

St Bartholomew's CofE Aided Primary School

Inspection report

Unique Reference Number	125242
Local Authority	Surrey
Inspection number	340745
Inspection dates	24–25 February 2010
Reporting inspector	Glynis Bradley-Peat

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	The governing body
Chair	Julian Price
Headteacher	Paul Beach
Date of previous school inspection	8 May 2007
School address	Derby Road Haslemere GU27 1BP
Telephone number	01428 643634
Fax number	01428 641376
Email address	admin@stbartholomews.surrey.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three Additional Inspectors. The proportion of time spent looking at learning was 60%. Inspectors observed 21 lessons and saw 14 teachers. They observed the school's work and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They looked at pupils' exercise books, documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation, and school policies, and analysed information from staff, pupil and 147 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

? what leaders and managers are doing to ensure that attainment and progress improve at KS1, particularly for boys ? whether teaching is better in some parts of the school than others

? whether the school's own self-evaluation is accurate

? the strengths in the school's work.

Information about the school

St Bartholomew's C of E is a larger than average sized primary school. There is provision for the Early Years Foundation Stage in Reception classes. There is after-school care which is not managed by the school.

The proportion of pupils in receipt of free school meals is lower than that usually found, but is increasing. The proportion of pupils from minority ethnic groups is much lower than usually found, as is the percentage who speak English as an additional language. The proportion of pupils with special educational needs/and or disabilities is currently broadly average, but fluctuates from year to year. The majority of these pupils have moderate learning difficulties or specific learning difficulties with a few having behavioural and emotional difficulties.

The school has gained Silver Eco Schools Award and Active Mark, which reflects a commitment to promoting pupils' healthy lifestyles.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

St Bartholomew's is a vibrant, exhilarating place to be. It really is outstanding. One reason for this is the inspirational leadership of the headteacher. Parents overwhelmingly agree, and one, clearly representing the views of many wrote, 'The school seems to have great and positive plans to improve under the excellent leadership of the new headmaster. As a parent, I am impressed by his ambition and desire to deliver an excellent education for my child.' The headteacher has successfully embedded his ambition for the school and is driving through improvements at a rapid rate. He is extremely well supported by a dedicated, highly organised senior leadership team whose strong influence is evident in every classroom. Since the previous inspection, outcomes for pupils are significantly better and the management structure at all levels is having an excellent impact in ensuring high quality of teaching. Leadership is distributed exceptionally well. Given this level of impact by leaders on school improvement, the school's capacity to improve further is outstanding.

The excellent leadership and management of teaching and learning have ensured that progress is accelerating and attainment is rising. This improvement has been realised because the quality of teaching, across the whole school, has ensured a high level of pupil engagement in lessons. From just below average levels of attainment on entry to the Reception class, the large majority of pupils make at least good progress; they leave in Year 6 with significantly above average levels of attainment compared to those achieved nationally. Inspectors found no evidence of boys achieving less well than girls. Pupils with moderate, behavioural and emotional difficulties or speech and language difficulties learn as well as their classmates.

The creative and highly innovative curriculum promotes excellent outcomes for pupils. Cross-curricular information and communication technology (ICT) is a strength of the school. In an excellent Year 5/6 lesson, the use of digital cameras was impressive. Pupils had worked in groups exploring the story of the 'Prodigal Son' and had re-written it with a modern theme. These stories were then put onto a story board and developed into an animation. A very wide range of excellent partnerships with the local church, schools and other institutions enhance learning.

Pupils contribute exceptionally well to the community and take on numerous roles and responsibilities which benefit the school and wider community. For example, The 'Green Team' have engaged everyone in recycling projects and there are on-site recycling bins. The team monitors classes in meeting the school's eco code. One inspector asked a pupil with an apple core where she was going to put it. The girl answered, 'I am taking it to the compost heap.'

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The school has equality of opportunity at the heart of all it does. For example, the inclusion manager's expert guidance ensures that those pupils who need support are identified early and work programmes are put into effect quickly to address individual need. In addition, those pupils with gifts and talents are nurtured extremely well and are provided with activities to ensure that they have opportunities to excel. For example, more able mathematicians benefit from small group work which extends their learning very effectively. The safety and welfare of pupils is of paramount importance in the school. Governors, alongside leaders and managers, have made sure that safeguarding procedures are robust.

This school is never complacent and knows that it should now promote community cohesion beyond the good work it has done with parents and the local and international community. Currently there is no formal monitoring of the impact of actions taken to promote community cohesion.

What does the school need to do to improve further?

- Ensure that the school demonstrates its strong contribution to promoting community cohesion by:
 - evaluating its work rigorously in order to build on strengths
 - ensuring impact is clearly measured and is consistent.

Outcomes for individuals and groups of pupils**1**

In the large majority of lessons, pupils make good progress and in some it is outstanding. Pupils clearly enjoy their lessons and they achieve well as a result. They demonstrate this through their exemplary behaviour and attitudes and excellent levels of attendance. This leads to excellent responses to outstanding teaching. In a Year 5/6 spelling session, the teacher's excellent planning, resourcing and insightful questioning ensured that all pupils learnt at a rapid pace. Pupils grasp opportunities in their lessons to question teachers so as to push on their own learning further. An excellent lesson about the Blitz prompted questions about bombing raids and aircraft. Eager boys clearly had a thirst for knowledge which their teacher appropriately quenched. Groups of pupils with differing needs are catered for well and, as a result, make progress equal to that of their classmates. High quality group and one-to-one provision, for example the outstanding Every Child a Reader programme has contributed exceptionally well to individual learning programmes.

Children enter Reception slightly below average overall, but receive a flying start to their education. As one parent wrote, 'It is full of vibrancy which makes for a very enthusiastic learning environment.' Improvements made in the Early Years Foundation Stage have ensured that gains are facilitating the rises evident in attainment in classes across Years 1 and 2. Attainment data at the end of Year 2 showed some decline in recent years, but this was the result of a historical legacy of inaccurate teacher assessment which has now been successfully rectified. Attainment at the end of Year 6

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has been significantly above average for the last three years and the school’s own tracking data show that this is set to rise.

Excellent spiritual, moral, social and cultural development is regularly observed in lessons and in acts of worship. A real sense of wonder is encouraged in lessons across the curriculum, and moral and ethical issues are explored. For example, in a personal, social and health education lesson in Year 3, pupils demonstrated a very good understanding of mental health. Cultural development is enhanced by links with the local and global community. Economic well-being is enhanced well through the acquisition of a good level of basic skills in reading, writing, mathematics and ICT.

These are the grades for pupils’ outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Dedicated, hardworking, enthusiastic teachers ensure that pupils enjoy the benefits of outstanding teaching which takes full account of their individual needs. This ensures that they make consistently good, and sometimes better, progress. Series of lessons are carefully planned to ensure that pupils always build securely on what they already know and can do. Learning is brought to life well through excellent use of electronic

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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whiteboards. For example, pupils in a Year 1/2 lesson required no help from their teacher when researching facts about buildings worldwide. They chatted excitedly to the inspector about what they had found out and how the whiteboard helped them to remember which building was which and where it was. Pupils clearly know how they learn best because teachers take the time to develop a personalised approach. In an excellent Year 3/4 lesson, pupils brainstormed ideas about how they learn and how a teacher might plan a lesson to respond to this. This was linked to a project about India, capitalising on collaboration with a school there. Pupils respond exceptionally well to the wide range of activities offered to them. Resources are deployed well, including teaching assistants who enhance the learning of targeted individual and groups of pupils.

Highly creative, innovative practice ensures that the curriculum provision is excellent. The school constantly ensures that subjects are linked together so as to bring learning to life and make it more meaningful. Years 5 and 6 have written postcards to their parents as evacuees during the war. The high quality writing demonstrates how very well pupils have been able to 'place themselves in the shoes' of children during the war. The school also enriches the curriculum well with trips and visitors into school. One boy spoke sensitively about a conversation with a war veteran and said how much he had enjoyed his learning. Clubs and after-school activities contribute well to pupils' well-being.

Pupils say that adults in the school always listen to their concerns and do their best to 'sort things out'. This is because staff are always approachable and are sensitive to the needs of all individuals. There is particularly exemplary care, support and guidance provided for vulnerable pupils. This is facilitated through the excellent networking with outside agencies to ensure prompt appropriate action.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Ambition is palpable amongst all staff because they have been empowered to take ownership of, and move the school forward in, their individual areas of responsibility. This is an excellent improvement. High expectations for the future of the school are clear, and improvement is being effectively driven forward in each classroom. School self-evaluation is very accurate and this, in league with a meticulous approach to tracking and assessment, has ensured rapid improvement since the time of the last inspection. Rigorous systems and procedures for monitoring the quality of teaching and

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learning have driven up expectations and many lessons are outstanding. The school’s own data clearly show an improving profile of progress and attainment in the current Year 6. Equality of opportunity is excellent and discrimination is not tolerated. This ensures that no groups of pupils underachieve. The school sets and meets challenging targets and has exceeded them in recent times. Good governance is led by a visionary chairman; key governors gather their own first-hand evidence and other governors are now set to follow this lead. The school engages with parents exceptionally well and a high percentage of parental questionnaires praise the school for its high quality communication.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Pupils learn and develop exceptionally well, making excellent progress during their time in the Early Years Foundation Stage. This is because provision is very strong and is extremely well organised. The engaging environment and activities mean the children are all active learners who work creatively, enjoying their learning. Progress in all areas of learning is carefully managed and very well catered for. Children are well supported but also able to work independently. They behave very well, join in activities, cooperate with each other and share resources.

The majority of children enter Reception with knowledge and skills slightly below those expected of most four-year-olds. They make outstanding progress leaving Reception with above average attainment. This was not the case at the time of the last inspection and reflects the considerable improvements which have taken place. Excellent teaching

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facilitates high quality learning. Adults are deployed exceptionally well to ensure children never stop learning. Safeguarding procedures and systems are clearly rigorously adhered to. Leaders and managers know what works well and are very effective in planning for further improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents are extremely positive about the school and the level of disagreement with any of the questions on the questionnaire was low. Many parents made additional comments and spoke highly of the headteacher and his team. Others praised the quality of teaching and the excellent levels of support and care their children receive. Comments such as, 'I couldn't have chosen a better schoolnot only is it good academically, it teaches social skills, responsibility & kindness!' were commonplace. A very few felt that they were not helped well enough by the school to support their children's learning and that the school did not meet the needs of their child well enough. This was not supported by inspection evidence, but was, nevertheless brought to the attention of the school by inspectors. Very few parents expressed other concerns.

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	68	44	30	2	1	0	0
The school keeps my child safe	111	76	33	22	0	0	0	0
The school informs me about my child's progress	81	55	63	43	2	1	0	0
My child is making enough progress at this school	77	52	59	40	6	4	1	1
The teaching is good at this school	95	65	47	32	3	2	0	0
The school helps me to support my child's learning	91	62	52	35	3	2	0	0
The school helps my child to have a healthy lifestyle	93	63	51	35	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	77	52	49	33	6	4	0	0
The school meets my child's particular needs	82	56	54	37	7	5	0	0
The school deals effectively with unacceptable behaviour	93	63	49	33	2	1	0	0
The school takes account of my suggestions and concerns	76	52	64	44	3	2	0	0
The school is led and managed effectively	112	76	34	23	0	0	0	0
Overall, I am happy with my child's experience at this school	108	73	37	25	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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28 February 2010

Dear Pupils

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

Many thanks to you all. We were very impressed with the fantastic welcome we received when we visited your school recently. You behave exceptionally well and we think you are a real credit to your school? well done! You told us a great deal about what you do in school as school councillors and the work of the 'Green Team'. You certainly influence the work of your school for the better. You also told us about the trips and visits you go on and the clubs you enjoy. Some of you have been studying the Blitz and were keen to tell us about the work you had been doing. You all know what it means to lead a healthy lifestyle and know how to keep yourselves safe, even on the computer.

Your headteacher does a brilliant job. He is helped very well by his senior team and by all the other teachers too. They all work very hard and teach you incredibly well. We saw some very exciting lessons and could tell that you thoroughly enjoy learning. Your parents are very pleased with the school too and many of them wrote to tell us.

We saw some lovely work displayed around the school; some of you are super artists. We also saw all the work you have done on the different countries you have studied. It is of a really high standard. Well done!

We think your school is outstanding, that means it is very very good. However, even in a school like yours, there are always things to be done! We have asked that:

your school checks carefully all the work it does in the community and decides if it is having a good effect or whether it needs to do things differently.

I wish you all the success you deserve at St Bartholomew's and once again, thank you for having us.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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