

St Bartholomew's Church of England Primary School

The Peak, Sydenham, London, SE26 4LJ

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good, and pupils' rates of progress overall are improving strongly throughout the school.
- The proportion of pupils predicted to reach the highest levels at the end of Key Stage 1 and Key Stage 2 is above national averages in reading, writing and mathematics.
- Teaching throughout the school is good overall, with specific improvements made in the teaching of writing, reading and mathematics.
- The sharing of good practice within the local cluster of schools, known as the 'Collaborative', makes a strong contribution to improvements in the quality of teaching.
- Pupils are keen to learn; they respect each other and behaviour is good. Pupils say they feel safe in school and have a good awareness of how to keep themselves safe.
- The excellent way the school develops pupils' personal skills is at the heart of its success.
- Leaders, including governors, have effectively driven improvements in the quality of teaching and achievement, through thorough monitoring of staff performance and pupils' progress.

It is not yet an outstanding school because

- On occasion children's learning in the Early Years Foundation Stage lacks sufficient adult direction.
- There is variability in the attainment of some pupils, especially in writing and mathematics.
- Pupils do not always know the next steps they need to take and how to make the necessary improvements to their work.
- Leaders of subjects do not always check that full use is being made of assessment information.

Information about this inspection

- Inspectors observed 16 lessons, 10 of which were joint observations with senior leaders. In addition, the inspection team made short visits to other lessons, looked at pupils' work and heard pupils read.
- Meetings were held with staff, pupils, parents and governors including the Chair of the Governing Body, the Vice-Chair, a parent governor, and a representative from the local authority.
- Inspectors took account of the 90 responses to the on-line questionnaire (Parent View) as well as interviews with parents and carers, an email from a parent and 32 questionnaires completed by staff.
- The inspection team scrutinised a range of documentation including nationally published data and the school's own data, the school's self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

Inspection team

Justina Ilochi, Lead inspector

Additional Inspector

David Sleightholme

Additional Inspector

Maura Dochety

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- Since the last inspection, the school has experienced a number of changes. The headteacher was appointed in 2009, while most of the senior leadership team are new in post. The Chair of the Governing Body has been in post for three years and all but two members of the governing body are new.
- Slightly above a third of pupils are eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and children of service families.
- The proportion of pupils from ethnic backgrounds other than White British is almost three times the national average; the proportion of pupils who speak English as an additional language is in line with the national average. The largest pupil groups are those of White British and Black Caribbean heritage.
- The proportion of pupils with special educational needs supported through school action is above average; the proportion supported through school action plus or with a statement of special educational needs is broadly average.
- The school works in close collaboration with three schools within its community in a cluster arrangement called the 'Collaborative'.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding and all pupils consistently make rapid and sustained progress by:
 - eradicating the inconsistencies in teaching in the Early Years Foundation Stage
 - improving the consistency of marking so that all pupils always know their next steps and how to achieve them
 - increasing opportunities for all pupils to improve their writing and problem solving skills by frequently checking how well they are developing these skills in a range of contexts.
- Improve the effectiveness of subject leaders by increasing their involvement in checking and improving the use of assessment information to further enhance pupils' achievement.

Inspection judgements

The achievement of pupils is good

- Most children in Reception make good progress from starting points that are broadly as expected for their age and progress is now good in all key stages. Consequently, pupils are on track to achieve above average standards at the end of Key Stage 2, following a dip in standards last year.
- Attainment is improving, particularly strongly in reading because of good teaching. The results of the tests in phonics (the sounds that letters make) for six-year-olds demonstrate pupils' rapidly improving reading skills.
- The school's data show that pupils are now making good progress in mathematics and attainment for almost all year groups has improved compared to 2012. This improving picture directly reflects the better quality of teaching of mathematics, resulting from well-directed training for all staff. However, some pupils are not developing problem-solving skills as well as others, and their achievement in mathematics is slower.
- The school's data show that pupils are now making good progress in writing. This improving picture directly reflects the school's focus on frequent checking of how well pupils are doing through the Big Write project. However on occasion, some pupils' progress in writing is not checked well enough to ensure they are doing as well as they can.
- A greater proportion of more able pupils than previously are on track to achieve the highest levels at the end of both key stages, with the most notable improvement being at the end of Key Stage 1. This is because teachers plan activities that are at the right level for them.
- There is an improving picture of progress for disabled pupils and those with special educational needs, many of whom have made good progress in reading, writing and mathematics this year and some have made outstanding progress. This is because the school has identified these pupils' needs more accurately than previously and has provided additional help and guidance in one-to-one and small group teaching of writing and mathematics in all year groups.
- All groups of pupils who benefit from the pupil premium reach similar levels of attainment to other pupils in the school in both English and mathematics. This is because funding in the last year has been used effectively to promote equal opportunities for them, for example through expenditure on additional one-to-one guidance and ensuring that they engage in all school activities such as school visits and trips.

The quality of teaching is good

- Teaching throughout the school is good overall, with examples of outstanding practice seen in most year groups. A small amount of teaching is not consistently good, notably in the Early Years Foundation Stage where children are sometimes left for too long on free choice activities.
- In mathematics, pupils are now provided with a good range of opportunities to apply their skills in different contexts. The teaching of mathematics has improved as a result of well-focused training to develop teachers' subject knowledge and ability to make mathematics practical and investigative.
- Reading is increasingly well taught, pupils across the school are encouraged to read widely and their reading skills have improved strongly. The teaching of phonics (letters and the sounds they make) is increasingly effective.
- The teaching of writing has improved over the year. Imaginative activities, which build on pupils' reading in class, provide pupils with a wealth of creative opportunities that improve the quality and length of their written pieces, especially in subjects other than English. For example, in Year 2, pupils are expected to write paragraphs in well-planned interesting topic lessons in history, science and religious education.
- Teachers and other adults make sure that pupils are clear about what they are expected to learn. In an outstanding English lesson in Year 4, pupils were able to reach the high

expectations of their teacher through role play and modelling of what was the right body language. As a result, pupils accurately judged for themselves how well they had progressed.

- Teachers listen to, and skilfully question, pupils to check how well they are doing in the majority of teaching. On occasion, teachers' questioning does not fully engage all pupils. As a result, some pupils are off task for too long and at these times their rate of progress slows.
- Adults who support pupils in need of additional help, including those who are identified as having disabilities or special educational needs, make a strong contribution to raising standards in mathematics and English because they are briefed well on how to get the best out of pupils in their charge.
- Marking is improving and most pupils are consistently provided with guidance on how to improve their work on a regular basis in English and mathematics. However, sometimes comments in some pupils' books are not sufficiently helpful to enable pupils to know their next steps and how to achieve them.

The behaviour and safety of pupils are good

- Behaviour in lessons and around the school is good. Pupils say they are happy and feel safe at school. They act responsibly in the play areas where they are well supervised.
- The school's religious values underpin the strong spiritual and moral atmosphere of the school. Many opportunities for spiritual, moral, social and cultural development are provided. Weekly assemblies are used effectively by the school to encourage and reinforce good behaviour through prayers and spiritual reflection.
- Pupils' attitudes to learning are consistently good in most lessons and play a significant part in pupils' good achievement. Pupils are keen to be involved in their own learning by answering questions and sharing their knowledge and understanding with others.
- Staff manage pupils' behaviour well and use a common system which rewards pupils who try hard to produce their best efforts and addresses the occasional 'off task' behaviours shown by a few.
- A small number of parents does not agree that behaviour is good or well managed, but inspection evidence as a whole, including observations during the inspection, shows that behaviour is good.
- Pupils have good social skills. Most are confident speakers when conversing with adults and other pupils. They get on well together and work constructively in groups. Pupils are respectful of each other and this contributes to their good learning.
- Pupils feel safe in the school. They take responsibility for their own and others' safety. They know right from wrong and often correct each other. They are fully aware of all forms of bullying, including e-bullying.
- The school uses a good system of rewards to encourage good attendance. Consequently, pupils enjoy school and their attendance is broadly average, and improving.

The leadership and management are good

- The headteacher and the senior leadership team are the driving force behind the school's continuing improvement. They have built a strong team of teachers and other staff that has ensured that attainment in English and mathematics is on an upward trajectory.
- Good systems and procedures for monitoring and checking that assessment of pupils is rigorous, robust and accurate have been developed in the last two years. All pupils have been given appropriate and demanding end of key stage targets. However, leaders of subjects are not yet fully involved in checking that full use is made of up-to-date assessment information to drive improvements in quality of teaching and further raise achievement.
- Systems for managing the performance of staff are rigorous and appropriately tied into the monitoring of teaching quality and pupil progress. Teaching is consistently good, as a direct

consequence of frequent checking of the quality of teaching to ensure that it is sharply focused on how teachers can improve classroom practice.

- The school engages well with parents and carers and responds to their requests. The headteacher and senior leaders maintain an 'open door' policy that gives parents opportunities to discuss their concerns. Parents are invited frequently to assemblies and meetings to discuss their children's learning.
- The curriculum is broad and balanced and well supported by a good range of lunchtime and after-school clubs which are well attended and add to the enjoyment of pupils.
- The school promotes equal opportunities, tackles discrimination and fosters good relationships between adults and pupils well. Consequently, it is a cohesive community and relationships are good.
- The training of teachers is sharply focused on identified areas for improvement in the school's action plans. Teachers benefit from training opportunities provided through the 'Collaborative', with clear gains from the exchange of expertise in aspects such as quality of marking and accuracy of assessments.
- Safeguarding meets current statutory requirements.
- The school has continually worked in a very positive way with the advisory service from the local authority, welcoming the high quality expertise and support they receive, when requested. There has been no need for the local authority to provide more than light touch support because the school has remained a good school.
- **The governance of the school:**
 - The governing body receives regular comprehensive evaluations of the school's performance and knows how the school's performance data compare with achievement nationally. Members of the governing body undertake relevant training so as to keep the school continuously under review. Governors know what the school is doing well and where it could do better because they are fully involved in checking the school's effectiveness. Governors keep a close eye on how well the additional pupil premium funding is being used and know where it is making a difference. Members of the governing body are attached to each year group to monitor pupil progress. They pay close attention to the school's evaluation of teaching and staff performance and hold the school to account for any underperformance. The governing body has developed strong links with parents to find out their views about the school and fulfils all of its statutory duties, including those relating to safeguarding. The governing body holds the school to account for managing its finances so that the budget is balanced and pay is closely aligned to teachers' performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100726
Local authority	Lewisham
Inspection number	402831
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair	Kate Dutton
Headteacher	Tricia Dyson
Date of previous school inspection	18–19 March 2008
Telephone number	020 8699 8537
Fax number	020 8699 5625
Email address	info@st-bartholomews.lewisham.sch.uk

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