

# Great Harwood St Bartholomew's Parish Church of England Voluntary Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	119420
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358550
<b>Inspection dates</b>	12–13 July 2011
<b>Reporting inspector</b>	Kathleen McArthur

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Hope
<b>Headteacher</b>	Mr Mark Mackley
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Ash Street Great Harwood, Blackburn Lancashire BB6 7QA
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**Inspection number** 358550

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## **Introduction**

This inspection was carried out by three additional inspectors. The team observed 15 lessons taught by 10 teachers and held meetings with groups of pupils, governors and staff. They observed the school's work and looked at safeguarding procedures and documentation, including school and national data on pupil progress, policies, development plans, local authority reports and samples of pupils' work. Questionnaires from pupils, staff and the 111 returned by parents and carers were scrutinised.

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

- How effectively teaching motivates and challenges pupils to progress well.
- The way assessment information is used and involves the pupils so they know how to reach their targets.
- The contribution made by all leaders and managers in planning improvements to ensure there is a good capacity for further development.

## **Information about the school**

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is much lower than average. Most pupils are of White British heritage and a few are of Pakistani heritage. There are no pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below average.

There have been significant staffing changes since the previous inspection. A new headteacher took up his post in September 2010.

The school holds Healthy School status and has the Eco School Bronze award. Before- and after-school care offered by a private provider is inspected separately and the report is available on the Ofsted website.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school where pupils are happy, behave well and are caring and considerate towards others. Good features are the care, guidance and support pupils receive and their spiritual, moral, social and cultural development. The very large majority of views expressed in the parents' and carers' questionnaires were positive about children's experiences at the school.

Achievement is satisfactory for all groups of pupils. Children start school with skills which are, overall, as expected for their age; language and mathematical skills are higher. The Early Years Foundation Stage gives children a happy, settled start to school but learning opportunities in the outdoor area are limited and activities are not always planned for their different needs. When pupils leave the school at the end of Year 6 attainment is above average. However, their progress through the school is variable, reflecting inconsistencies in the quality of teaching. Overall, teaching is satisfactory. Progress accelerates where the quality of teaching is strongest but slows where it is less effective. Appropriately directed support for pupils with special educational needs and/or disabilities ensures satisfactory progress in relation to their starting points and capabilities.

Newly introduced tracking systems provide clear information on pupils' progress. However, this information is not always used effectively when planning learning activities. As a result, pupils of all abilities are often given the same work. Pupils are not sufficiently involved in assessing their own work and do not always know how to improve and reach the next level. The curriculum meets all requirements and pupils enjoy the enrichment activities. For example, there is a range of trips and the recent Book Week, held to raise interest in reading, involved pupils competing to see who could find the most unusual place to read.

Significant staffing changes slowed the rate of improvement for a number of years after the previous inspection. Since September 2010 the rate of improvement has begun to accelerate. The headteacher is providing dynamic leadership and a clear vision for ongoing school improvement. His thorough evaluation of the school's performance has accurately identified the areas for improvement, seen in sharply focused development plans.

Although these have not had time to make a full impact, the rising trend in attainment has been maintained, outcomes in writing have improved and assessment and tracking systems are in place. However, not all senior and middle leaders are sufficiently skilled to lead improvement in their areas of responsibility. The Chair of the Governing Body's emphasis on training means governors are becoming more rigorous in the way they hold school leaders to account. The capacity for sustained improvement is satisfactory. Value for money is also satisfactory.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise the overall quality of teaching to good or better to eliminate variations in progress by:
  - ensuring staff make full use of assessment information to plan work for pupils' different abilities so they are all suitably challenged
  - involving pupils more closely in the assessment of their learning so they know how to improve and reach the next level.
- Enhance provision and improve children's progress in the Early Years Foundation Stage by:
  - providing more opportunities for children to explore and investigate when learning outdoors
  - ensure the activities available for children to choose themselves make a greater contribution to learning in all areas of the curriculum.
- Develop the skills of senior and middle leaders so they make an effective contribution to the drive for school improvement.

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

**3**

Good relationships, regular attendance and keen attitudes aid learning. Pupils enjoy their lessons, behave well and work cooperatively with staff and their classmates. Pupils in all classes are careful to present their work neatly and their handwriting is well formed.

Lesson observations, the work in pupils' books, school and national data show that attainment is usually above average, but progress is variable across the school and is therefore satisfactory overall rather than good. Good-quality teaching for the oldest pupils in both key stages ensures they make good and sometimes better progress in these year groups. However, this is not the case in all classes. Pupils read well. Good oral skills enable them to express their ideas and reasons clearly and confidently, and to plan and organise their writing well.

Pupils say, 'Teachers care for us and help us'. They feel safe and know how to keep themselves safe, for example when using the internet or on the roads. Bullying is not seen as an issue; pupils feel they can talk to adults about any problems, knowing these will be sorted out. Most say behaviour is good although some feel it could be better and they are not always sure of the system of rewards or consequences. Pupils know how to care for their health through eating sensibly and exercising, and are keen to participate in the 'Walk on Wednesdays'. They consider moral issues thoughtfully, as seen when Year 6 pupils acted out dramas about moral dilemmas they may meet in the future. Pupils care about the environment, for example when they are involved in litter picking during woodland walks. The school and Eco councillors carry out their roles well and pupils enjoy raising funds for charity. However, they have few opportunities to take responsibility or contribute to the running of the school. Different faiths and cultures are respected and

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pupils speak appreciatively of soldiers who make sacrifices to help others. Good academic and personal skills, cooperative attitudes, punctuality and regular attendance are a good basis for pupils' next stage in education and beyond.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</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>3</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>2</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?

Some good teaching was observed during the inspection but this is not found in all classes. Pupils said they particularly enjoy mathematics, history, art, literacy and physical education lessons. Most lessons feature good relationships and behaviour, secure subject knowledge and they are well organised. The best lessons make imaginative use of resources, including teaching assistants and information and communication technology (ICT), and engage pupils actively in their learning. For example, pupils greatly enjoyed acting as mini-beasts and this accelerated their progress. Where teaching is less effective, work is not sufficiently challenging or well matched to pupils' different abilities. Assessment systems provide clear progress information but this is not always used to plan challenging work for all pupils.

The curriculum ensures all basic skills receive coverage and it provides a good programme to promote pupils' personal and social development. Pupils' literacy and numeracy skills contribute to learning in other subjects, for example when they draw charts of major rivers in geography or record the life of a frog in science. Adapted activities and support

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for pupils with special educational needs and/or disabilities ensure their progress is satisfactory. Enrichment activities include French and out-of-school visits, including a residential experience; younger pupils also enjoy learning outdoors in the woodland classroom. Pupils report that they enjoy attending the variety of after-school clubs.

The school provides a safe and caring environment. Good liaison with professional agencies supports pupils and their families well. Parents and carers of pupils with particular medical needs praise the school for the way those needs are met. Staff are alert to emerging concerns about pupils, identify their needs promptly and implement appropriate support swiftly. Pupils who are potentially vulnerable because of their circumstances receive good support, ensuring they progress at least as well as their classmates. Effective transition arrangements ensure pupils move confidently to their next class and on to next stage of education. Although attendance is above average, the school is working to reduce the number of holidays taken in term-time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staff are proud of their school and the headteacher has established a clear focus and sense of direction which is raising expectations to meet challenging targets. Senior leaders provide action plans for their areas of responsibility and contribute to staff performance management. However, their contribution to the drive for school improvement is limited. The monitoring of teaching and learning is satisfactory and developing but has not had time to impact fully on raising the overall quality of teaching. Recent training has provided governors with the knowledge and skills they need to challenge and support the school effectively.

Good links between home and school promote pupils' well-being and sense of security. Parents and carers appreciate the new text-messaging system and they agree that the school gathers and acts on their views. Partnerships extend the curriculum with opportunities the school alone cannot provide, for example the Woodland classroom and sports activities. Arrangements to promote equal opportunities ensure there is no discrimination and all pupils can participate in everything the school offers, but pupils' progress in some classes is not as strong as in others. Procedures to safeguard pupils are satisfactory, ensuring the site is safe and secure and staff understand all child protection procedures. The promotion of community cohesion is satisfactory. The school is a harmonious community, it understands the context in which it works and has local links



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with the Church. It is working to develop this area further to increase pupils' awareness of different communities and cultures within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Good care and welfare arrangements help children settle into the setting quickly and happily so they feel safe and secure and ready to learn. Parents and carers say their children 'love coming to school'. Relationships are good and staff encourage children to be considerate towards each other. They soon learn to take turns, share equipment and become more independent and responsible, such as at tidying-up time. Nursery children understand they must wash their hands before eating their healthy snacks 'in case the germs get in your tummy and make you poorly'.

Different learning activities capture children's enthusiasm and encourage them to make choices and follow their interests. However, the activities offered for children to choose independently do not always support learning in all areas of the curriculum. Adults model language well, building strong speaking and listening skills as a basis for reading and writing. Reception class children enjoyed finding rhyming words in a poem and then quickly spotted that 'lick' and 'sack' do not rhyme but share the same ending. The children enjoy working outside. The small outdoor area does not fully complement the full range of activities found in the classrooms or provide enough activities to explore; it can also become rather crowded when both classes are outside together.

Progress is satisfactory. By the time children move to Year 1 they reach the levels expected for their age and some are working into the next level. Assessment is used to monitor progress but not to plan learning activities that meet children's different needs to ensure they are suitably challenged. Leadership and management are satisfactory and

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ensure parents and carers receive regular information about how well their children are progressing.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The large majority of questionnaires returned by parents and carers expressed very positive views about the school. They were particularly positive about the way children are kept safe, the teaching, and the leadership and management.

In a few responses, parents and carers felt they were not sufficiently informed about their children's progress or helped to support learning at home. A few commented that communication between home and school could be improved. Inspectors discussed these concerns with the school. Reports now provide more detailed information about progress and staff are always willing to discuss children's progress with their parents and carers. Ways of communication now include text messaging and the school website in addition to the established systems. The school is seeking ways of helping parents and carers support learning at home.

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

Ofsted invited all the registered parents and carers of pupils registered at Great Harwood St Bartholomew's Parish Church of England Voluntary Aided 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	60	38	34	4	4	0	0
The school keeps my child safe	78	70	32	29	0	0	0	0
My school informs me about my child's progress	37	33	61	55	9	8	1	1
My child is making enough progress at this school	52	47	55	50	2	2	0	0
The teaching is good at this school	53	48	54	49	0	0	0	0
The school helps me to support my child's learning	36	32	60	54	9	8	0	0
The school helps my child to have a healthy lifestyle	51	46	52	47	4	4	2	2
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)	42	38	57	51	4	4	0	0
The school meets my child's particular needs	44	40	60	54	2	2	0	0
The school deals effectively with unacceptable behaviour	43	39	58	52	5	5	0	0
The school takes account of my suggestions and concerns	40	36	62	56	2	2	0	0
The school is led and managed effectively	54	49	53	48	0	0	0	0
Overall, I am happy with my child's experience at this school	64	58	44	40	0	0	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	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](http://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"><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.**



14 July 2011

Dear Pupils

**Inspection of Great Harwood St Bartholomew's Parish Church of England  
Voluntary Aided Primary School, Blackburn, BB6 7QA**

The inspection team wish to thank you for welcoming us to your school. We enjoyed our visit because everyone was friendly, helpful and well-behaved. We send special thanks to those who gave up their break time to talk to us. I was very impressed by the Eco council, who are doing a really good job helping care for the school and looking after the environment: keep up the good work!

We found that your school is giving you a satisfactory education. The leaders and managers care for you well so you feel safe, and your parents and carers agree. The Early Years Foundation Stage gives children a happy start, but they could have more learning activities to investigate outside. You usually reach standards above those expected for your age in English and mathematics, but we think you could make faster progress if the teaching in all lessons was at least good and you knew how to improve your work.

We have asked the leaders and managers to:

- further develop their leadership skills so they can continue to improve the school
- make sure teaching is always at least good in all lessons and that you understand what you need to do to improve your work
- give children in the Nursery and Reception classes lots of things to explore and investigate when they are learning outdoors.

We know you enjoy school because you attend very well. We are sure you will all want to help make St Bartholomew's School even better.

We send you our very best wishes.

Yours sincerely

Kathleen McArthur

Lead Inspector



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