

St Bartholomew's Church of England Primary School

Sedgley Road, Penn, Wolverhampton, WV4 5LG

Inspection dates 16–17 January 2014

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement across the school is outstanding. They make exceptional progress, exceeding that expected nationally for their age.
- Attainment has been above average for five years. A large proportion of pupils reach very high standards in both English and mathematics.
- Children in Reception are given a robust foundation in early literacy and numeracy.
- The supportive and stimulating atmosphere within which pupils work enables them to thrive and develop resilience as learners.
- Pupils' behaviour is exemplary, both in lessons and around school. They feel extremely safe.
- Excellent extra help with literacy and numeracy results in exceptional levels of progress for all groups of pupils.
- Teaching is outstanding and pupils learn at an exceptional rate. Lessons are engaging and enjoyable so that pupils are fully involved in their learning.
- Expectations are high. Teachers match activities accurately to pupils' needs, with a well-judged balance between challenge and support for all pupils across the ability range. This contributes strongly to pupils' high achievement.
- The headteacher is an exceptionally effective leader. She is strongly supported by a talented leadership team at all levels, and by an extremely knowledgeable and highly involved governing body. Together, they maintain the high achievement and excellent teaching.
- Pupils' spiritual, moral, social and cultural development is an extremely strong feature in many lessons and in all aspects of the curriculum.

Information about this inspection

- Inspectors observed teaching and learning in 23 lessons, of which two were observed jointly with the headteacher; there were a number of additional visits to assemblies, to see pupils taught in small groups, and to look at a range of work across subjects.
- Discussions were held with the headteacher, senior and middle leaders, the Chair of the Governing Body and a representative from Wolverhampton local authority.
- Inspectors spoke to pupils at break and lunchtimes. They also spoke to groups of pupils representing all year groups in the school.
- Inspectors heard a group of Year 6 pupils read and listened to pupils read in class.
- The inspection team looked at a range of documentation including the school's self-evaluation, the school's improvement plan, and statistical information about pupils' progress, achievement, behaviour, attendance and exclusions. They also looked at pupils' work in lessons.
- Inspectors took account of 74 responses to the on-line questionnaire, Parent View, and the 13 responses to the staff questionnaire. They also took account of two telephone conversations with parents.

Inspection team

Christine Young, Lead inspector	Additional Inspector
David West	Additional Inspector
Glen Goddard	Additional Inspector

Full report

Information about this school

- St Bartholomew's Church of England Primary School is larger than the average primary school.
- The majority pupils are of White British heritage. The percentages of pupils from minority ethnic groups, or for whom English is an additional language, are above average.
- The proportion of pupils eligible for the pupil premium is significantly below the national average. This is additional money allocated by the government for children who are looked after by the local authority, and those who are known to be eligible for free school meals.
- The proportion of disabled pupils or who have special educational needs supported at school action is above average. The proportion of such pupils supported at school action plus or with a statement of special educational needs is average.
- The Early Years Foundation Stage provision is made in a Nursery and two Reception classes.
- The school meets the current floor standards, which are the government's minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Ensure that all teachers consistently produce outstanding lessons by sharing excellent practice to help each other refine their performance, in order that pupils increase their already high levels of achievement in reading, writing and mathematics.

Inspection judgements

The achievement of pupils

is outstanding

- Excellent teaching and an exciting curriculum in the Early Years Foundation Stage contribute to the excellent start children make. An example of outstanding learning was demonstrated in the use of information and communication technology to support art and graphics work, using tablets to draw an alien planet.
- Pupils in the Nursery and in the Reception classes join the school with skills that are typical for their age. Vibrant and well-resourced environments and stimulating activities help them to make rapid and sustained progress. They show a high degree of independence and perseverance so that, by the time they leave Reception, their skills are well above average.
- In Years 1 and 2, 100% of pupils make very rapid progress to achieve outstanding levels of attainment in all subjects at the end of this key stage. Very high achievement has been maintained over a number of years and work in pupils' books confirms this is still the case.
- Attainment at the end of Key Stage 2 in reading, writing and mathematics is outstanding and is significantly above the national average. Outstanding progress has been made in all subjects by the end of Year 6, and, shows that pupils are a year ahead of the average for their age.
- Achievement in phonics (how letters in words represent their sounds) has risen considerably, with scores well-above average in national checks for Year 1. These results provide evidence of pupils' outstanding progress in reading.
- The pace of learning set in the lower age groups is built upon consistently in Years 3 to 6, where pupils apply their high-level skills in reading, writing and mathematics within the very exciting curriculum opportunities offered.
- All groups of pupils make equally excellent progress from their different starting points. The progress made by disabled pupils and those with special educational needs is above that of all pupils nationally and above those of other pupils in the school. Very challenging targets are set, and all resources are directed at helping each pupil to make rapid progress.
- All pupils who are eligible for the pupil premium achieved or exceeded expected progress in reading, writing, spelling grammar and punctuation and in mathematics at the end of Key Stage 2 last year. This indicates that the school is using the grant effectively to support the progress and attainment of disadvantaged pupils; there is no gap in their performance compared with that of other pupils.
- Pupils from minority ethnic groups make outstanding progress across all subjects.
- All pupils in Year 3 and 4 have music tuition in three instruments in each year. Their achievements are outstanding. They have many opportunities to share and demonstrate their musical skills as an ensemble in performances in front of their parents.

The quality of teaching

is outstanding

- All teaching in the school at least good with much that is outstanding. This demonstrates teachers' very high expectations for all pupils and underpins pupils' excellent achievement across

the school.

- The school uses highly successful literacy and numeracy programmes available nationally. These enable specially trained teachers to support all groups of pupils, including the most able, to develop their reading, writing and numeracy skills through a personalised curriculum.
- Relationships in lessons are excellent and account for pupils' confidence and keenness to do their best. Teaching assistants, contribute very effectively to the quality of relationships. They gain the trust and respect of the pupils, manage their particular needs sensitively and help pupils to learn rapidly.
- Teachers plan work that is closely tailored to the capabilities of individual pupils in their classes. All pupils are highly motivated, enthusiastic and involved in the work provided.
- Teachers mark pupils' work thoroughly and this practice is consistent across the school. They give very clear guidance to pupils on how they can improve, and check that pupils follow their advice and so improve their progress.
- Teachers model successful learning quickly and efficiently so that pupils have plenty of time to develop their own understanding. An example of this was seen in a Year 5 and 6 English lesson using the poem 'Hawk Roosting.' Pupils explored descriptive language in order to create writing that demonstrated a narrow narrative tone. Pupils' confident and articulate discussion of the text, plus their use of and deep understanding of complex figurative language, resulted in exceptionally high quality written work.
- The teaching of calculation is outstanding. An example of this was in a Year 3 mathematics lesson that challenged pupils to add or subtract a series of target numbers to make up the sum of 100 and 120. Pupils used number bonds and a range of strategies to complete the task. The teacher was exceptionally supportive and she skilfully questioned groups of pupils to ensure their understanding was clear.
- Pupils' progress is assessed and carefully tracked across the year. Any underachievement is identified quickly and measures taken to provide the additional support that may be needed.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. This is true in lessons and around the school.
- Pupils' attitudes to learning are outstanding. From the Nursery to Year 6, pupils focus on learning, concentrate well and persevere in order to achieve.
- Pupils are excellent ambassadors for their school; they are calm, polite and courteous both in the classroom and around school. They are well meaning, inquisitive and fun to talk to. They are rightly proud of their school. Year 1 pupils who spoke to an inspector said their school was the best in the world. It was like being in a big happy family.
- Pupils' enjoyment of school is reflected in their excellent attendance. The school's work to keep pupils safe and secure is outstanding. They show a very good understanding of the different types of bullying and say that bullying hardly ever happens and express great confidence that, if it does, it is dealt with swiftly and effectively. They feel safe in school and know how to keep themselves safe.

- Pupils across the age range are very proud of all aspects of their work. Standards of work in workbooks show how proud they are of their achievements and how well they apply themselves to their learning.
- Relationships are excellent both amongst pupils and between pupils and adults. Pupils interact amiably with one another and demonstrate a caring and understanding nature.
- Pupils' spiritual, moral, social and cultural development is outstanding, supported by the nurturing ethos and high expectations in all situations in school.
- The overwhelming majority of parents who responded to Parent View said they were very pleased with the way the school is led and would recommend it to others.

The leadership and management are outstanding

- The headteacher provides outstanding leadership and her vision and energy are shared by the wider leadership team. The drive for improvement is continuous. She ensures that all pupils have exceptional opportunities for high levels of personal as well as academic achievement. There is a culture of high aspiration and success for all, and as a result, pupils are thriving, have a real commitment to their school and are achieving at the highest levels.
- The headteacher is determined to ensure that the proportion of outstanding teaching in the school increases., senior leaders are not complacent and continually seek ways to improve;
- All staff are proud of their school and share the drive for improvement. The school supports Wolverhampton Local Authority by providing opportunities for staff from other schools to receive training from its outstanding teachers; the headteacher also provides support for schools in the authority that are in need of improvement.
- Though achievement at the end of Year 6 has been consistently high over time, staff are not complacent. This is evident in the increasing number of pupils who are working at levels beyond, and even well beyond, what is expected for their age.
- Equality of opportunity is successfully promoted, for example, through the diligence with which the progress of different groups is examined to ensure that all are reaching challenging targets. Discrimination of any kind is not tolerated. Staff questionnaire returns indicate that staff are very happy to be working in the school.
- Robust systems to manage teachers' performance support the school's drive to ensure all teaching is outstanding. Staff development includes training in school and provides opportunities to share outstanding practice. These lead to high-quality performance in the classroom.
- The curriculum is wide ranging and interesting and caters well for pupils' needs. For example, French is taught in Key Stage 2. A volunteer specialist languages teacher supports gifted and talented students.
- The school offers an excellent range of extra curricular opportunities every night of the week in the arts and sports as well as booster classes in reading, writing and mathematics. These activities develop personal and social qualities including leadership, teamwork and build self-confidence and self-esteem; they are very much enjoyed and well supported by pupils across the school. A broad range of visiting artists, poets, theatre companies and visiting speakers

supplement the vibrant curriculum and make learning an exciting and motivating experience.

- The school makes excellent use of the primary school sports funding. It provides good long-term developments for the school at the same time as greatly enhancing the experiences of current pupils.

■ **The governance of the school:**

- Governance is outstanding. The governors have a clear and ambitious vision for the school and work closely with school leaders and staff to achieve their shared aims.
- Governors are robust in holding the headteacher and senior leaders to account for all aspects of the school's performance. They set ambitious targets for teachers' performance and ensure increases in pay are used to reward teachers whose performance is good.
- The governing body has strong systems to manage the school's finances so that the money is spent in the best way possible to support pupils' learning. It assesses and evaluates the spending of the pupil premium funding to make sure that this has the desired impact.
- Governors are very well informed about how well the school is doing. They know about pupils' achievement through their secure understanding of data about progress.
- Governors know where the best teaching is in the school and, as a result, are in a strong position to contribute to school development and improvement planning.
- The governing body meets all its responsibilities very well, including national requirements for safeguarding.

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	104359
Local authority	Wolverhampton
Inspection number	440344

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	385
Appropriate authority	The governing body
Chair	Richard Pithers
Headteacher	Katy Kent
Date of previous school inspection	21 January 2009
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