St Bartholomews Church of England Primary School Aided

Inspection Report

Unique Reference Number	108615
LEA	North Tyneside
Inspection number	278010
Inspection dates	7 March 2006 to 8 March 2006
Reporting inspector	Mrs Jane Randall

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

Type of school	Primary	**School address**	Front Street
School category	Voluntary aided		Longbenton
Age range of pupils	3 to 11		Newcastle upon Tyne, Tyne and Wear NE12 8AE
Gender of pupils	Mixed	**Telephone number**	0191 2007466
Number on roll	213	**Fax number**	0191 2007467
Appropriate authority	The governing body	**Chair of governors**	Mr Colin Thomson
Date of previous inspection	1 June 2000	**Headteacher**	Mrs Gillian Surtees

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a Church of England school of 213 boys and girls. Fewer than 5% of pupils claim a free school meal. Pupils' attainment on entry covers a wide range but is above average overall. A well below average proportion of pupils come from a wide range of minority ethnic backgrounds, but no pupil is learning English as an additional language. Approximately 15% of pupils are on the school's register of pupils with learning difficulties and/or disabilities. The school has had a new headteacher in post since 2004. At the time of the inspection, the Reception class has had three teachers during the last year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. The inspection team disagrees with the school's judgement that it is good because pupils' progress and achievement are satisfactory. However, the national tests in 2005 showed an improvement. Pupils enter the school with attainment that is above average overall, although many levels are represented. At the end of Year 2, attainment is above average. At the end of Year 6, attainment is also above average: progress and achievement are satisfactory. The school is very aware of the need to improve attainment and has begun to take the right steps to do so. The new system for assessing and tracking pupils' progress provides target setting for groups of pupils. Teachers are beginning to provide a greater level of challenge and a better match of work to pupils' needs to meet their targets. These improvements are not yet fully established in the work of the school and so, at present, teaching and learning are satisfactory. Overall leadership and management are satisfactory, but subject leaders are not having the influence they should. The quality of the Foundation Stage is satisfactory but the outside area is underused for teaching and learning. Personal and social development and care and guidance for pupils are good. The pupils feel safe and valued in school and parents are supportive of what the school is doing for their children. The school gives satisfactory value for money. There is good capacity to improve.

not applicable

What the school should do to improve further

- Raise standards and achievement by further strengthening the assessment, tracking and target setting procedures.
- Develop the role of subject leaders.
- Ensure that the outside area for the Foundation Stage is used as an area for learning.

Achievement and standards

Grade: 3

Standards are above average but achievement is only satisfactory because of the level from which the pupils start. The results in the tests for pupils in Year 6 at the end of 2005 were significantly better than in 2004. This group of pupils was above average at the end of Year 2 and made satisfactory progress. Standards at the end of Year 2 fell in 2004. In 2005 they were broadly in line with those nationally. The school is committed to raising standards and achievement and knows what it needs to improve in order to secure the necessary rise. A careful analysis of data has led to changes in teaching and learning in mathematics in Year 2, and these changes have been effective in raising the attainment of higher-attaining pupils though, overall, there remains a shortfall in the number of pupils attaining the higher level 3. Progress in the Foundation Stage is satisfactory. The school is aware of the need to refine and develop the tracking and target setting further to ensure that all pupils are effectively challenged. Pupils

with learning difficulties and/or disabilities make good progress. Those pupils from minority ethnic backgrounds make progress in line with their peers.

Personal development and well-being

Grade: 2

Personal development is good. Pupils clearly enjoy school and have good attitudes to learning. Attendance is good. Behaviour is good and pupils are polite and considerate. Pupils value their friendships and bullying is rare. Pupils know how to deal with this and how to keep safe and healthy. Spiritual, moral, social and cultural development is good. Spiritual and moral development is supported by the strong Christian ethos of the school. Pupils develop and express a strong concern for others. They learn much about their own culture and in Year 3 showed keen interest in the local history of the Jarrow March. Their understanding of the diverse cultures of modern Britain is not as well developed as the other aspects of their cultural understanding. Pupils develop the skills needed for their economic well-being and gain experience in using those skills by helping in the healthy tuck shop. They learn about citizenship by participating in school council elections. Pupils on the school council are proud of their role and know that their ideas are valued. Pupils take part in many community events and there are strong and supportive links with the church.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Many good lessons were observed during the inspection but, in the past, lessons have not been sufficiently challenging to raise achievement beyond satisfactory. This was because lessons were not based on secure targets for learning for groups of pupils with different levels of attainment. The increased focus on assessment and on matching work to pupils' needs is beginning to provide more challenge in lessons, particularly for higher-attaining pupils. Its effectiveness is demonstrated in the improving achievement. However, this challenge is not yet consistent across all lessons and classes. Pupils are aware of the group targets for improvement but the system is not yet sufficiently well embedded for pupils to have individual targets and to be encouraged to take part in assessing their own learning. The school is aware of the work still to be done and is tackling this with enthusiasm.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. The school has successfully overcome its previous weakness in provision for information and communication technology. It makes good provision for those pupils with learning difficulties and/or disabilities. Booster classes support those pupils who need extra help to keep up with their peers. The provision

for the Foundation Stage is satisfactory but the outdoor area is under-used for learning. Links between subjects are developing; where they are good, they are providing extra interest and challenge. A good range of visitors and visits and a wide variety of after-school clubs enriches the curriculum. There is an outstanding range of sporting opportunities. Pupils particularly value the opportunities residential visits provide to take part in outdoor and adventurous activities.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. A caring and supportive ethos is apparent in all that the school does. Health and safety procedures ensure a safe environment. Child protection procedures are very good and followed rigorously. Pupils are confident that they can talk to an adult if they have a problem. The school works well with outside agencies to promote learning and to keep pupils safe. The school is working hard to reduce underachievement. The system for assessing and tracking pupils' learning has been established but the school recognises that this needs to be strengthened and that target setting to be refined so that pupils have individual targets as well as those for their learning group. As a faith school, the church also supports and cares for pupils and has a strong commitment to their well-being.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has made considerable progress over the last two years under the leadership of a dynamic headteacher, well supported by an enthusiastic and committed senior management team. The role of the subject leaders in supporting improvement is insufficiently developed but is a focus of the current school development plan. So too are the new systems for assessing and tracking pupils' progress and achievement. The school recognises that these changes will not secure the necessary improvement until they are fully implemented. The school knows its strengths and weaknesses, and its development planning identifies the right areas for improvement. It has a good capacity to improve further. Parents show good support for the school and their views and those of pupils are sought and valued. The school manages its provision for pupils with learning difficulties and/or disabilities well. The Foundation Stage is managed satisfactorily. The very good efforts to include, support and value all are at the heart of the school's Christian ethos. Governors are active in their support, valuing highly the dedicated work of the headteacher in moving the school forward. All statutory requirements are met.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	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

How well do learners achieve?	3	NA
The standards[1] reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

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[1] 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

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8 March 2006

Dear Pupils

Following our visit to your school this week I would like to thank and congratulate you for being so friendly, helpful and polite. The inspection team were impressed by your good behaviour. Your care and concern for all is strength of the school. I would like to thank the school council particularly for the mature way in which they talked about the school on your behalf. The best things about your school are the way that the school cares for you and your personal development. There are some really interesting clubs for you to attend and your sporting opportunities are outstanding.

The school council told us that you really value the residential visit where you do adventurous activities. You are working hard and your test results are improving. You know that you have targets to attain. To make your school even better, your teachers are going to make sure that you make even more progress and that you have your own targets for improvement. The outside area for younger pupils is going to be used more, with interesting things planned for you to learn.

Yours faithfully

Jane Randall

Lead inspector