

# St Bartholomew's CofE Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	125242
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293235
<b>Inspection dates</b>	8–9 May 2007
<b>Reporting inspector</b>	Susan Thomas-Pounce

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	286
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr A Spriggs
<b>Headteacher</b>	Mrs C McCracken
<b>Date of previous school inspection</b>	27 January 2003
<b>School address</b>	Derby Road Haslemere GU27 1BP
<b>Telephone number</b>	01428 643634
<b>Fax number</b>	01428 641376

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average, primary school that draws most of its pupils from the mixed community of Haslemere and its surrounds. There are few pupils with disadvantaged backgrounds. Pupils' entitlement to free school meals is low, as is the proportion with learning difficulties and disabilities. Most pupils are of White British origin with a few from other White backgrounds. Children join the school with knowledge and skills typical of most four year olds. The headteacher went on sick leave in February 2007 and the deputy headteacher has been acting headteacher since then. The school has recently been awarded a Silver ECO award.

## 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 school, which is improving from a low point in 2006 when achievement and standards were in decline. By the end of Year 6, standards in 2006 were just below average and the school fell short of the expected targets. As a result of a rigorous intervention programme tackling underachievement, the rate of progress has significantly improved and achievement is now satisfactory. The current Year 6 pupils are well placed to meet the school's 2007 targets. Issues identified in the previous inspection have been dealt with satisfactorily. However, the school have been unable to develop the roles of middle managers effectively because of staffing issues. The acting headteacher and senior member of staff have led developments in most areas.

The quality of provision in the Foundation Stage is satisfactory and children make satisfactory progress as a result. Elsewhere the quality of teaching is satisfactory overall. Although some teaching at Key Stage 2 is outstanding, there are weaknesses, particularly in Key Stage 1, so that not all pupils make consistent progress as they move through the school. Sometimes the level of pupils' work is not accurately matched to their ability and the pace of lessons is slow. Consequently work is too easy for pupils. Recent initiatives have ensured teaching assistants are deployed well; they are a growing strength in the school.

The curriculum is good and the accommodation and grounds are very well cared for. The accommodation has improved since the previous inspection and pupils learn in pleasant and stimulating surroundings. The school values every child highly and is making sure that they have equal opportunities to develop within a safe and secure environment. The school has maintained its very caring ethos. Children thoroughly enjoy coming to school and are very proud to belong. Their spiritual, moral, social and cultural development is exemplary. Parents appreciate the school's attention to individual needs and have every confidence in its ability to care for their children. As a consequence, they are keen to support their children's education coming in on a regular basis to help in the classroom and on school trips. One parent commented, 'The actions of the acting headteacher and senior teacher have ensured the smooth running of a class where a variety of teachers were required to cover for a long term absence.'

Leadership and management are satisfactory. The acting headteacher has responded very effectively to a wide range of management issues and has skilfully led the school through this turbulent period with very good support from his senior team. Monitoring systems have been strengthened and are sufficiently focused on pupils' learning and progress to raise standards. The school now has a good understanding of the strengths and weaknesses in teaching. Data is now analysed, and used effectively to track pupils' progress and identify underachievement. Under the high quality leadership of the acting headteacher there have been significant improvements in the ethos and morale of staff. One parent, representing the views of many, wrote, 'The acting headteacher has been doing a great job, managing the school and maintaining staff morale.'

The governing body have a good grasp of the strengths and weaknesses of the school, detailed enough to be able to support and challenge on strategies for improvement. Recent improvements, and the high level of support and challenge from the local authority and the governing body, show that the school has satisfactory capacity to improve.

## What the school should do to improve further

- Improve standards in English, mathematics and science by ensuring that teaching challenges all pupils to achieve as well as they can.
- Establish a stable management structure and develop the role of leaders at all levels in raising achievement and improving teaching and learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

From their average starting points, pupils' achievement is improving and is now satisfactory overall. As a result of their satisfactory progress, at the end of the Reception year, children reach standards that are in line with those expected nationally. By the age of seven, standards in reading, writing and mathematics remain average. At the end of Year 6 standards in English, mathematics and science in 2006 were just below average and a significant number of pupils underachieved. The school has shown itself to be sufficiently rigorous in identifying underachievement and has put in place procedures for tracking individual progress. The analysis of assessment data for 2007 indicates that most of the pupils in the current Year 6 have made substantial progress since Year 2. Whilst progress was not always good enough in the past, it is now satisfactory because teaching is now satisfactory or better.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. This is reflected in their enjoyment, positive attitudes and good behaviour. There have been no exclusions for many years. When asked, pupils could think of very little they would change. Pupils reflect on the school's Christian tradition through prayers and reflection in quiet corners in classrooms and in the developing spiritual garden. Pupils are confident that bullying, on the rare occasions that it occurs, will be dealt with firmly and effectively. Pupils are growing in self-awareness and are able to reflect on their ideas, feelings, actions and consequences. They know well the importance of living safely and maintaining healthy lifestyles. Very good links exist between home, church and school and these very effectively support pupils' spiritual, moral, social and cultural development, which is outstanding. Through the church, local events and fund raising, pupils make a valuable contribution to the wider community. They exercise responsibility and leadership potential through the school council. As a result of their satisfactory achievement in basic skills, pupils are prepared satisfactorily for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Intervention strategies have been implemented including a coaching programme, an increase in teaching assistant time and clarification of roles. This has led to improvements so that there is a higher proportion of satisfactory to good teaching, leading to better progress for pupils. Teaching assistants' good knowledge of pupils' needs has

improved the support for small groups. Relationships between adults and pupils are good and most teachers manage their classes well. In some lessons, teachers challenge pupils, have high expectations of their success and make good use of questioning. This helps pupils to reason and reflect appropriately. However, teaching is not yet meeting the needs of all learners. Pupils' progress is less secure when class lessons are planned without a clear view of what pupils with different abilities are expected to learn. Teachers' expectations are not always high enough so some pupils are not sufficiently challenged. Pupils behave very well and their attitudes to learning are good. Recent changes including the ability grouping of pupils in literacy and numeracy are helping teachers to focus more closely on what they want pupils to learn. Teaching in the Foundation Stage, is satisfactory.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is enriched by French, specialist music teaching and sports coaching. Effective links between subjects make the work interesting and enjoyable. Good provision is now in place for literacy, numeracy and information and communication technology (ICT); computers are used increasingly well by teachers and pupils to support many areas of the curriculum. Recent developments in the Foundation Stage have improved both the curriculum and the indoor learning environment. As a result standards have improved, for example, in linking sounds to letters and in reading.

There is a wide range of well-attended extra-curricular activities including gardening, philosophy and all types of sporting activities. The curriculum is further enriched by trips, residential visits, visitors to the school and by special events such as Music Week, Activity Week and themed days. Music is a strength of the school, with many pupils learning to play instruments. The choir recently performed for the mayor and pupils take part in school productions.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support of pupils are good. Child protection and health and safety procedures are well understood by all; any pupils at risk are quickly identified and supported effectively. Support for pupils with learning difficulties and disabilities, is improving, leading to better involvement of outside agencies.

The school has developed good procedures to enable them to track pupils' progress. Pupils know how well they are doing and, through target setting, what they need to improve. Overall, the information gained is generally used effectively for planning the next stages in learning, but in some lessons work is not matched well enough to pupils' ability. Pupils have targets for improvement that are increasingly becoming a reference point for teachers' marking and for discussions with pupils about what they need to do next. The school works well with parents, carers and the church. Parents speak of a welcoming school where any help given is always appreciated. Parents find staff friendly and approachable.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall because achievement and standards, although improved, are not yet as good as they should be. The headteacher has ensured that

the poor quality accommodation, an issue raised in the previous inspection, has been successfully addressed. Improvements include, a stimulating library, a networked ICT suite and a creative arts studio providing an exciting venue for music, dance and drama; outside play areas have also improved. The headteacher made some key senior appointments, which have not only strengthened the leadership of the school, but enabled a robust response to the underachievement of pupils in 2006. Confidence in the acting headteacher from the parents, staff, pupils and local authority is high. Parents' comments show that they recognise his role in setting up 'a productive environment for children to learn and develop'. Governors support the school very well, holding it to account. They are much better informed so that they are playing a significant part in shaping the school's future. Parents comment on a new sense of pride, direction and organisation under the acting headteacher's leadership.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

23 May 2007

Dear Children

Inspection of St Bartholomew's CofE Aided Primary School, Haslemere, GU27 1BP

I am sure that you remember our visit to your school a little while ago to look at the work that you do and to talk to your teachers. I am writing to tell you what we found out. Thank you for welcoming us into your school and for being so friendly and polite. Please thank your parents for filling in a form that gave us their views about the school. We are delighted that you really like your school, and glad you are noticing the improvements being made. It was good meeting you and talking to you about school. These are the many good things happening in your satisfactory school which is getting better all the time.

- You really enjoy school, work hard and most of you make satisfactory progress.
- Your behaviour is good and you know how important it is to keep fit and healthy and eat healthy food.
- You like your teachers and other adults who care for you and help you to learn.
- You get on well with one another, show respect to everyone and know how important it is to help and look after each other.
- There are plenty of things to do outside lessons including trips and visitors that you and your parents say make your learning more interesting.

Like all schools there are some things that need to be improved. We feel that some of you could do even better if you always had work that was just right for each of you to make the best progress you can. The school could also make sure that teachers have time to support each other in helping you to learn.

It is good to know that you really enjoy school and we hope that you continue to do well.

With best wishes,

Susan Thomas-Pounce

Lead Inspector