

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

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

Inspection dates: 19 and 20 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Great Harwood St Bartholomew's is a friendly and welcoming place to be. Pupils are happy and well cared for at this school. They feel safe. They are confident that staff will listen to them if they have any worries.

The school's values of courage, friendship, service, forgiveness, justice and love are embedded throughout the curriculum and underpin the positive relationships between all in the school. Pupils are well-mannered. They extend a warm welcome to visitors.

Pupils behave well in lessons and at playtimes. They are respectful to one another. Pupils enjoy the rewards that they receive for behaving well and working hard.

Most pupils, including children in early years and pupils with special educational needs and/or disabilities (SEND), achieve well. This is because the school has high expectations of their learning. Pupils try their best to live up to these expectations. The school supports pupils to achieve their personal best.

Pupils value the range of opportunities on offer beyond the academic curriculum. They spoke excitedly about activities such as visits to a football stadium, outdoor learning and trips to museums, caverns and places of worship.

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

The school has been through a period of instability; however, it is settled now. The school has made considerable improvements to the curriculum since the previous inspection. It has developed an ambitious and well-thought-out curriculum in most subjects across key stages 1 and 2. The school has considered carefully what it wants pupils to know and the order in which this content will be taught in these subjects. This is similar in the early years. The curriculum in many areas of learning identifies the key knowledge that children should learn in readiness for key stage 1. Most children and pupils progress well through the curriculum. They are well prepared for the next stage of their education.

In a small number of subjects and areas of learning, the school is still finalising its work to ensure that teachers are clear about what they want pupils to learn. This means that, on occasion, teachers find it difficult to design learning that helps pupils to gain important knowledge. At times, this leads to gaps in pupils' learning.

Teachers typically deliver the curriculum well. However, some pupils do not have enough opportunity to recap and deepen their learning. At times, teachers do not check gaps in pupils' learning or address misconceptions that they have. This sometimes makes it difficult for pupils to make connections between their existing knowledge and new learning.

Pupils with SEND access the same ambitious curriculum as their peers. The school accurately identifies pupils' additional needs. It ensures that pupils with SEND receive the support that they need to achieve all that they can. Teachers are well supported to understand the best ways to help pupils with SEND thrive in all aspects of their development.

The school prioritises reading. Pupils enjoy reading a wide range of books, which are well matched to their reading ability. They also enjoy listening to adults read carefully chosen books to them at story times.

A new early reading and phonics curriculum has recently been introduced. Staff have received training so that they deliver this curriculum effectively. As a result, most children in the early years and pupils in key stage 1 gain a secure knowledge of phonics. However, a small number of pupils are not supported to catch up in phonics as well as they could. This hinders these pupils in becoming fluent readers as quickly as they should.

Pupils behave well in lessons and at playtimes. Children in the early years settle in quickly and enjoy well-established routines. Pupils are positive about their school and their learning. Low-level disruption is rare.

The school has thought carefully about pupils' wider development. Pupils have opportunities to try as many new things as possible. Pupils learn about the differences between people, for example different families. They learn about different religions and regularly visit their local parish. They understand the importance of treating everyone with respect. Older pupils are keen to contribute their ideas about how to improve their school as school councillors or head of school.

Governors use their expertise effectively to provide support and challenge for the school. They ensure that the school focuses on improving the curriculum. Most staff are proud to work at the school. They said that leaders provide effective support for their well-being and ensure their workload is manageable.

The school communicates well with parents and carers. For example, it provides parents with guidance on how to support their children's learning at home. This includes holding phonics meetings, which help parents to understand how best to help their children to practise reading.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not given sufficient thought to the essential knowledge that pupils must learn and in what order this should be taught. Some pupils do not achieve as well as they could in these subjects. The school should finalise its curriculum thinking so that teachers know exactly what pupils must learn and when this should be taught.
- Occasionally, teachers do not use the assessment information that they gather as effectively as they could to address misconceptions and gaps in pupils' knowledge. This hampers some pupils from achieving as highly as they could. The school should ensure that teachers use assessment information consistently, so that all pupils get the most out of their learning across the curriculum.
- A small number of pupils at an early stage of reading are not supported to catch up in phonics as well as they could be. This hinders how well some of these pupils develop reading fluency. The school should ensure that pupils who have gaps in their reading knowledge are supported to catch up with their peers as quickly as possible.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119420
Local authority	Lancashire
Inspection number	10286253
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Peter Bell
Headteacher	Sarah Irvine
Website	www.stbartholomewsceprimary.com
Dates of previous inspection	4 and 5 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England voluntary-aided school. It is part of the Diocese of Blackburn. The most recent section 48 inspection took place in December 2021.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. The lead inspector also spoke with representatives of the local authority and spoke with a representative of the diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read to a familiar adult.
- Inspectors also discussed the curriculum in some other subjects. They spoke to pupils about their learning in these subjects and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils in meetings and around the school at lunchtimes and breaktimes.
- Inspectors observed pupils' behaviour in lessons and at breaktimes.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke with some parents during the inspection.
- Inspectors reviewed the online surveys for staff and pupils.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

John Hanley

Ofsted Inspector

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