainment and these have resulted in clear improvement. However, the planning does not have measurable targets so that the leaders and managers can clearly articulate and analyse how successful initiatives have been. Governors' own links with the local community enable the school to be fully involved in the life of the town. Strong partnerships exist for a variety of purposes including the local cluster schools and diocesan links. Staff and resources are well deployed.

Safeguarding arrangements are good with all required checks in place which complement the high quality of care that staff give to pupils. Risk assessment is robust, especially for visits and visitors. Actions to improve past discrepancies in the differences in progress of boys and girls and pupils with special educational needs and/or disabilities have been successful and there is now good equality of opportunity and no evidence of any discrimination. Community cohesion is excellent because the links with partner schools in Zambia, where there have been reciprocal visits, and in Reading, which involve exchanges that pupils participate in, all effectively widen the whole school community's experience and understanding.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Parents and carers are keen to say how well children have settled at school because of the excellent transfer and induction arrangements. This starts with the children from local pre-schools visiting on a weekly basis from January until the summer. This results in the adults having good knowledge of the children and their learning and development before they start school. Reception children enjoy this opportunity to play with younger children, demonstrating skills such as showing them how to dress up in the role play area. The school builds on this well and children make good progress through their Reception year preparing them well for Year 1. Imaginative role play is well used by adults to extend children's learning, for example the outside role play area was developed as an airport giving good opportunities for children to develop their mark-making skills as well as exploring travel with their feet and hands as they made prints.

Children's progress in learning is recorded well through accurate observation and adults' good knowledge of the Early Years Foundation Stage requirements. Relationships are excellent and there are opportunities for children to learn independently. However, these opportunities are limited in enabling children take charge of their own learning. The Early Years Foundation Stage provision is well managed, clearly focusing changes in provision on accurate assessment to enable boys and girls to make better progress in communication, language and literacy skills.



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*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

All parents and carers, who responded to the questionnaire, said that their children were safe, enjoyed school and that teaching is good. Parents and carers strongly endorse the excellent care at the school and the good progress by saying that: 'all children in all years are very polite', 'I am very pleased with my daughter's progress' and 'my son has made outstanding progress with his learning both academic and social'. Parents and carers are particularly pleased with how the school supports children's learning and their children's experience of school. There is no pattern of negative views; however, a few say that the school does not deal effectively with unacceptable behaviour. Inspection evidence found that behaviour is good and the school has good interventions in place to support pupils with their behaviour. An average number of parents and carers responded to the questionnaire.

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

Ofsted invited all the registered parents and carers of pupils registered at St Bartholomew's Church of England 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 283 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	66	41	34	0	0	0	0
The school keeps my child safe	76	63	45	37	0	0	0	0
My school informs me about my child's progress	7	47	57	47	5	4	0	0
My child is making enough progress at this school	48	40	65	54	8	7	0	0
The teaching is good at this school	54	45	66	55	0	0	0	0
The school helps me to support my child's learning	51	42	65	54	4	3	0	0
The school helps my child to have a healthy lifestyle	46	38	68	56	4	3	0	0
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)	46	38	67	55	0	0	2	2
The school meets my child's particular needs	52	43	57	47	8	7	0	0
The school deals effectively with unacceptable behaviour	44	36	55	45	15	12	4	4
The school takes account of my suggestions and concerns	46	38	60	50	8	7	0	0
The school is led and managed effectively	47	39	64	53	2	2	2	2
Overall, I am happy with my child's experience at this school	66	55	52	43	1	1	0	0

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.**



11 March 2011

Dear Pupils

**Inspection of St Bartholomew's Church of England Primary School, Wootton Bassett SN4 8AZ**

Thank you for making us so welcome at your school. We enjoyed spending time with you and finding out about all that you do at your school. I would like to say a particular thank you to the school councillors and other pupils who spoke to us to tell us about these things. I am pleased to tell you that the inspectors agree with you, your parents and carers and judge that yours is a good school. We found that these things were particularly good.

- You make good progress and usually do better than pupils in most schools in mathematics by the time you leave.
- You feel extremely safe at school and staff take excellent care of you to help you when things are hard for you and you can use the 'rainbow room'.
- You are taught well by your teachers and teaching assistants and you are really proud of learning journey records of all you have learnt in such interesting and exciting ways.
- Your partner schools in Reading and Zambia give you an excellent understanding of how schools are the same and different in other places in this country and in Africa. This means that you have an outstanding understanding about your wider community.
- The school is well run by the headteacher, staff and governors.

We know that everyone is working hard to make the school even better and we have suggested that the leaders and managers:

- sets measurable targets in planning new developments so that they will know exactly how well everyone has done
- makes sure that everyone in all classes knows exactly what to do in each lesson so that you will know how you are learning and making progress.

We know that you will help with this by carrying on working hard.

Yours sincerely

Janet Dinsmore Lead inspector

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