

Inspection of St Bartholomew's Primary Academy

The Rosary, Royal Wootton Bassett, Swindon, Wiltshire SN4 8AZ

Inspection dates: 26–27 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Children get off to a flying start when they join St Bartholomew's. New pupils are welcomed warmly and make new friends quickly. Almost all pupils are kind to one another and enjoy working and playing together. Pupils have good relationships with adults. They know that, on the odd occasion when things do go wrong, adults will help them sort out any differences. Bullying is rare and is dealt with well by leaders. It does not reoccur. Consequently, pupils feel safe.

Pupils benefit from activities that enhance their learning within and out of school. For example, Year 4 pupils spoke knowledgeably about the functions of the human body following their visit to the Natural History Museum in London. Many pupils take part in after-school sports and the school choirs perform at local venues and further afield. The development of the forest school and other adventurous activities are helping to build pupils' confidence and resilience.

Everyone in the school community shares the vision, 'Hand in hand we learn, we grow, we soar.' This vision is lived out by pupils and staff alike. Pupils know what is expected of them and rise to it. Over the previous two years, the improvements in the quality of education can be seen clearly. Leaders readily acknowledge that there is still more to do but they are well on the way.

What does the school do well and what does it need to do better?

Since their appointment, senior leaders have been swift to set about tackling previous shortcomings. They are uncompromising in their ambition for all pupils. The whole-school community have been part of this and so staff relish the opportunities to improve the school's work. Every member of staff who responded to Ofsted's questionnaire reported that they were proud to work at St Bartholomew's.

Teachers in the early years have created a stimulating learning environment in the Reception classes. Teachers use their understanding of what children know and can do to plan well. Consequently, many children are already confidently writing simple words using the sounds they have learned.

Leaders and teachers have reflected on the school's curriculum. They have identified what is working well and what is not. The teaching of reading, particularly phonics, and mathematics has been the main focus. Leaders have sought advice and training from the Diocese of Salisbury Academy Trust and from specialists. Key stage 2 pupils are now reading much more demanding books in class. As a result, the teaching of phonics has been strengthened throughout the school and pupils are more fluent readers. However, key stage 2 pupils' understanding of new language is still not as strong as it should be. Pupils are now more confident in using their mathematical knowledge to solve problems.

Leaders are working with staff to improve the rest of the curriculum. They have taken a phased approach. Teachers' work to improve their plans for science has

strengthened teaching. However, in other subjects such as history, geography and music, the programme is not yet thought through carefully enough.

Leaders, local governors and school staff are proud of the inclusive nature of the school. Staff are quick to identify and assess any pupils with special educational needs and/or disabilities (SEND). Under the guidance of the assistant headteacher, teachers take on responsibility for drawing up plans to meet these pupils' needs. For some pupils, these plans are either not matched closely enough to pupils' needs or not put into practice fully.

The vast majority of pupils listen attentively and work productively. They show interest in other cultures and religions.

Parents and carers are wholly behind the school. Several parents commented on how their children have thrived over the past two years. They link this to the strong senior leadership. Almost all parents would recommend the school to other parents.

Safeguarding

The arrangements for safeguarding are effective.

Leaders' procedures to keep pupils safe are tight. As a result of their training, staff are vigilant to the risks pupils may face. Teachers plan activities that teach pupils about how to stay safe. This includes when they are online. Much of the school's work in this area is managed by the school's parent support adviser. She has built strong relationships with specialist agencies that can provide support for families when it is needed. Sometimes, agencies do not provide this support quickly enough and so school staff do their best to help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the foundation subjects, the curriculum plans are at different stages of development. Currently, several show that insufficient thought has been given to the content and the order in which topics will be taught. As a result, pupils do not have the prerequisite knowledge they need to tackle more comprehensive tasks. It is clear from leaders' actions, such as in science, that curriculum reform is under way. Leaders should ensure that subject coordinators have the subject and pedagogical knowledge they need to develop cohesive plans for their subjects.
- Pupils' reading skills have improved significantly. However, older pupils still do not show the depth of understanding of unfamiliar words that they need. This is because the curriculum does not give pupils the contextual understanding they need, and pupils do not have the range of skills to understand new words. Leaders need to ensure that teachers have the training they need to make sure that pupils' language comprehension skills are developed fully.
- For some pupils with SEND, teachers' plans are not matched sufficiently well to

pupils' needs. For other pupils, the strategies identified to help them with their specific needs are not implemented consistently. Leaders must assure themselves that teachers are clear about pupils' needs and how best to meet them.

Furthermore, they must check that the agreed strategies are being employed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141142
Local authority	Wiltshire
Inspection number	10111486
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	Board of trustees
Chair of trust	Graham Exon
Headteacher	Daniel Oakes
Website	www.st-bartholomews.dsat.org.uk
Date of previous inspection	18–19 July 2017

Information about this school

- St Bartholomew's Primary Academy is larger than the average-sized primary school.
- The current headteacher took up his post in September 2017, shortly after the previous inspection. The deputy headteacher joined the school in January 2018.
- The school is currently being expanded to accommodate a further 100 pupils.
- The proportion of disadvantaged pupils is in line with the national average.
- The proportion of pupils with SEND is much higher than that of similar schools nationally.
- A statutory inspection for Anglican and Methodist schools (SIAMS) was conducted in January 2016. The religious character of the school was judged to be outstanding.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, senior leaders, all class teachers, a group of teaching assistants and emotional literacy support assistants and leaders with

specific responsibility for safeguarding.

- The lead inspector met with four members of the local governing body, the trust's academy improvement director and the chief executive officer. He spoke with the vice-chair of the board of trustees by telephone.
- We visited lessons, looked at pupils' work and spoke to them about their experience of school.
- We did deep dives in reading, history, mathematics and science.
- We reviewed the school's records of safeguarding checks and referrals to the local authority. We spoke with staff about how they keep pupils safe. We also asked the pupils about how they keep themselves safe and what to do if they have concerns.
- We observed pupils playing at breaktime and lunchtime.
- One inspector spoke to parents at the end of the school day. The views of the 88 parents who completed the Parent View survey were taken into account. We also considered the views of the 30 members of staff and the 90 pupils who responded to Ofsted's online surveys.

Inspection team

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