

# St Bartholomew's CofE Primary School

Ann Street, Brighton, BN1 4GP

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress varies between different year groups. In some year groups pupils make slower progress than they should. There is not enough good teaching to secure pupils' good achievement.
- Pupils' progress in mathematics requires improvement. The teaching of mathematics does not build strongly enough on pupils' understanding.
- Information about pupils' progress is not used well enough by all teachers to set work at the right level of difficulty for pupils of differing abilities.
- The work set for the most-able pupils is sometimes too easy.
- Expectations of pupils' work and behaviour during lessons are not always high enough. At times, pupils' work is unfinished or untidy.
- Some pupils lose concentration during lessons, leading to a reduction in the quality and quantity of work produced.
- Pupils' work is not always marked frequently enough to ensure that pupils know how well they are learning. Pupils in Years 1 to 6 are not given regular advice about what they need to do next to improve their learning.
- Leaders' and governors' understanding of the quality of teaching and pupils' achievement lack clarity. This has resulted in an over-generous view of the school's performance.
- Leaders, other than at senior level, are not sufficiently involved in checking pupils' achievement and the quality of teaching.
- Senior leaders and governors have not acted quickly enough to improve the quality of teaching and pupils' learning and progress.

### The school has the following strengths

- Pupils' progress has improved over the past year due to recent improvements in the quality of teaching.
- Pupils' attainment is on track to increase to above expected levels in reading, writing and mathematics at the end of Year 6 in 2014.
- Children make good progress during Reception Year.
- Pupils enjoy coming to school and say they feel safe.

## Information about this inspection

- Inspectors observed 12 lessons or part lessons, including three observations carried out jointly with the headteacher. Inspectors also observed small groups of pupils working with an adult other than their teacher.
- Discussions were held with the headteacher, senior leaders, the Chair and Vice Chair of the Governing Body, teachers, members of staff, parents and pupils. A discussion also took place with a representative from the local authority.
- Inspectors took account of 30 responses to the online questionnaire (Parent View) as well as emails and letters. Inspectors considered the views expressed by a number of parents who spoke with them informally at the start of the school day and at other times. Inspectors also took account of 21 staff questionnaire responses.
- Inspectors observed the school's work and considered a range of documents and policies, including the school's improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a wide range of pupils' work, including a large sample provided by the school, as well as pupils' work viewed in lessons. Inspectors also listened to pupils read.

## Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils supported by additional funding known as the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to those who are looked after.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school runs a breakfast club which was visited during the inspection.

### What does the school need to do to improve further?

- Increase the proportion of good and better teaching in order to raise attainment by ensuring that teachers:
  - use information about pupils' progress to set work which is at the right level of difficulty for all groups of pupils
  - provide work which is more challenging, especially for the most-able pupils
  - have consistently high expectations of the quantity and quality of pupils' work
  - use marking more effectively to give pupils feedback about what they have done well and about what they need to do next to improve their work.
- Increase pupils' progress, particularly in mathematics, by ensuring that:
  - pupils eligible for additional funding continue to improve their progress in all year groups
  - teaching builds more effectively on what pupils already know and what they need to know next.
- Improve pupils' behaviour during lessons by ensuring that:
  - teachers' expectations of behaviour during lessons are consistently high
  - teachers insist that all pupils present their work to the highest standards.
- Strengthen leadership and management by ensuring that:
  - information about pupils' progress is used rigorously by senior leaders and governors to identify and address aspects of teaching which need improvement promptly
  - leaders and governors use information about pupils' achievement more effectively to identify groups of pupils making slower progress and provide prompt support
  - leaders, other than at senior level, are regularly involved in checking pupils' achievement and the quality of teaching in their subject.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Over the past three years, pupils' attainment at the end of Year 6 has fluctuated between average levels and, in some years, levels which are well below average. Improvements in pupils' attainment in 2012 were not sustained in 2013, when attainment dropped back to levels which were well below average at the end of Year 2 and Year 6. Few pupils reached better than expected levels in reading, writing and mathematics in 2013.
- Pupils make slower progress in mathematics than in reading and writing. The work set for pupils does not always add sufficiently to what they already know, and sometimes work is repeated needlessly.
- Pupils' progress varies between classes because of differences in the quality of teaching. While pupils make good progress in some classes, such as Year 6, they make slower progress in others. The progress made by different groups of pupils, including pupils from minority ethnic groups, pupils who speak English as an additional language and pupils who need extra help with their learning, also varies between classes.
- The progress made by the most-able pupils in the school is mixed. They make good progress in classes where teaching is effective and expectations are high, particularly in the older year groups. As a result, more pupils are on track to attain the higher levels in reading, writing and mathematics at the end of both key stages in 2014. However, in some classes, expectations of all pupils, and particularly the most able, are too low, so that they make slower progress.
- The knowledge and skills of children when they start school in Reception Year are generally below levels typical for their age. Children make good progress during Reception Year because teaching is effective. Children have made better progress this year than in previous years because of a sharper focus on what children need to learn next. As a result, the proportions of children reaching expected levels doubled in 2014, so that most are well prepared for Year 1.
- In 2013, pupils supported through additional funding attained below their classmates. They were about a year behind their classmates in writing, about 10 months behind in reading and 16 months behind in mathematics. School information indicates that the gap has narrowed this year in writing and mathematics, and closed completely in reading for eligible pupils in Year 6. However, the picture of progress across the school is more mixed. For example, this year pupils have made better progress in reading and writing, but slower progress in mathematics. The pupils make better progress in some year groups than in others.
- The results of the Year 1 phonics (the sound letters make) check were below average in 2013. The school's successful focus on improving the teaching of phonics means that results have doubled this year, and are much closer to expected levels.
- Over the past year, pupils have had more opportunities to practise their English skills in longer pieces of writing. As a result, they are more confident about writing and their progress has accelerated in all year groups. Attainment in writing is on track to increase this year at the end of Year 6 to levels in line with 2013 national averages.
- Pupils from minority ethnic groups and those who speak English as an additional language make similar progress to other pupils, and sometimes better. They make rapid progress in Years 5 and 6 in reading, writing and mathematics.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it has not secured pupils' good achievement in reading, writing and mathematics. There is not enough consistently good teaching to ensure that all pupils achieve well.
- Pupils of different abilities are not always challenged to do their best. The work set for the most-able pupils in the school is not always demanding enough to ensure they make rapid progress. Sometimes pupils lose interest when the work set for them is too easy or too hard.

- Information about pupils' progress is not always used well by teachers to plan what they need to teach pupils next. This is particularly the case in mathematics. As a result, teaching does not always build strongly enough on what pupils already know.
- The quality of marking is variable. While some teachers mark pupils' work regularly, in some cases pupils' work is not marked frequently enough and expectations of pupils' work are not sufficiently high. Advice for pupils to help them improve their work is too sporadic in some classes to accelerate pupils' progress.
- The support provided by teaching assistants for pupils of differing abilities, including disabled pupils and those with special educational needs, varies between classes. Support is most effective when teaching assistants respond quickly to pupils' needs during lessons, so that pupils do not fall behind.
- The quality of teaching is improving and there is some good teaching. Pupils make good progress where this is the case.
- Specialist teaching of mathematics and reading skills is accelerating pupils' progress. In these sessions, teachers' expectations are high and teaching is carefully focused on filling the gaps in pupils' basic knowledge and calculation skills.
- In Reception Year children benefit from lively and engaging teaching so that they are interested in learning. Adults speak to children regularly about how well they are learning and about what they need to do next. Children are eager to know what they can do to help and happily follow adults' suggestions. This contributes well to their good progress.
- The teaching of reading has improved in Reception Year and Key Stage 1. Training in the teaching of phonics for teachers and teaching assistants means that the teaching is more focused on specific sounds and skills. Pupils have made better progress in their knowledge and use of phonics because they have daily phonics sessions in Reception Year and Key Stage 1. The teaching of phonics in Year 1 has been updated so that pupils cover the basic knowledge they need to read and write much sooner than before. In Key Stage 2, reading challenges and the purchase of books to appeal to older readers have increased pupils' enthusiasm for reading.

### **The behaviour and safety of pupils**

### **require improvement**

- The behaviour of pupils requires improvement because pupils' attitudes to learning are not consistently positive. Sometimes the behaviour of a few pupils in lessons disturbs the work of others. When this is the case, it is not always addressed quickly enough by teachers, so that those pupils involved make slower progress than others in the class.
- In some classes, teachers do not always insist that pupils present their work to the highest standards, so that some of the work in pupils' books is untidy or unfinished. While some pupils show pride in their work and take care to do their best, others produce work which is poor quality at times.
- Some teachers' expectations of pupils' behaviour are high and these teachers insist that pupils behave well and work hard. In these cases, pupils move between activities quickly and they are keen to get on. When expectations of pupils' behaviour are not high enough and when the work set is not sufficiently demanding pupils fuss and chat, so that the pace of learning slows.
- Pupils are courteous and polite. Relationships between pupils are good. They behave well in the playground and when moving around the school. The busy dining hall is a happy, chatty and sociable place for pupils to enjoy their lunch.
- Pupils' attendance has improved over the past year and is closer to national averages this year. Those pupils who attend breakfast club enjoy a positive start to the school day.
- The school's work to keep pupils safe and secure is good. Pupils talk knowledgeably about how to keep safe, including when using the internet. They say that regular sessions on how to keep safe, including internet safety, and talks by visitors help.
- While most parents who completed the online questionnaire (Parent View) feel that pupils behave well, a few expressed concerns about the way the school deals with bullying. Records show that incidents of bullying, including any discriminatory behaviour, are rare and are followed

up appropriately. Pupils know about different types of bullying, including racism, and why it is wrong. They told inspectors that they are not picked on by other pupils. If they are concerned about anything, they are confident that adults in school will help.

## **The leadership and management** requires improvement

- Leaders' views of the school's performance have been over generous in the past. Consequently, the pace of improvement in the school in recent years has not been rapid enough to ensure that pupils in all year groups achieve well. Information about pupils' achievement is not used robustly enough to check pupils' progress and to identify groups making slower progress.
- The role played by leaders, other than at senior level, is under developed. They are not sufficiently involved in checking pupils' progress and the quality of teaching in their subjects.
- The quality of teaching has improved over the last year because leaders have successfully tackled some aspects of weaker teaching. Teachers are set challenging targets linked to improving pupils' achievement. As a result, pupils' progress has improved. The school is committed to ensuring equal opportunities for all pupils. However, the pace of improvement in the school is not yet fast enough. Leaders recognise that more needs to be done to make sure that all groups of pupils achieve well and capacity to improve is secure.
- The school successfully develops pupils' spiritual, moral, social and cultural development through a wide range of activities, including a link with a school in Sierra Leone. The school plays a positive role in the local community. For example, pupils have recently been involved in plans for the development of local parkland.
- Primary school sport funding has been used appropriately. The range of sports clubs has been extended and pupils' participation has increased. Specialist teaching has successfully developed teachers' confidence in the teaching of physical education.
- The local authority has an accurate understanding of the school's context and has provided good levels of support for senior leadership.
- **The governance of the school:**
  - The governance of the school requires improvement. Governors have not ensured that leaders secure pupils' good achievement. Governors are enthusiastic and there have been some improvements in their role in the last year. For example, they have a broadly accurate view of the school's performance in relation to other schools nationally because they have attended training provided by the local authority. However, in the past, they have been too ready to accept the over-generous view of pupils' achievement offered by senior leaders. Governors know how additional funds have been spent, including pupil premium. However, information about the progress of different groups of pupils has not been used rigorously enough to raise questions and challenge leaders about pockets of under-achievement. Governors receive regular reports about the quality of teaching from senior leaders. However, their understanding of the quality of teaching over time and its impact on pupils' achievement is under developed. Governors have an appropriate understanding of how performance management and salary progression are used to support improvements in practice and reward effective teaching. Safeguarding arrangements are rigorous and comply with statutory arrangements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114538
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	441235

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

<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 of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Ashdown
<b>Headteacher</b>	Amanda Healey
<b>Date of previous school inspection</b>	19 January 2011
<b>Telephone number</b>	01273 692463
<b>Fax number</b>	01273 692463
<b>Email address</b>	admin@st-bartholomews.brighton-hove.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

