

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

Ash Street, Great Harwood, Blackburn, Lancashire, BB6 7QA

**Inspection dates** 16–17 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Good leadership and management from the headteacher, senior staff and governors have led to good improvements in teaching and pupils' achievements.
- Pupils make good progress; by the end of Year 6, attainment is above average in mathematics, reading and writing.
- Good provision in early years enables children to make good progress in all aspects of their learning.
- Teaching is typically good. Teachers plan interesting work for pupils to do which successfully promotes their learning.
- Pupils behave well. They say they feel safe and that they enjoy school; this is demonstrated by their above-average attendance.
- Middle leaders are increasingly effective and have successfully improved teaching and pupils' achievements in their areas of responsibility.
- The governing body is a major strength. Governors challenge school leaders and hold them to account to promote the school's good performance even further.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to enable pupils to make rapid progress.
- Spelling skills are not taught consistently well across the school.
- There are missed opportunities for pupils to use their number skills in solving mathematical problems.
- Not all teachers make sure that pupils take full notice of comments the feedback they have provided, including when marking their work.

## Information about this inspection

- The inspectors observed teaching in all year groups. They also observed group work and listened to pupils reading. They observed pupils as they arrived for school, at break and at lunchtimes.
- The inspectors carried out a scrutiny of pupils' work.
- Discussions were held with the headteacher, staff and members of the governing body.
- Inspectors considered a wide range of documentation, including systems for tracking pupils' progress, safeguarding arrangements, policies, a record of the leaders' and managers' lesson observations and pupils' work in their books.
- Pupils' views of the school were gathered through informal discussions in lessons and at break and lunchtimes. Discussions were also held with representative groups of pupils in Key Stages 1 and 2 and with parents.
- A meeting was held with representatives from the local authority.
- Inspectors considered 27 responses to the online questionnaire (Parent View) and also parents' responses to the school's own questionnaire.
- Inspectors considered responses to the staff questionnaire.

## Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Maureen Hints

Additional Inspector

## Full report

### Information about this school

- The school is slightly smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is below the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The Nursery class provides part-time early years education and the Reception class provides full-time early years education.

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

- Improve further the quality of teaching and accelerate pupils' progress even more by:
  - making sure pupils take full notice of the advice given by their teachers, including when work is marked
  - providing pupils with more opportunities to use their numeracy skills in different contexts and when solving problems
  - making sure that pupils develop good spelling skills
  - sharing outstanding teaching to help improve the overall quality of teaching.

## Inspection judgements

### The leadership and management are good

- Leaders are successful in ensuring that discrimination of any sort is not tolerated and demonstrate a firm commitment to equality of opportunity. They promote good relations well throughout the school.
- The headteacher, with the support of senior staff and governors, has successfully implemented well-thought-out plans to improve the school. As a result, since the previous inspection, pupils' achievement and the quality of teaching have both improved well.
- Members of the leadership team, including governors, have an accurate picture of the school and know what needs to be done to boost pupils' learning further.
- The systems in place for staff appraisal are effective and clear targets have led to good improvements in the quality of teaching.
- Middle leaders are far more effective than at the time of the last inspection and routinely check the progress of pupils. Good-quality planning, training and leaders' actions sustain improvements in pupils' achievements. Outstanding practice in the school is shared, but this could be more widespread.
- The school uses additional funding well in order to support disadvantaged pupils. As a result, these pupils are making good progress and gaps between their achievement and that of others, both within the school and nationally, are closing.
- Pupils benefit from a well-planned curriculum with topics chosen carefully to interest them. For example, during the inspection a class visit made to Ribchester was used well to help improve pupils' historical understanding of life in England during the Roman occupation.
- Pupils' spiritual, moral, social and cultural development is promoted successfully. Many opportunities are taken to teach pupils how to value and respect one another and this is reflected in their good behaviour. Pupils are prepared well for life in modern Britain. For example, pupils who are school council or eco councillor members appreciate that they have been elected by their classmates, not just chosen by teachers.
- The local authority provides good support and has played a key part in the improvements made by the school since the previous inspection. It accurately now sees the school as a good school with the capacity to improve even further.
- The provision for disabled pupils and those who have special educational needs is good.
- The additional primary school sport funding is used well to enable an increasing number of pupils to take part in competitive sport. Some of the money is used to secure the expertise of sports coaches, which has helped improve the quality of sports teaching that pupils experience.
- Safeguarding procedures meet requirements. They are effective in ensuring that pupils are safe and looked after well, both inside and outside in the playground.

### ■ The governance of the school:

- The governing body is highly effective in both supporting and challenging the school and is extremely well led by its chairperson. Governance has improved since the last inspection, with one governor commenting, 'We weren't quite the governing body we are now. We do everything together.' A close analysis of data about pupils' achievements allows governors to know the strengths and weaknesses of the school well. Governors ensure the systems to check on the performance of both the headteacher and teachers are effective. They receive information about the quality of teaching and seek assurance that any salary increases are linked to performance. Governors make sure that the school's finances are used well and that additional government funding for disadvantaged pupils benefits this group of pupils, as shown by their improved attainment. They also make sure that the additional primary school sport funding benefits the school's pupils, with more of them now involved in sporting activities.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- In lessons, pupils behave well and show positive attitudes to learning. Pupils say that they like school and their teachers. The enthusiasm pupils showed in talking about the postcards they were writing to describe their rainforest scenes demonstrated their enjoyment of school.
- Around the school and in the playground, pupils behave well. Occasionally, there are some incidents of inappropriate behaviour but these are dealt with swiftly.

- Pupils are very polite and friendly; they are willing to share their experiences about school. For example, one pupil said how much she enjoyed being a member of road patrol, helping to make sure parents parked their cars safely. There are plenty of other opportunities for pupils to take on extra responsibilities.
- Parents are mostly positive about pupils' behaviour.
- Attendance is above average and pupils are punctual.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say there is no discrimination of any type within the school.
- The keeping of records and communication with parents about safety issues such as minor injuries are effective.
- Pupils take great care of one another. For example, pupils use the stairs carefully when moving around the school so as to make sure that no-one is injured.
- Pupils say how much they appreciate their teachers who are there to make sure they are safe.
- Pupils say that bullying does not take place. They have a good understanding of what constitutes bullying in all its forms, including the potential dangers presented by the internet.

## The quality of teaching is good

- There have been changes of staff since the previous inspection and the school has given a big focus to improving the quality of teaching. As a result, teaching is now typically good with some elements that are outstanding.
- Teachers have very good relationships with their pupils and high expectations of their behaviour. Consequently, pupils enjoy learning.
- Mathematics is mostly taught well. While basic number skills are taught effectively, pupils in some age groups are not given sufficient opportunities to use them in problem-solving activities in different contexts.
- Teaching assistants are deployed well across the school and make a valuable contribution to pupils' learning.
- Teachers plan work that provides a sufficient level of challenge. As a result, pupils make sustained progress. At times, teaching is outstanding, with both the teacher and teaching assistant able to target precisely what aspects of writing different groups of pupils need to improve. Consequently, pupils make rapid progress.
- Phonics skills are taught effectively. Across the school, other reading skills are also taught well and pupils have good opportunities to use their skills. For example, Year 6 pupils talk enthusiastically about their reasons for choosing a book and the merits of reading rather than watching a film about the same subject.
- Pupils' work in books shows that writing is taught well. Writing is of good quality, not just in literacy books but also in other subjects. However, at times there are basic spelling mistakes that point to the need to improve further the teaching of spelling.
- While in some classes there are examples of pupils taking notice of the guidance given, the school policy on marking is not being implemented consistently across the school. This results in pupils not always taking notice of teachers' comments and benefiting from correcting their work.

## The achievement of pupils is good

- Pupils' achievement is far better than at the time of the last inspection and is now good. Good progress is ensuring improving standards of attainment. The key factors in this improvement are better teaching, including the use made of assessment information, and middle leaders being more involved in monitoring their subject areas.
- In 2014, the proportion of pupils making more than the progress expected of them was broadly average in reading, writing and mathematics. Inspection evidence and the school's most recent data show that overall, pupils are now making good progress. Attainment in the current Year 6 is now above average in reading, writing and mathematics based on the 2014 national figures, at both the expected and above expected levels.
- Younger pupils' learning about phonics (letters and the sounds they represent) is good, so that by the end

of Year 1 most pupils reach the standard expected for their age in the national screening test for phonics.

- Pupils across the school are making good progress in reading, and the school is taking action to make sure the drop in pupils' attainment in reading in Year 2 last year is addressed.
- Pupils have a good understanding of how to write in different styles. While much of the writing content is of a good quality, pupils' lack of good spelling skills impacts adversely on the overall quality of their writing.
- In mathematics, pupils have good basic number skills but opportunities are missed for them to use them well in solving challenging mathematical problems.
- The most able pupils make good progress. The number of pupils achieving higher levels in national tests has increased and they are currently working at a level exceeding what is expected nationally in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs are making the same good progress as other pupils. They are well supported.
- The results gained by disadvantaged pupils in reading, writing and mathematics in the 2014 national tests indicate that they were just over a term behind other pupils in the school in all three subjects. They made good progress when compared to others nationally. These results also show that disadvantaged pupils were about two terms behind other pupils nationally in all subjects. Records of the achievement of disadvantaged pupils currently in the school show that they are catching up with their classmates. This demonstrates the school's success in narrowing the gaps between disadvantaged pupils' achievements and those of other pupils.
- The additional primary school sport funding is used well. Pupils now enjoy a wider range of sporting opportunities and uptake is high.

### The early years provision

is good

- Leadership and management in early years are good. Leaders constantly strive and succeed in providing a good start for their education.
- Children make good progress in all areas of learning because the quality of teaching is good and activities both inside and out are planned well.
- Children's welfare is a priority; they are looked after by well-trained staff, feel very safe in school and behave well. The setting is calm and purposeful. Despite the limitations of an ageing building and restricted outside facilities, the learning environment is organised to motivate children to want to learn.
- Children enter the early years with skills and abilities which are mostly those typical for their age. They make good progress so that by the start of Year 1, most children have reached good levels of development for their age. As a result, they are well placed to start work in Year 1. Children who are disabled or have special educational needs make as much progress as others.
- The most able children are given good opportunities to learn quickly.
- Teachers and support staff know the children well through accurate assessments and provide them with exciting activities, which help to develop their curiosity and imagination. For example, during the inspection, children enjoyed working in the garden centre role-play shop. They were not prepared to let an inspector have a bag for the two potatoes he had 'purchased', telling him politely that he did not need one because he had only bought two things! A small group of children were observed using their writing skills well when writing to Jack from *Jack in the Beanstalk*.
- Regular opportunities are provided for children to make their own decisions about what they want to learn. This helps to lay the foundations for later learning about British values, such as tolerance when listening to the views of others. For example, in the outside area a group of children had decided to use their measuring skills, negotiating with each other as to how to use blocks of ten cubes to measure distances drawn on sheets of paper.
- Children have excellent attitudes to learning. They listen well and concentrate for long periods of time. They show good developing skills in early reading, writing and number.
- Children have developed good relationships with each other and the adults supporting them. Their spiritual, moral, social and cultural development is excellent.
- Good partnerships with parents contribute to children's well-being and good experience of learning in the early years.

## 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

<b>Unique reference number</b>	119420
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	462327

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

<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>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Yates
<b>Headteacher</b>	Mark Mackley
<b>Date of previous school inspection</b>	2 May 2013
<b>Telephone number</b>	01254 884534
<b>Fax number</b>	01254 887527
<b>Email address</b>	head@st-barts.lancs.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

