



# St Bartholomew's CofE Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 108005  
**LEA** Leeds  
**Inspection number** 277879  
**Inspection dates** 28 June 2006 to 29 June 2006  
**Reporting inspector** Mr Anthony Painter CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Strawberry Lane
<b>School category</b>	Voluntary controlled		Tong Road
<b>Age range of pupils</b>	3 to 11		Armley, Leeds LS12 1SF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 2639292
<b>Number on roll</b>	340	<b>Fax number</b>	0113 2638019
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Bill Seddon
<b>Date of previous inspection</b>	25 September 2000	<b>Headteacher</b>	Pauline Gavin

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 28 June 2006 - 29 June 2006	<b>Inspection number</b> 277879
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school lies in an inner urban area facing some distinct social and economic hardships. Children joining the school come from an increasingly wide range of ethnic backgrounds, often with limited or no knowledge of English. The largest groups of these come from Urdu or Panjabi speaking families. Additionally, a significant number of pupils leave and join the school during each year. Many of these have had limited or distressing earlier experiences, such as those from the rising numbers of refugee and asylum seeking families, often of Eastern European origin. Currently there are twenty-two languages spoken by pupils in the school and almost a fifth are at an early stage of learning English. Eleven pupils come from traveller families. The proportion of pupils identified as having learning difficulties and/or disabilities is around the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

The inspector agrees with the school's own evaluation that its provision and value for money are outstanding. Pupils make outstanding overall progress from low levels to reach above average standards by the end of Year 6. The school has made very good improvements, such as in raising writing standards, and is extremely well placed to continue to maintain its high quality provision.

Teachers ensure pupils' outstanding achievements by paying great attention to the needs of each individual. For example, high quality experiences and support in Foundation Stage classes help all children settle quickly and get learning off to a flying start. Throughout the school, extensive learning opportunities and extremely good teaching ensure pupils of all backgrounds and abilities make very rapid progress. Within a vibrant and exciting multicultural atmosphere, pupils develop the maturity and exemplary attitudes and behaviour to equip them for their future. A caring atmosphere and strong positive relationships give all pupils confidence to thrive.

Senior leaders' monitoring and analysis give an extremely clear and accurate view of strengths and weaknesses. Innovative approaches to responsibilities enable all staff to contribute to the monitoring, evaluating and improvement process. This has produced a noticeable atmosphere of teamwork and shared involvement with a focus on giving pupils exactly what they need to improve. As a result, relative weaknesses are quickly and effectively identified and remedied. Although the governing body supports well and rigorously ensures statutory requirements are met, involvement in monitoring the school's work is more limited.

### What the school should do to improve further

The school has a very accurate view of its own strengths and weaknesses, with clear planning to address areas of relative weakness. Within this framework, it should ensure that:

- governors play a stronger role in monitoring the school's work and holding it accountable.

## Achievement and standards

### Grade: 1

Although pupils have a wide range of experiences and development before joining the school, their overall attainment on entry is well below that expected for their age. Significant, and growing, numbers of pupils have limited or no English and many have restricted social skills. High quality relationships in the Nursery and Reception classes ensure these children settle quickly and begin to make enormous strides in all areas of learning.

This rapid progress continues in Years 1 and 2 although standards by the end of Year 2 remain below the national averages. However, the foundations of future effective

learning have been securely laid and pupils make further outstanding progress in Years 3 to 6. For several years the school has shown significantly high overall added value in the Year 6 national tests, although pupils' writing has been the weakest element of their skills. The school has taken effective measures to improve this position and set challenging targets. The most recent results show much improved results in writing, on a par with those in mathematics and science. By the time they leave the school, pupils reach above average standards in all tested subjects and the overall achievement of all groups of pupils is outstanding.

## **Personal development and well-being**

### **Grade: 1**

The school ensures pupils' spiritual, moral, social and cultural development is extremely good. By Year 6, pupils display admirable levels of maturity and appreciate the advantages of being part of a richly varied community. Their enjoyment of school life is reflected in their highly positive attitudes to learning and their improving attendance. In a strongly multicultural environment, pupils form very positive relationships with adults and pupils, showing respect for all. They develop an acute understanding of right and wrong and behaviour is almost invariably exemplary. Pupils enthusiastically share personal knowledge and understanding: events such as cultural weeks broaden their horizons further. The active school council ensures pupils' views are heard and valued. The school has acted upon a number of their views on such matters as in the provision of water fountains and of a quiet room for reflection and relaxation. Pupils gain good knowledge of a healthy lifestyle through a range of dining options, a wide variety of physical activities and a well-planned personal education programme. They feel protected from bullying and racism in school as a result of the school's creation of an environment in which all pupils feel equally valued. In this school every child matters.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. Teachers plan their lessons very well, and set clear learning objectives. They make very good use of resources, particularly the new interactive whiteboards, to enhance both teaching and learning. Teachers challenge pupils' thinking through excellent question and answer sessions and they very successfully encourage pupils' independent learning. Teachers use teaching assistants particularly effectively to ensure targets are met. All adults in classes have excellent rapport with pupils and use praise wisely to increase their self-confidence. Pupils are therefore very well motivated and complete their tasks willingly. Target setting for individual pupils is a strong feature of teaching and learning. Teachers set rigorous targets to help pupils understand the standards they are expected to attain. Through marking and discussion they ensure that pupils know what they need to do in order to improve. Teachers know pupils very well and promote progress

very effectively by planning tasks that are specific to their needs whilst remaining challenging but not restrictive. This is particularly true for pupils with learning difficulties and/or disabilities, and for those whose mother tongue is not English. These pupils learn well and make progress in line with the others.

## **Curriculum and other activities**

### **Grade: 1**

The school judges its curriculum to be good but is being modest. The curriculum successfully combines national curriculum requirements with the underpinning values of the school, very effectively meeting the needs and interests of all its pupils. Personal, social and emotional development is a very strong feature. The Christian ethos of care and respect for others permeates the entire curriculum. A strong multicultural element reflects and celebrates the wide range of cultures of the pupils. There is a wide and expanding range of additional activities such as lunchtime and after school clubs. These are further enriched by well-targeted educational visits, such as the visit to Lineham Farm. The healthy food tuck-shop, run by older pupils, offers excellent provision for encouraging pupils to recognise the importance of healthy living. The curriculum excellently encourages a growth in maturity of the pupils and very successfully prepares them for the next stages of their learning.

## **Care, guidance and support**

### **Grade: 1**

The caring approach of teachers helps to create an ethos in which all pupils flourish, mature and make remarkably good progress both in academic terms and in their personal development. Child protection arrangements and systems of rewards and sanctions are extremely secure. Highly skilled teaching assistants provide extremely valuable support and make an important contribution to the establishment of an environment that ensures that pupils treat one another with respect. All pupils, including the most vulnerable, feel safe in an orderly and caring environment. The marking of pupils' work and the thorough systems of tracking of academic progress ensure high levels of support. Effective use of assessment information ensures teachers have comprehensive knowledge of the individual pupils' strengths and weaknesses. Pupils appreciate the impetus that the well thought out target-setting gives to their learning.

## **Leadership and management**

### **Grade: 1**

Very effective teamwork is a mainstay of the school's success. An innovative approach to school development through 'project groups' allows all staff to contribute actively at different levels to the monitoring and evaluation process. As a result, staff feel very strong 'ownership' of developments, which are quickly and thoughtfully assimilated into school practice. Regular and frequent meetings of the project groups continue

to focus and drive the work in classrooms and ensure a palpable culture of continuous improvement.

The headteacher and senior leadership team have a very secure overall view of how well the school is doing. Monitoring of teaching and analysis of performance and other data are detailed and accurate. Action taken is effective, for example in recently improving teaching assistants' roles in lessons. Tracking of pupils' progress identifies challenging targets at all levels and what needs to be done to support further progress. The success of this process is seen clearly in the improved progress and standards in writing through the school. The well-judged school self-evaluation makes use of staff views at all levels, as well as contributions from pupils and parents. It links closely to, and operates in tandem with the school improvement plan to ensure that the whole school shares a common purpose of raising standards for all pupils.

The governing body is supportive but currently has a high proportion of vacancies and new governors. Governors are very good at ensuring the school meets its statutory responsibilities. They often question the school well and some take good opportunities to observe lessons. However, governors' involvement in directly monitoring the school's work is relatively limited.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the very warm welcome you gave us when we visited your school. We were extremely impressed by the ways you were all so friendly, polite and helpful. Everyone in your school gets on so very well together. We think that this is one of the main reasons that you learn well in your lessons. All the adults in school make sure you are safe and well cared for.

We were very pleased with the way your teachers work so successfully together to plan lots of interesting things for you to do. They make very good use of all the things they know about each of you to set targets and help you improve. These things help you to do extremely well in your lessons.

In your school, teachers are good at planning new ways to teach. They look closely at how things are doing, try out new ideas and check carefully that these are working well. We've suggested that the school governors should play a bigger part in helping teachers to be sure that they continue to improve their work.

We hope that you will continue to help the teachers and other staff to make sure the school keeps up the very high standards that it has already set. We enjoyed talking with you and your teachers very much and wish you and the school the very best for the future.