

St Bartholomew's Church of England Primary School

Inspection report

Unique Reference Number	119374
Local Authority	Lancashire
Inspection number	358543
Inspection dates	20-21 June 2011
Reporting inspector	Clare Henderson

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	5 – 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Gerald Varley
Headteacher	Irene Wensley
Date of previous school inspection	13 December 2007
School address	Hallfold Hall Street Whitworth Rochdale OL12 8TL
Telephone number	01706 344631
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Age group	5 – 11
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Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors observed 10 lessons and groups within lessons taught by five teachers, listened to pupils read and scrutinised pupils' work. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. Inspectors scrutinised the views of staff and pupils and analysed 28 questionnaires from parents and carers.

Information about the school

This school is smaller in size compared with other primary schools. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who have special educational needs and those pupils who have disabilities is above average. The proportion of pupils who enter or leave the school at times other than the usual is above the national average. Pupils are taught in five mixed-age classes. Most pupils are of White British heritage. A very small number of pupils are from minority ethnic heritages. Government floor targets for pupils' attainment at the end of Year 6 have been met for the past three years and in 2010 were exceeded. The school has gained the Activemark and Healthy School status.

There is a children's centre situated within the school building. This provision was subject to a separate inspection.

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	3
Achievement	3
Teaching	3
Leadership and management	3
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

This is a satisfactory school. There is a happy atmosphere, the school is inclusive and provides good care for all pupils, particularly for those who join during the school year. Since the last inspection, constant staffing disruptions have slowed the rate of pupils' progress in some year groups. However, all pupils make at least satisfactory progress from their varying starting points and their achievement is satisfactory. Pupils who have special educational needs and those with disabilities make good progress. This is because a constant factor is the high level of support and guidance this group of pupils receive.

The quality of teaching is satisfactory overall. It is good when pupils work practically, lessons are well planned and pupils of all abilities are effectively challenged. However, there are some relative shortcomings in the use of assessment to support learning and in the insufficient promotion of pupils' independence in their work. Pupils behave well and say they feel safe and secure in school. They enjoy the wide range of interesting after-school clubs, which provide exciting opportunities for them to succeed in art and sport. Pupils think deeply about the experiences of others and to learn about pupils from a wider range of religious and cultural backgrounds.

The school knows its strengths and weaknesses and leadership and management are satisfactory. The governing body is supportive of all the school does. However, a significant number of members are newly appointed and they currently lack the training needed to help them to more rigorously challenge the school's performance.

Schools whose overall effectiveness is judged satisfactory and where leadership and management are no better than satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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 does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress in English and mathematics by:
 - ensuring that all teachers consistently use assessment information to set tasks in lessons which challenge all pupils to reach higher levels of attainment
 - ensuring marking consistently informs pupils of what they need to do to improve their work
 - providing pupils with more opportunities to develop and apply independence in their learning.

- Improve the quality of leadership and management by providing training for the newly appointed members of the governing body so that they are able to more rigorously challenge the school's performance.

Main report

In most lessons and learning activities observed by the inspectors, pupils behaved well, were keen to learn and their achievement was at least satisfactory and, for some groups, good. Children begin in the Early Years Foundation Stage with skills which are generally in-line with those expected. They settle happily to school because the good links with parents, carers and a strong partnership with the children's centre are forged before the children begin. In this welcoming environment, all children make at least satisfactory progress in all the areas of learning. The priority given throughout the school to extend pupils' grasp of letter names and sounds in a well-structured way, is effective and ensures most pupils make good progress in reading. Consequently, by the age of six, pupils' current attainment in reading is above average. An overall satisfactory rate of learning continues and, by the end of Year 6, pupils consistently reach average, or as was the case in 2010, above average, attainment in reading, writing and mathematics. The learning and behaviour of pupils with special educational needs and those with disabilities are managed well by an effective team of teaching assistants. Close attention to and the review of these pupils individual learning needs successfully narrows the gaps in learning compared with similar groups nationally and ensures their good progress.

Pupils enjoy learning, particularly when lessons are practical or involve them in discussing what they have learnt with their peers. For instance, in a science lesson in the Year 4/5 class, pupils enjoyed being challenged to think, reflected on and used scientific knowledge previously learnt to investigate and seek solutions for the questions raised during an electricity project. In such lessons, pupils work well in groups, take turns and listen to each other's ideas. Such exciting learning gives a boost to their self-confidence and provides a high level of challenge for more-able pupils. In these lessons the quality of teaching is good or occasionally outstanding because learning is planned well, tasks are challenging and pupils make rapid progress. However, this good rate of progress is not evident in all lessons and, where

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teaching is satisfactory, rather than good or better, not enough use is made of assessment information to ensure that lessons fully match or extend pupils' skills and understanding nor is there sufficient promotion of pupils learning independently. Furthermore, when marking is not used well enough, pupils say they are unclear what they need to do to improve their work.

Pupils are typically considerate to others, respect staff and each other. They develop a good understanding of their own and the safety of others. They say the few incidents when bullying occurs are quickly sorted out and that they could talk to any member of staff if they had a problem. Pupils value the responsibilities they have to contribute to the school, such as being elected as head boy or girl or as a member of the school council. They are proud of their involvement in improving the school and are keen to share how their views in setting up, for instance, the adventure trail and tyre park, were considered. They are keen to raise money for those less fortunate than themselves and enthusiastically share about the work they do to raise money for children in India. The promotion of pupils' spiritual, moral, social and cultural development is a strong feature of the school's ethos. Meaningful assemblies accelerate pupils' understanding of their Christian heritage and help them to reflect on the right and wrong actions. Pupils engage well with those from different religious, ethnic and cultural backgrounds both locally and in the wider world. A good partnership between home and school, coupled with pupils' current above average attendance, contribute to their enjoyment of school.

The school has made a good start in linking subjects together through themes, in order to increase pupils' understanding and enjoyment and also to provide a focus for developing their writing skills. For instance, the Year 5/6 topic on rivers encouraged pupils to research, compare, contrast and write about different rivers whilst becoming increasingly aware of ecological issues, such as drought and pollution. Pupils have a clear understanding of the need to lead a healthy and safe lifestyle. This is reflected in the high uptake of the wide range of extra-curricular physical activities on offer. Residential visits, learning to speak French and the good range of after-school activities and opportunities to excel in sports and the arts, all add purpose to pupils' learning and experiences, while extending opportunities for them to show initiative. For instance, during the inspection, pupils celebrated winning a local cricket competition.

Pastoral care for all pupils and their families is given a high priority. All parents and carers who responded to the questionnaire say their children are safe in school. They speak positively about the good care and support their children receive from all adults, and how this contributes well to their children's enjoyment of school. Most parents and carers feel the behaviour of pupils is managed well and is good in lessons. They praise the high levels of support for pupils who have special educational needs, those with disabilities, and particularly for those who join the school during the school year. Good partnerships with local high schools help to ensure pupils make a smooth transition to their next stage of education.

Senior leaders have the support of the whole staff and share a common school vision

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for future development. In spite of staffing turbulence in the past, the pace of improvement in pupils' achievement and in the management of the quality of teaching and learning are at least satisfactory and rapidly improving.

The governing body is supportive. It ensures that all safeguarding requirements are met. Procedures to ensure that staff are carefully checked to ensure that they are suitable to work with this age group of pupils are thorough. Nevertheless, newly appointed members of the governing body have yet to receive the necessary training that would enable them to develop the knowledge and skills to more rigorously challenge the school's performance.

Partnerships with others are good, particularly in promoting pupils' well-being. The school works hard to develop community links and raise the profile of the school in the local area. The effective link with the children's centre in working with pupils, staff and parents and carers is a good example of its success. The school works well to promote equal opportunities and tackle discrimination. As a result, the school is harmonious and inclusive. This is exemplified by the full participation in school life and the good progress they make in their learning of pupils with special educational needs and those with disabilities. The ethos is one of 'service in the community' and racism or harassment of any form is not tolerated. All these factors, together with the good improvements made since the last inspection particularly in the rising trend in pupils' achievement, contribute to the school's good capacity to improve.

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 12 statements about the school.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	16	57	12	43	0	0	0	0
Q2 My child feels safe at school	17	61	10	36	0	0	0	0
Q3 The school helps my child to achieve as well as they can	11	39	14	50	3	11	0	0
Q4 The school meets my child's particular needs	11	39	15	54	2	7	0	0
Q5 The school ensures my child is well looked after	18	64	10	3	0	0	0	0
Q6 Teaching at this school is good	14	50	14	50	0	0	0	0
Q7 There is a good standard of behaviour at this school	10	36	18	64	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	6	21	16	57	4	14	0	0
Q9 The school deals with any cases of bullying well	8	29	14	50	4	14	0	0
Q10 The school helps me to support my child's learning	10	36	15	54	2	7	0	0
Q11 The school responds to my concerns and keeps me well informed	14	50	11	39	2	7	0	0
Q12 The school is well led and managed	17	61	9	32	1	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>And taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



22 June 2011

Dear Pupils

Inspection of St Bartholomew's Primary School, Hallford, Hall St, Whitworth, Rochdale OL128TL.

I would like to thank you for the help you gave the team when we inspected your school. I especially enjoyed chatting to some of you at lunchtime. Now I would like to share with you what the inspection found out about your school. It is a satisfactory school. These are some of the best things about it.

- Reception children have lots of fun and enjoy learning.
- All adults take good care of you and you told us that you feel safe and that adults are always there to listen and help you if a problem arises in school.
- You make satisfactory progress and reach average standards in English and mathematics by the time you leave Year 6.
- Your behaviour is good and your attendance rates are above average.
- The school provides some exciting things for you to do and learn, such as in entering and winning cricket competitions.

To make the school even better, I have asked teachers to:

- check that each one of you is given work in lessons which will enable you to achieve as well as you can and to see that you make enough progress in each class
- set tasks in lessons which help you to develop and apply independent learning skills
- make sure that when they mark your work, the advice they give helps you understand what you need to do to improve
- give members of the governing body time to attend courses which will help them to make sure that you are achieving as well as you should.

I hope you will play your part by continuing to work hard and do your best to make your school better.

Yours sincerely

Clare Henderson
Lead Inspector

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