

Inspection of St Bartholomew's Church of England Primary School

The Peak, Sydenham, London SE26 4LJ

Inspection dates: 3 and 4 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This school is built upon strong positive relationships between staff and pupils. Leaders put pupils' safety and happiness at the centre of the school. As a result, pupils are safe, loved and cared for. Pupils understand that bullying is not tolerated here. They feel confident in approaching trusted adults if they have any worries. Staff deal with concerns quickly and help pupils when they are feeling sad or anxious.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff support pupils well in accessing the curriculum. Pupils love to learn. This is because teachers encourage them to do their best. Teachers help pupils to achieve well.

Leaders provide an extensive wealth of opportunities to promote pupils' personal development. Pupils appreciate taking on responsibilities. They make valuable contributions in school, for example through the eco-council and being diversity and reading ambassadors. Pupils use their initiative as young leaders to set up wider opportunities for pupils. For instance, kindness club where pupils teach and learn how to look after each other.

Pupils take pride in representing the school, such as singing in the melodious and energetic school choir.

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

Leaders are ambitious for all pupils. They offer broad experiences in all subjects across the curriculum. Teachers have secure subject knowledge and present information clearly. The learning environment is vibrant and stimulating. In the early years, staff use the available resources to aid children's learning effectively. For instance, children used objects to pair odd numbers together to make even numbers.

In most subjects, curriculum content builds in a coherent and sequential way. This enables pupils to learn key concepts, knowledge and vocabulary as they move through the school. As a result, pupils know more and remember more of the taught curriculum. Leaders are currently reviewing a small number of subjects. A minority of subjects are not coherently well developed with clearly defined content.

Reading is at the centre of the curriculum. From the start of Reception, children learn phonics. Staff participate in national research and training to ensure they deliver the phonics programme effectively. Pupils read books regularly to adults that help them to become fluent and confident quickly. This includes those pupils in the early stages of learning English. Pupils love reading and listening to stories, including rhymes in the early years. They have worked with leaders in designing the school library to be situated in the heart of the school building.

In lessons, pupils have strong work ethics and focus on what they are learning. They are keen to do their best. Teachers help pupils to persevere when learning is challenging. Staff manage any low-level disruption appropriately and minimise interruptions to pupils' concentration. Staff receive regular training in how best to manage pupils' behaviour. Children in the early years play well together. Pupils are sensible and well-mannered. They cooperate well with each other.

Leaders provide opportunities for pupils to deepen their thinking about spirituality. Pupils show a strong understanding of other religions. Teachers encourage pupils to consider and debate thought-provoking questions about beliefs and sensitive topical issues. For example, Year 6 pupils considered cultural issues in history, such as the repatriation of the Benin Bronzes. Pupils are articulate and show high levels of maturity when discussing these matters. This is also reflected in pupils' strong understanding of knowing their rights and responsibilities. Teachers enable pupils to have an age-appropriate understanding of consent and protected characteristics. Leaders are vigilant in identifying pupils' talents and interests. They are highly coordinated in enabling pupils' participation in wider school opportunities.

Staff enjoy working in the school. They appreciate the loving and caring ethos. Staff feel well supported by leaders and describe them as compassionate and understanding. Workload is manageable because staff plan and work together. Those responsible for governance are extremely committed to the school. They are knowledgeable about the strengths and key priorities for improvement. They build strong relationships between staff and leaders. They offer support and challenge when holding leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Governors fulfil their statutory duties in overseeing safer recruitment processes. Staff receive appropriate training. They understand their responsibilities and are vigilant in identifying potential risks that pupils may face. Staff know pupils well and the procedures for reporting concerns. Leaders act swiftly in accessing external support in providing help for pupils and their families. They encourage parents and carers to feel comfortable in approaching school leaders with any issues. Leaders prioritise the mental health of staff, pupils and their families.

Pupils show a secure awareness of the dangers of gangs and drugs. They develop knowledge regarding fire and online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A minority of subjects are not coherently well developed with clearly defined content. As a result, some pupils have not been taught crucial content needed to

be able to recall important knowledge in these subjects. Leaders must continue to work with and develop subject leaders in ensuring the curriculum is explicitly defined, making sure key content, knowledge and skills are clearly defined and build in a coherent and sequential way.

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 information from Ofsted Parent View 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.

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	100726
Local authority	Lewisham
Inspection number	10242181
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair of governing body	Bettina Carlyon
Headteacher	Daniel Meyer
Website	www.st-bartholomews.lewisham.sch.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since September 2022.
- The school does not make use of any alternative providers.
- The school's most recent section 48 inspection took place in June 2018.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the chair and members of the governing body, local authority representatives, a diocesan representative, the headteacher, senior leaders, and a range of staff and pupils.
- Inspectors carried out deep dives in reading, mathematics, history, and computing. For each deep dive, the inspector met with subject leaders, visited a

sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.

- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records, including records of pre-employment checks. Inspectors reviewed procedures and processes for safeguarding by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector	His Majesty's Inspector
Robin Boshier	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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