

# St Bartholomew's Church of England Academy

Bredon Avenue, Coventry, CV3 2LP

**Inspection dates** 9–10 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Requires improvement</b> <b>3</b>
Leadership and management		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Achievement of pupils		Requires improvement 3
Early years provision		Good 2

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Since becoming an academy, changes of staff at all levels have held back the impact of the plans made by leaders and governors to move the school forward.
- Some leaders and governors are new to their roles and have not yet fully evaluated the effectiveness of their work.
- Not all pupils have positive attitudes to their learning or behave well enough to ensure they make good progress.
- Behaviour is not yet consistently well managed in all classes. Teachers do not always insist that pupils present their best work.
- Teachers do not always match work well to the range of ability in the class. They do not make sure that marking is effective in helping pupils to improve their work.
- Standards in reading, writing and mathematics were well below national averages in 2014. Although improving, not all pupils are yet making fast enough progress to reach the standards they should by the end of Year 6.
- Pupils do not have enough opportunity to write extensively in different subjects. Pupils do not consistently use the correct spelling, punctuation and grammar.
- In mathematics, pupils do not have enough opportunity to apply what they learn by solving problems.

### The school has the following strengths

- Despite the staffing changes, leaders and governors have considerably improved teaching and pupils' achievement this year.
- The school's work to keep pupils safe is good. Pupils say they feel well cared for and secure.
- The staff promote pupils' personal development well and relationships are good.
- Children in the early years achieve well. They do better than older pupils because teaching in this age group challenges all ability groups to make good progress.
- Leaders' concerted efforts are improving pupils' punctuality and reducing the number of pupils who stay away from school frequently.

## Information about this inspection

- The inspectors observed 22 lessons and two assemblies. Three observations were carried out jointly with the head of school. Inspectors also observed the learning of pupils working in small groups. In all, 16 members of staff were seen teaching.
- The inspectors looked at samples of pupils' work from all age groups, spoke to pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with groups of pupils, members of the governing body, academy trust leaders and the diocesan school improvement partner, the head of school and staff.
- The inspectors analysed 10 responses from parents to Ofsted's online questionnaire, Parent View, and took account of information from a questionnaire for parents conducted by the school. An inspector also spoke to parents at the end of the school day.
- The inspectors analysed 27 responses to the questionnaire completed by school staff.
- The inspectors observed the school's work. They looked at progress and attendance information, improvement planning, evidence of the monitoring of teaching and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Terence Payne

Additional Inspector

Elizabeth Macfarlane

Additional Inspector

## Full report

### Information about this school

- The school converted to become an academy school in September 2013 and is part of the Diocese of Coventry Multi-Academy Trust. When its predecessor school, St Bartholomew's Church of England Primary School, was last inspected by Ofsted it was judged to require improvement.
- The school is larger than the average-sized primary school.
- The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups is above average. The proportion of pupils who speak English as an additional language is also above average.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is well above average. The funding is received for pupils who are, or have been, eligible for free school meals, or who are looked after by the local authority.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years comprises a Nursery, which children attend part-time for morning or afternoon sessions, and two Reception classes, which children attend full time.
- The school runs a breakfast club which is managed by the governing body.
- Since becoming an academy, the school has experienced significant staff and leadership changes. The deputy headteacher took up post as head of school from Easter 2015.

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

- Improve teaching by making sure that teachers consistently:
  - provide pupils with work that is well matched to the range of ability in the class
  - apply the school's marking policy so that all pupils receive effective guidance on how to improve their work
  - insist on good behaviour in all lessons and well-presented work in pupils' books
  - help pupils to develop and use their skills in punctuation and grammar more effectively.
- Raise achievement in reading, writing and mathematics by:
  - providing more opportunities for pupils to write extensively in different subjects
  - making sure pupils apply their mathematical skills in solving problems across a range of subjects.
- Improve leadership and management by making sure that leaders and governors devise systematic ways to check the effectiveness of their work.

## Inspection judgements

### The leadership and management requires improvement

- Leaders' plans for improvement have not yet had sufficient impact on raising the quality of teaching and learning for pupils' achievement to be good. This is because the school has been through a period of staff and leadership changes which have hindered plans to move the school forward. Some of the new systems now in use have not been established long enough to see their full effect.
- Middle leaders, such as those in charge of subjects, have a good grasp of the quality of teaching and learning in their areas of responsibility. However, some of them have not yet had the opportunity to evaluate the effectiveness of their work in improving teaching and raising achievement.
- New ways to plan and teach the curriculum are having a positive effect on pupils' enjoyment and their motivation to learn. Pupils say they like the new science topics and practical tasks. There are some good examples of pupils writing extensively in subjects other than English and solving problems in mathematics. However, leaders are aware that pupils do not yet get enough chance to boost their writing and mathematical skills by practising them widely in different subjects.
- The newly appointed head of school has settled in to her role quickly. She understands what the school needs to do next and is realistic about how well it is doing. She has quickly gained the confidence of pupils, staff and parents.
- All leaders, including governors, receive good support from the academy trust leaders and the diocesan school improvement partner. They have a clear focus on school improvement and involve outside expertise when necessary. They adeptly recognise staff qualities and enable them to share good practice.
- The school has a strong sense of purpose; leaders have created an environment where teaching and behaviour are improving strongly. Leaders have introduced new systems to promote good behaviour. They have eradicated weaker teaching and give staff the guidance they need to improve their work. A very positive response from the questionnaire completed by staff indicates that they feel well supported.
- Leaders ensure a supportive school environment where pupils are well cared for. Staff know pupils well and are committed to giving each pupil an equal chance to succeed and eliminating any discrimination. They recognise which pupils may be encountering difficulties and help them to settle to school life in order to do well.
- Leaders, including in the early years, successfully forge strong links with parents. The breakfast club provides a sociable start to the school day for pupils and a valuable facility for parents. Leaders help parents to understand how poor attendance affects their children's learning. As a result, attendance is improving.
- The school uses the pupil premium funding well to finance adult support and resources to help eligible pupils to do well. As a result, disadvantaged pupils make good gains in their personal development and often make better progress than other groups of pupils in most classes.
- Leaders use the primary school sports funding effectively to widen the range of physical activities on offer and to develop staff expertise in teaching physical education lessons. Pupils are very keen on the numerous sports clubs and more pupils now participate, with a positive effect on enjoyment, social skills and health.
- The curriculum promotes pupils' spiritual, moral, social and cultural development and British values well. For example, during a topic on crime and punishment, pupils in Year 6 gained an insight into the workings of a magistrates court. Pupils in Year 2 learn about local British industry. In this way, pupils understand the rule of law and key events in British history. Lessons, assemblies and links with the local church promote respect, tolerance and an understanding of other faiths, preparing pupils suitably for life in modern Britain.
- The leaders of the academy trust provide helpful guidance on safeguarding and keeping pupils safe. As a

result, these aspects meet current statutory requirements. Leaders and governors undergo the necessary training to keep their skills and awareness up to date. They make sure that policies are consistently applied and that systems for recording the school's actions are effective. Good teamwork among staff means that any concerns are quickly identified and followed up.

■ **The governance of the school:**

- Governors recognise that their effectiveness in monitoring the school's work is not fully developed. Many of them are new to the governing body. Governance is not yet good but governors have a clear understanding of their roles and show good capacity to improve.
- Governors know about the quality of teaching and pupils' achievement and how this links to decisions about teachers' pay. Governors know how teachers are helped to improve. They are well prepared to work with academy managers to carry out the performance management of the head of school. They visit the school regularly and develop links with parents and families.
- Governors check information about pupils' progress, including those supported by the pupil premium, and ask relevant questions about achievement. They have a good understanding of their roles in promoting key British values and keeping pupils safe.

**The behaviour and safety of pupils**

**requires improvement**

**Behaviour**

- The behaviour of pupils requires improvement. This is because it is not yet consistently good in all classes. Some variation in the amount of attention pupils pay to their teachers affects their academic progress. Not all pupils take enough pride in their work as teachers do not always insist upon it.
- The school's work to improve pupils' behaviour and to involve them in establishing a new set of school rules is in its infancy. It is beginning to have a positive effect and pupils say behaviour is improving because of the way staff reward good behaviour.
- Most pupils, including children in the early years, behave well and are keen to learn. Those spoken to during the inspection said they like it when work makes them think. They enjoy practical tasks and work well together. When pupils are fully motivated and staff demonstrate high expectations for their behaviour, they respond well and pay full attention.
- Leaders make sure that pupils have an understanding of important values such as fairness and courage, which are taught well during assemblies. Participation as school councillors aids pupils' understanding of democracy and their awareness about sharing and helping others. Pupils engage readily in the lunchtime activities provided for them, and this has a positive effect on developing their social skills.

**Safety**

- The school's work to keep pupils safe and secure is good. Staff receive the training they need so they fully understand how to keep pupils safe. Regular checks are made to keep pupils safe from any potential dangers. Vetting procedures for adults who work with children are thorough.
- The school gives pupils good guidance on how to recognise any unsafe situations. Staff encourage them to talk about any concerns they may have and help them to recognise different types of risk. The school collects pupils' views regularly and follows up any issues that arise. It uses outside expertise, such as the local police force, well to help pupils to understand how to keep themselves safe from harm.
- Pupils know about the different forms of bullying, including that which may arise when using technology. They are confident that the school deals with any issues that may occur. Any incidents are clearly recorded and followed up with pupils and parents.

**The quality of teaching**

**requires improvement**

- In Years 1 to 6, not all teachers match the work they give to pupils well enough to the range of ability in the class. This means not all pupils make good progress in literacy and mathematics because the work is sometimes too hard or too easy.

- Not all teachers insist upon the very best behaviour and instil in pupils positive attitudes to their learning. As a result, the progress of some pupils slows and they do not achieve as much as they could.
- Teachers do not have a consistent approach to how they mark pupils' work or help them to present their work neatly, although some helpful examples were seen during the inspection. Teachers do not always help pupils to systematically build and use their skills in punctuation and spelling or provide enough problem-solving tasks in mathematics.
- Teaching is improving rapidly because leaders are tackling inconsistencies and providing the right level of support to help staff to develop more effective ways of helping pupils to make faster progress. Staff act upon advice because they are keen to do well. They establish positive relationships with pupils and use a range of interesting ways to motivate learning. They show good subject knowledge and ask the right questions to check how well pupils understand what they are learning about.
- One of the biggest improvements has been in the teaching of reading. This is because leaders have raised the profile of reading throughout the school. Teachers teach phonics well and pupils in Year 1 reach standards that are close to those expected for their age. The attractive library is used well and reading is taught regularly. Staff share stories, talk about authors and encourage pupils to carry out book reviews. During the inspection, pupils talked eagerly about the story of *The Little Matchgirl* and empathised with the characters well. They take an interest in plots and settings and enjoy the range of books on offer.
- Teachers often make good links to real life to help pupils to see the purpose of their learning. For example, during the inspection, pupils in the Year 6 classes explored shapes that tessellate. The teachers illustrated well with examples from buildings and inside our homes, which led to pupils making good progress in creating patterns of their own.
- The staff's support for disabled pupils and those who have special educational needs helps pupils to have confidence in their own abilities. Effective strategies help those who find it difficult to concentrate or persevere. The school makes good use of partnerships with local secondary schools in preparing these pupils well for the next stage of their education.
- Teaching assistants and support staff play a key role in pupils' learning, helping individuals to build their academic and personal skills. They are actively involved in lessons and work with small groups of pupils well. They demonstrate clearly their enthusiasm in helping pupils to succeed and motivating pupils to learn.
- Teachers in the early years are more consistently successful in challenging pupils of all abilities to do well than in the older year groups.

### **The achievement of pupils**

### **requires improvement**

- Too much variation in the amount of progress pupils make from class to class means that pupils in most ability groups are not yet reaching the standards they should by the time they leave Year 6. Children get off to a good start in the early years but their progress requires improvement in Years 1 to 6.
- In 2014, standards at the end of Year 6 were well below average in reading, writing and mathematics. These pupils experienced a period of underachievement as they moved through Key Stage 2. Although they began to make better progress during their time in Year 6, the progress they made was not rapid enough to enable them to catch up.
- The school is addressing the inconsistency in the rates of pupils' progress. As teaching is improving, pupils' progress is accelerating and standards are rising. The school's information shows that pupils are making faster progress in most classes this year.
- In 2014, the proportion of the most-able pupils who achieved the higher National Curriculum levels at the end of Year 2 was below average in reading and writing and broadly average in mathematics. The school's information shows that more pupils than previously are now making good progress. They are on track to

reach the higher levels by the end of Year 2 in this year's national tests.

- By the end of Year 6, the proportion of the most-able pupils reaching the higher levels was well below average in all three subjects in 2014. These pupils did not do well enough because they did not make consistently good progress as they moved through Key Stage 2. The school's information and work in books shows that the overall progress of the most-able pupils is speeding up although not all reach their full potential. This is because teachers do not always provide them with work that is sufficiently challenging.
- Disabled pupils and those who have special educational needs make similar progress to their classmates. Some individual pupils make good gains in their personal and academic achievements because of the level of support they receive. More effective use of the information on these pupils' progress is beginning to have a positive effect on speeding up their progress.
- Pupils from ethnic minority groups and those who speak English as an additional language also make variable progress. Some, especially those at the early stages of learning English, make very good progress because they have effective support to help them to acquire English language skills quickly.
- In 2014, the national test results at the end of Year 6 showed that the attainment of disadvantaged pupils was one-and-a-half terms ahead of their classmates in reading. In mathematics, they were nearly a half a term ahead, while in writing they were nearly half a term behind. Compared to other pupils nationally, disadvantaged pupils were almost three terms behind in reading and mathematics and closer to four terms behind in writing.
- Current data show that, in many cases, disadvantaged pupils make better progress than their classmates because of the good support they receive to develop their basic skills. The school's records show that gaps in performance are closing but progress varies from class to class.

### **The early years provision**

**is good**

- Most children start in the early years with reading, writing and speaking skills that are below those typical for their age. The wide range of well-taught activities ensures that they achieve well in all areas of learning. Consequently, children are well prepared for learning in Year 1.
- Children do better in the early years than in the older age groups because teachers make sure they provide the right level of work and range of activities to help the children to make good progress.
- Leadership of the early years is good. Leaders quickly identify children's abilities when they enter the Nursery and the Reception classes and use this information effectively to make sure tasks enable children to achieve well. Staff check and record how well children are doing accurately and regularly. They establish positive relationships with parents and keep them well informed about their children's learning.
- Children behave well because adults provide clear guidelines for them to follow. Staff promote children's skills in working with others and establishing relationships well. They remind children about using apparatus and open spaces safely. Staff are mindful of children's welfare and arrangements to keep children safe are good. Children become independent and choose activities for themselves. They take an interest in their learning and respond to adults well.
- The quality of teaching is good. Leaders ensure that planning and teaching are consistently effective between the Nursery and the Reception classes. A good focus on developing speaking and listening skills extends children's vocabulary and understanding well. Interesting topics, for example minibeasts, motivate learning well and promote children's understanding of the world around them.

## 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>	139680
<b>Local authority</b>	Coventry
<b>Inspection number</b>	450226

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>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lindsey Wright
<b>Head of School</b>	Sarah Rayson
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	024 76458960
<b>Fax number</b>	024 76650455
<b>Email address</b>	admin@st-barts.coventry.sch.uk

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