

St Bartholomew's CofE VC Primary School

Inspection report

Unique Reference Number	135041
Local Authority	Worcestershire
Inspection number	381783
Inspection dates	4–5 October 2011
Reporting inspector	Michael Farrell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Ian Gwillam
Headteacher	Susan Helps
Date of previous school inspection	18 May 2009
School address	Princess Way Stourport-on-Severn DY13 0EL
Telephone number	01299 823454
Fax number	01299 825655
Email address	sh180@st-bartholomews.worcs.sch.uk

Age group	3–11
Inspection date(s)	4–5 October 2011
Inspection number	381783

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.

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed; nine teachers were seen; meetings were held with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at data on pupils' progress, lesson planning, policies and records relating to safeguarding, and scrutinised 90 parental questionnaires.

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

- The progress in English and mathematics of pupils in Key Stages 1 and 2, to determine the effectiveness of the school's interventions to raise attainment.
- The accuracy of the school's identification of pupils who have special educational needs and/or disabilities.
- The quality of teaching across Key Stages 1 and 2, including the accuracy with which the levels of pupils' work is pitched to their needs and the effectiveness of assessment for learning.
- The effectiveness with which all those with leadership and management responsibilities fulfil their duties, and their specific impact on school improvement.

Information about the school

St Bartholomew's is average in size for a primary school. The great majority of its pupils are from White British heritages. A few pupils are from minority ethnic heritages, including Traveller communities. There is an after-school club based on the site managed by the school. The proportion of pupils known to be eligible for free school meals is much higher than average.

Since the previous inspection the school has passed through a period of considerable turbulence. In September 2010 a deputy headteacher and an Early Years Foundation Stage leader were seconded to the school and the Early Years Foundation Stage leader became permanent in April 2011.

Early Years Foundation Stage education is provided through a pre-nursery, a Nursery and a Reception class and this inspection looked at the nursery and reception classes. A new unit for the Early Years Foundation Stage was completed in April 2010. The school received a monitoring visit in February 2011, focusing on its progress in tackling the improvements highlighted in the previous inspection report. It was judged to be making satisfactory progress in these areas, and in developing its capacity for sustained improvement.

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

2

Main findings

St Bartholomew's is a satisfactory school, where pupils make satisfactory progress and teaching is satisfactory and improving. It has a very welcoming ethos that is greatly valued by pupils and their parents and carers alike. Most aspects of pupils' personal development are good. Pupils behave well because the school has high expectations and behaviour is well managed. The curriculum and care, guidance and support are both good. Well-focused and timely support for pupils whose circumstances make them particularly vulnerable is a notable strength. Many aspects of leadership and management are good.

Effective provision in the Early Years Foundation Stage gives children a good start to their formal education. Older pupils' progress, including in English and mathematics, is satisfactory and improving. Progress is stronger in Key Stage 1 than in Key Stage 2, as the actions taken to improve the school are gradually having an impact. Relationships in lessons are good, and enthusiastic teaching helps pupils enjoy their learning. Work is not always pitched to exactly match pupils' learning needs and the parts of the lesson where teachers explain things to pupils are sometime too long, slowing progress where this is the case. Marking of pupils' work is helpful and up-to-date. Teachers' questioning of pupils does not always sufficiently uncover what pupils do and do not understand. There has been a marked reduction in the percentage of pupils identified as having special educational needs and/or disabilities. These pupils' needs are now more securely identified and suitable provision, including individual work and support, helps ensure they make satisfactory progress. Leaders and managers have been a powerful force in keeping the school on track through very challenging times. The headteacher has been very effective in keeping forward momentum going, strongly supported by the closely-knit staff team. Senior roles are very clear and diligently carried out. For example, the seconded deputy headteacher is making a strong impact on improving the system for tracking pupils' progress.

Since the previous inspection, the school has maintained its good provision for care, guidance and support. It has improved in many other aspects and the curriculum and the Early Years Foundation Stage, which were previously satisfactory, are now good. Staffing is now stable and the school is focusing sharply on driving up standards. Staff are optimistic and forward looking and there is a vibrant feel to the school. Self-evaluation is accurate and well supported by good procedures for tracking pupils' progress, and action is taken promptly if pupils begin to slip behind. All this contributes to the school's good capacity to improve further.

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

Up to 40% of 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?

- Improve teaching so that it is predominantly good and this leads to pupils' good progress, especially in Key Stage 2, by ensuring that:
 - tasks are precisely pitched and lessons organised to challenge all pupils
 - the parts of lessons when teachers are talking to the whole class are not too long.

- Improve the effectiveness of assessment for learning by ensuring that:
 - questioning of pupils is more varied, with enough 'open' questions to reveal more clearly what children understand.

Outcomes for individuals and groups of pupils

3

Children's attainment on entry is below the levels expected for their age, but because they make good progress in the Early Years Foundation Stage they enter Year 1 with standards that are broadly average. Pupils make satisfactory progress as they pass through to the end of their schooling. Progress is stronger for younger pupils than it is for older pupils and the school has correctly identified improving progress in Key Stage 2 as a focus. Lesson observations and work in pupils' books indicate that progress is improving for all groups, including Traveller pupils. Boys and girls participate equally in lessons. Pupils enjoy many aspects of school life, including extra-curricular activities, and they achieve satisfactorily. In a typical lesson on phonics for younger pupils, they made satisfactory progress in learning and repeating sounds within sentences. The pace of the lesson was steady and pupils behaved well and tried hard because the teacher was encouraging. In a numeracy lesson for older pupils, satisfactory progress was made because the teacher and teaching assistant worked closely together, and good use of information and communication technology helped to motivate pupils.

Pupils say they feel safe, and they act safely and with consideration for others in lessons and around school. Bullying is not an issue and pupils know whom to ask for help. They have a keen awareness of internet safety and road safety. Behaviour is good in lessons and around school. Pupils are polite and caring, responding well to the school's very caring ethos. They are aware of how to keep healthy and know about healthy foods, exercise and mental health, and they respond positively to the school's efforts to promote health. Pupils welcome the opportunities to take responsibility in school and the school council play an active role, as do prefects and 'peer mediators'. Pupils take an active part in festivals within the community. Attendance is average and improving. Pupils' good collaborative skills and their satisfactory and improving progress in literacy and numeracy mean they are adequately prepared for the next steps in schooling and later life. Spiritual, moral, social and cultural development is good, supported by the school's values and ethos

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

and promoted by school assemblies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Some lessons observed by inspectors were good. Among the common strengths of teaching are the respectful relationships between staff and pupils and among pupils. Information and communication technology is used effectively to motivate and interest pupils. Teachers are enthusiastic and work closely with teaching assistants. Work is not always pitched exactly enough to match pupils' sometimes very wide range of abilities, lessons are not always organised in a way that ensures all groups of pupils make the best progress they can, and the part of lessons where teachers talk to the whole class is sometimes too long. Staff carefully use records of pupils' contributions made in lessons.

The good curriculum leads to the many good personal and social outcomes that pupils demonstrate. Imaginative links to topics stimulate pupils' interest and provide experiences they might not otherwise experience. The 'Forest school' is enjoyed by pupils and there are indications it is helping to improve attendance. Strong links across the curriculum encourage the development of pupils' literacy and numeracy skills, and some good examples were seen during the inspection. A wide range of popular extra-curricular opportunities designed to encourage mental and physical health are greatly enjoyed by pupils.

The school has very vigorously tackled previously low attendance so that persistent

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

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

absences have been reduced and there are striking examples of improvements in the attendance of individual pupils. Transition to high school is very carefully managed and a link nurture group has been developed to smooth this transfer for pupils whose circumstances make them particularly vulnerable. Deeply embedded multi-agency working relating to pupils' welfare has a powerful impact on the attainment and attendance of targeted pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The determined leadership of the headteacher and senior staff has powerfully ingrained high aspirations throughout the school. Staff look for every opportunity to do better and respond very openly indeed to suggestions of how further improvement might be made. As a result, teaching continues to improve. The school has built up a clear picture of the strengths and weaknesses of teaching and learning through regular and carefully recorded lesson observations, and scrutiny of work and planning.

The governing body minutes and discussions with individual governors indicate that they have thorough and challenging discussions on a wide range of issues. The subcommittees are organised well to focus on major aspects of school life and the chairperson's group coordinates their work effectively so that the school is strongly held to account. Good safeguarding procedures, overseen effectively by the governing body, ensure the safety of pupils. Risk assessments are very carefully carried out and pupils become aware of the importance of safety because the school emphasises this in its curriculum and practices.

The school goes to great lengths to establish links with the home, housing associations, the Church, health visitors and others to ensure that it is at the heart of the community. The promotion of local contributions to the community is stronger than the national and international aspects, although these are also actively encouraged. The school has audited and planned this area with care. Parental questionnaires and animated discussions with parents and carers indicate their deep feelings of appreciation for all the school does. They are kept well informed and feel they can confidently turn to the school in times of difficulty. A wide range of committed partners work closely with the school, contributing particularly strongly to the welfare of pupils and to the impact of the curriculum on personal and social development. Their contribution is securely targeted so time and effort are well used.

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

Equality of opportunity is satisfactorily promoted in the sense that the school conveys to pupils that they are all valued in everything it does, and any signs of discrimination are tackled straight away. However, pupils who might make good progress are not yet doing so. Parents and carers speak appreciatively of how any indications of bullying are dealt with decisively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Clear leadership and management of this phase has led to improvements in all aspects. Because of good teaching, children make good progress. For example, in a session in the nursery, children made good progress in spelling, counting and other activities because every opportunity was taken to extend their learning and there was a clear focus on literacy and numeracy. In a session in the reception class, children made good progress in understanding letter sounds because they were confident to 'have a go' in the trusting atmosphere. Children are happy and settled and enjoy their learning in both nursery and reception classes, and those who attend the after school club take great pleasure in their activities.

High expectations held by staff lead to children behaving well, and children are kept very safe. They are successfully encouraged to learn independently and resources are readily available to them to encourage this. Children are helped to be very aware of health matters, for example washing hands, healthy drinks and snacks and water bottles. Relationships with adults are close and trusting. Parents and carers are very positive about the process through which children are introduced to the setting and settled in. In the new building, children enjoy an attractive outdoor area that was very limited at the time of the previous 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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was a 38% return of questionnaires, which is slightly higher than the national average return for primary schools. Parents and carers gave very positive views of the school, both in the questionnaires and in face-to-face meetings, where they spoke with great feeling about their appreciation of the school. They felt that they were always welcome and could come and talk to staff if they had any concerns. The questionnaires indicated that the vast majority of parents and carers who responded agreed or strongly agreed with every aspect.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Bartholomew's CofE VC 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	61	33	37	1	1	1	1
The school keeps my child safe	63	70	25	28	2	2	0	0
The school informs me about my child’s progress	49	54	36	40	3	3	0	0
My child is making enough progress at this school	47	52	36	40	2	2	0	0
The teaching is good at this school	58	64	29	32	1	1	0	0
The school helps me to support my child’s learning	50	56	35	39	3	3	0	0
The school helps my child to have a healthy lifestyle	44	49	43	48	2	2	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)	49	54	38	42	0	0	0	0
The school meets my child’s particular needs	52	58	35	39	2	2	0	0
The school deals effectively with unacceptable behaviour	47	52	37	41	3	3	0	0
The school takes account of my suggestions and concerns	45	50	38	42	3	3	1	1
The school is led and managed effectively	59	66	28	31	1	1	0	0
Overall, I am happy with my child’s experience at this school	62	69	26	29	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 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 school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



6 October 2011

Dear Pupils

Inspection of St Bartholomew's CofE VC Primary School, Stourport-on-Severn, DY13 0EL

It was good to meet you when my colleagues and I inspected your school recently. You made us feel very welcome so thank you for that. I liked the way you came up to us during the school day to talk to us briefly when you had a moment!

Your school is satisfactory and improving, and it already has many good things about it that you can celebrate. You make satisfactory progress in your work because teaching is satisfactory and getting better. The youngest children in the nursery and reception classes make good progress in their work. You are well cared for and you said how safe you feel. The curriculum is good and you told us about the things you enjoyed.

The staff are very keen to do their best for you and many things have improved since the previous time you were inspected. However, they can still do some things better so I have asked the school to further raise standards in Key Stage 2, by making sure that teachers:

- always set your work at just the right level so you can do your best, and make the part of each lessons where the teacher is explaining things a little shorter
- ask questions in a way that will show them better what you do and do not understand.

It was lovely to be with you and I wish you the very best for your future.

Yours sincerely

Michael Farrell
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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**