

St Bartholomew's Church of England Aided Primary School

Derby Road, Haslemere, GU27 1BP

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders backed by a strong team of teachers and support staff have ensured that standards in English and mathematics are broadly average. Given pupils' lower starting points, this represents good achievement.
- Standards in reading are above average because phonics (the sounds that letters make) is taught exceptionally well in Reception and Key Stage 1 and the school fosters a love of reading.
- Children get off to an excellent start because the Early Years Foundation Stage benefits from excellent leadership and the teaching they receive is outstanding.
- Pupils' behaviour is outstanding. Pupils are keen to learn and are unreservedly polite and caring of one another. Their behaviour in lessons and around the school is exemplary.
- Support staff who work with pupils in need of extra help are making an excellent contribution to raising standards.
- Excellent personal, spiritual, moral, social and cultural development is at the heart of the school's success and underpins all of the school's strengths.
- The governing body holds the school robustly to account for its performance and its management of the finances.

It is not yet an outstanding school because

- The proportion of outstanding teaching across the school is not high enough and not enough pupils are achieving the highest levels.
- There are missed opportunities for pupils to reflect and act on their teachers' marking.
- Pupils 'next steps' are not always matched to their abilities.
- In some lessons, the tasks do not always accelerate pupils' learning fast enough, particularly for the most-able pupils.
- Pupils' achievement in writing fluctuates and its quality is uneven in other subjects.
- There are not enough opportunities for pupils to solve 'real-life' mathematical problems in other subjects or to lead on their own learning.

Information about this inspection

- Inspectors observed teaching in 22 lessons, five of which were jointly observed lessons carried out with the headteacher or the deputy headteacher. Inspectors also carried out a series of short visits to other lessons across the school, talked with pupils and listened to them read.
- Meetings were held with the Chair of the Governing Body and other governors, a representative from the local authority, members of staff and the leadership team.
- Inspectors took account of the 96 responses to the online Parent View survey, as well as the views of the parents they met. Inspectors also considered the 32 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, the school's self-evaluation, improvement plans, safeguarding policies, and records and documents relating to management of staff performance.

Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Fiona Robinson

Additional inspector

Full report

Information about this school

- This is a larger-than-average primary school with provision for the Early Years Foundation Stage in Reception.
- The proportion of pupils who are eligible for the pupil premium is below the national average. Pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families.
- The biggest pupil group is White British and the proportion of pupils from minority ethnic backgrounds is lower than the national average.
- The proportion of pupils who speak English as an additional language is low, compared with national averages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with those found nationally. The proportion of pupils supported through school action plus, or who have a statement of special educational needs is also in line with those found nationally.
- There is an after-school care provision which is not managed by the school and will be inspected separately.
- There is a Children's Centre on site for which the school's governing body is responsible and it will be inspected separately.
- The school runs a breakfast club.
- 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?

- Increase the amount of outstanding teaching so that all pupils make rapid and sustained progress over time by:
 - ensuring that activities are adapted to match the needs of the most able
 - making sure that the quality of writing in subjects other than English is of an equally high standard
 - ensuring that pupils are given regular opportunities to review previous learning and to respond to their teachers' guidance in marking
 - making sure that when pupils identify their 'next steps to success' these are matched to their abilities.
- Improve the curriculum by providing more opportunities for pupils to solve 'real-life' mathematical problems in other subjects and for pupils to lead their own learning.

Inspection judgements

The achievement of pupils

is good

- Many children enter Reception with skills below age-related expectations. As a result of very strong teaching and excellent indoor and outdoor provision, children in the Early Years Foundation Stage make exceptional progress.
- Having got off to an excellent start, pupils continue to achieve well throughout the school so that by the time they leave in Year 6, they have reached at least average attainment in English and mathematics.
- Standards in mathematics have improved because girls' achievement in the subject has strengthened through focused activities such as 'girls only' mathematics groups. Now girls enjoy mathematics and take a 'can do' approach.
- As a result of the systematic teaching of phonics, alongside a keen fostering of enjoyment of books, pupils reach above average standards in reading by the end of each key stage.
- The proportion of pupils reaching the higher levels in writing dipped to below average in 2012 but effective measures quickly brought about improvements. While school data for 2013 suggest that more-able pupils will reach their potential in writing and mathematics, the school is aware that these pupils are not making sufficiently rapid gains.
- Pupils demonstrate good speaking and listening skills to express their ideas clearly. This is developed by sharply focused questioning during lessons from teachers and teaching assistants alongside the many chances pupils have to discuss ideas in pairs with their 'talk partners'.
- The school actively promotes equal opportunities and tackles discrimination by ensuring pupils who are not making sufficient progress are given appropriate extra help to achieve well. Careful checks on pupils' progress mean that anyone who needs extra support is quickly identified and provided with specific support, either in small groups or with one-to-one tuition. Consequently, pupils who are disabled and those with special educational needs make good progress from their different starting points.
- Evidence of the school's performance shows that pupils funded through the pupil premium, including those known to be eligible for free school meals, make sufficient gains in progress to secure attainment which is above national and, even higher than their peers, in English and mathematics. This is because the funding has been well spent on meeting the needs of identified pupils through additional support such as the 'Reading Recovery' programme in Year 1 and other small-group and one-to-one activities in English and mathematics.

The quality of teaching

is good

- Teachers create a calm, welcoming and extremely positive learning environment which fosters good relationships and promotes high expectations of pupils' behaviour and achievement. Teachers have very good relationships with pupils and know their classes well.
- Teaching is not yet outstanding because the proportion of outstanding teaching is not consistent across the school; consequently, not enough pupils reach the highest standards they are capable of in their learning.
- In the Early Years Foundation Stage, where the provision is exceptional, routines are well established and learning activities are thoroughly planned and organised. Staff provide a stimulating learning environment, inside and outside, where children quickly become confident and eager learners. Adults challenge children well, enabling them to make rapid progress in English language and social skills. The teaching of phonics is having a strong impact on pupils' early reading and love of books and writing.
- Most work is set at the right level for each pupil with the exception of the most able who are not always given sufficiently challenging tasks to do. In one effective Year 3 English lesson, when pupils were preparing to write a biography of Mary Anning's life, the teacher encouraged them to generate their own success criteria about achieving good quality writing. This helped most

pupils to succeed in the task but it was not clear how the most able would reach the highest levels.

- Adults who support pupils in need of additional help, including disabled pupils and those who have special educational needs or who are eligible for funding through the pupil premium, are making a strong contribution to pupils' good progress because their work is well matched to each individual's needs, and they are well trained and briefed on how best to support those pupils.
- Exciting writing opportunities are provided across a range of subjects to raise the attainment of boys but expectations relating to accuracy and presentation are not always reinforced and, as a result, the quality is variable.
- Pupils' work in English and mathematics is regularly marked, but although teachers frequently provide useful feedback on what pupils have achieved, opportunities to improve their work or correct mistakes are not always responded to or followed up, and pupils' 'next steps' are not always matched to their abilities.

The behaviour and safety of pupils are outstanding

- The school's shared core values of '**B**elieve **A**chieve **R**espect **T**rust and **S**ucceed' ('Barts') are well embedded and integral to the school's whole way of life. As a result, pupils are proud to be members of the school and their attitudes to learning are very good.
- Pupils' behaviour in lessons and around the school is exemplary. Pupils and staff are unreservedly polite and courteous to one another and there is a strong community feeling to the school. In the words of one parent: 'It's a happy family here. Everyone is included and nobody is invisible.'
- The care shown for vulnerable pupils is outstanding, enabling them to feel happy and safe in school and to make good academic progress.
- The school rigorously follows up any behaviour incidents and thereby ensures that bullying is extremely rare. Pupils are confident in the school's ability to deal with instances of bullying swiftly and effectively.
- Pupils value the many opportunities to take on important roles and responsibilities such as the school council, Green Team (recycling), house captains, or as play leaders. For example, the school council representatives were proud of their recent charity work for the National Society for the Prevention of Cruelty to Children (NSPCC), whereby they designed sports activities with a sports coach to raise money through sponsorship.

The leadership and management are good

- The ambitious leadership of the headteacher, the senior leadership team and the governing body is shown in their constant and effective drive to secure improvements in teaching and pupils' achievement. Leadership of the Early Years Foundation Stage is outstanding. The leadership structure has been strengthened through new appointments and restructuring to secure greater consistency in their approach, demonstrating clear capacity to continue to improve.
- Central to the picture of improvement is the school's clear view of its own strengths and weaknesses and its investment in the assessment of pupils' achievement.
- Middle leaders make a strong contribution to the drive to raise standards, through their involvement in termly pupil progress meetings and, where appropriate, one-to-one support and the small-group interventions that are arranged for pupils who are at risk of falling behind. They are also helping to improve the quality of teaching in classrooms by checking and advising on good practice.
- The school's systems for managing staff performance are effective because a wide evidence base is used to evaluate the quality of teaching. There is comprehensive training and support for

newly qualified and new teachers to ensure they are inducted to the school's procedures and systems quickly. One teacher told inspectors, 'In the 20 years I have been teaching I have never felt so valued, respected and listened to.'

- Pupils value their involvement in planning topic work, and the curriculum is successfully broadened by a wide variety of enrichment activities including French classes, residential trips, sports coaching and other exciting clubs and visits. However, there are not many opportunities for pupils to solve 'real-life' mathematical problems in other subjects, or for pupils to lead their own learning.
- The development of pupils' social, moral, spiritual and cultural development is highly successful. Pupils celebrate the diversity of different cultures and faiths. They have strong moral views and enjoy debating moral dilemmas in religious education lessons. Pupils are well prepared for the next stage of their education.
- The school works hard to engage parents and has employed two home/school link workers who work well with families. A newly formed parents association ('POBs') is involving as many parents as it can in a range of exciting events at the school.
- It has not been necessary for the local authority to provide more than a 'light-touch' support for this good school. Having always worked in a positive way with the school's advisory service, the school has appreciated the training and support it has received when requested.
- **The governance of the school:**
 - The governing body has made a strong contribution to the good quality of education the school provides. The governing body knows how the school performs against national standards and pays close attention to the school's assessment and pupil performance information. Governors know how the pupil premium funding is allocated and are proud that this pupil group's achievement is above the national standard. They have had relevant training about keeping the school under review and are very clear about what the school is doing well and where it could do better. They hold senior leaders to account for their performance and have canvassed the views of parents, acting on any areas of concern. Governors manage the resources of the school very effectively and make sure that the performance management system for staff is robust and linked closely to pay for senior leaders. The governing body fulfils its statutory responsibilities. It ensures that all requirements are met and that they are effective in relation to the safeguarding of children.

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	125242
Local authority	Surrey
Inspection number	411919

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

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	371
Appropriate authority	The governing body
Chair	Karen Gates
Headteacher	Charles Beckerson
Date of previous school inspection	24–25 February 2010
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