

St Bartholomew's Church of England Academy

Bredon Avenue, Binley, Coventry, West Midlands CV3 2LP

Inspection dates

11–12 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Many improvements have been made since the previous inspection under the clear and decisive leadership of the executive headteacher and head of school.
- Senior and middle leaders have grown in stature. They are now well placed to continue improving the quality of teaching and ultimately pupils' achievement.
- Governors have been instrumental in guiding the school to the current level of success. Governors and leaders oversee the management of staff diligently, ensuring that the best opportunities are provided for all pupils.
- The Diocese of Coventry Multi-Academy Trust provides highly effective input which has supported many improvements. The school continues to improve under the astute stewardship of the trust.
- Pupils' books show they are making accelerated progress in their learning in reading, writing and mathematics from their individual starting points.
- Standards are improving in the early years, key stage 1 and key stage 2. There is still scope for improving them further.
- Teaching is continuing to improve. The regular and robust monitoring of school leaders rightly keeps teachers on their toes. Teaching moves learning forward at a fast rate now because no time is wasted in lessons.
- Disadvantaged pupils attained higher standards than other pupils at the end of Year 6 in reading, writing and mathematics this year. This is not consistently the case in a minority of other year groups.
- Pupils' books show high-quality presentation is expected as the norm by teachers.
- Effective leadership and management supplied by the multi-academy trust has secured good provision in the early years which is effectively led and managed.
- The proportion of children leaving early years reaching a good level of development increased this year.
- In a few lessons learning tasks are not always matched well to the learning needs of most-able pupils.
- At the end of Year 6, standards are below average in reading. Too few pupils are currently exposed to a wide enough range of complex texts with sufficient depth to develop their reading skills well enough.
- Pupils are polite and courteous. They are kind towards each other. Pupils welcome visitors with open arms to see first-hand the high-quality education which they enjoy and want to celebrate.

Full report

What does the school need to do to improve further?

- Further strengthen the consistency of the quality of teaching so even more pupils reach age-related expectations, or above, in reading, writing and mathematics by:
 - continuing to diminish the differences between disadvantaged and other pupils
 - ensuring an appropriate level of challenge for most able pupils
 - providing sufficient support for leadership and management in early years from September 2017
 - increasing exposure of pupils to a range and depth of complex texts so the proportion of pupils reaching greater depth in reading increases.

Inspection judgements

Effectiveness of leadership and management

Good

- The head of school and the executive headteacher have improved the school well since the previous inspection. Attainment is improving because of much more effective teaching. Pupils and staff agree that behaviour is now much better than it was previously.
- Pupils proudly report the school has improved since the head of school was appointed.
- Senior leaders are very clear they expect pupils to be the best they can be. In this successfully established culture of high expectation, pupils can now excel in their learning.
- Middle leaders are ambitious for pupils, effectively promoting improvement. They are increasingly confident in leading by example.
- Senior and middle leaders have a secure grasp of what still needs to be done to improve the school further. They have comprehensive plans for bringing these improvements about. Key leadership appointments have been made for next school year, leaving the school well placed to improve further
- Staff benefit from high-quality training selected carefully by school leaders to strengthen teachers' subject knowledge and improve their teaching skills. The impact of this can be seen in the accelerating rates of pupils' progress. Newly qualified teachers report the quality of support they are receiving, both in school and from across the trust, is helping them to become good teachers.
- The performance of staff is monitored effectively by school leaders. There is a rigorous programme of lesson visits and book scrutiny involving senior staff and governors.
- The curriculum is rich and diverse. Pupils enjoy learning about many exciting topics. The high quality of the curriculum design is contributing effectively to pupils' successful achievement. Social, moral, spiritual and cultural education is well promoted through the curriculum. Pupils are taught explicitly about British values so they are well prepared for living in modern Britain.
- Curriculum provision is strengthened by a wide range of activities reaching beyond the classroom. During the inspection, a visiting chef skilfully worked with Year 3 pupils, kneading dough and helping them to learn about putting instructions in order while younger children visited Ash End Farm to learn about animals.
- Pupil premium funding is used effectively. It is improving disadvantaged pupils' achievement. Additional funding for school sports is similarly used effectively. Many more pupils are now taking part in a wide range of exciting sports with a highly effective sports coach.
- The school has benefited well from support provided by the Diocese of Coventry Multi-Academy Trust. When key gaps became apparent in the early years, senior leaders with the support of the trust acted decisively to provide an effective leader who is currently managing the early years until the end of this school year.

- Leaders and managers are planning to ensure that sufficient support is provided for staff in the early years next year to consolidate the success of this year.

Governance of the school

- Governors set the strategic direction of school effectively. They regularly and robustly question leaders about the quality of education and pupils' achievement. Governors leave no stone unturned when it comes to checking on the effectiveness of teaching or how well pupils are learning.
- Recently governors asked many in-depth questions of the headteacher about how the money spent on mathematics resources was helping to accelerate pupils' progress. Governors are systematic, robust and relentless in their approach.
- Governors have a very clear understanding of what they must do next in school to build upon the many improvements made since the previous inspection.
- Regular training is undertaken by governors so they have an up-to-date understanding of the latest requirements for helping to keep pupils safe and preventing radicalisation.

Safeguarding

- The arrangements for safeguarding are effective. A secure culture of safeguarding exists in this school. Stringent checks are carried out before staff or visitors can work in the school. Records of these checks are diligently kept. The school site is very secure.
- Staff receive regular updates about potential risks to pupils. Training is regular and up to date. Staff know which procedures to follow if disclosures or allegations are made.
- School staff work well with parents and a wide range of partner agencies.

Quality of teaching, learning and assessment

Good

- Learning progresses at a fast pace in many lessons. Learning tasks are exciting. They are often matched very well to pupils' interests.
- Many opportunities are provided for pupils to explain the reasoning behind how they are approaching solving problems. Much of this can be seen in mathematics. This approach is now also developing well in other subjects.
- Pupils are well supported in their learning through the careful match of resources to their learning needs. For example, younger pupils were observed using a range of coins to solve money problems. Interactive whiteboards are used well to support effective learning.
- When pupils need a little support in English or mathematics they use working walls, which are providing them with additional learning prompts in classrooms. These working walls are given a high profile in every classroom.
- Teaching assistants play a key role in supporting learning. They work well with a range of pupils from differing ability groups.

- The checking of learning in lessons is usually used effectively to move pupils forward on to more difficult work when they are ready for greater challenge. Occasionally, most-able pupils are not challenged sufficiently.
- Pupils are not always given enough opportunities to read texts that are complex and have the depth to really challenge them as effectively as they might to achieve even better outcomes.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Learning mentors play a very supportive role in helping pupils get the best from their education at St Bartholomew's. They work closely with a range of agencies and go well beyond what could be expected to help pupils become successful learners.
- The whole school community is supported when times are difficult by two skilled family link workers funded jointly by school and 'Together for Change', run jointly by the Diocese of Coventry and the Church Urban Fund. They work with families, social workers, the Home Office, the city council and other agencies to provide exceptionally effective support. This innovative project is helping many families and ultimately helping pupils feel more secure.
- Pupils and parents see school as an oasis of calmness and a haven from the pressures of everyday life.
- The toast club which runs before school is giving pupils a good start to the day. It is well staffed and pupils are well prepared to begin learning.
- Pupils are exceptionally well cared for in a nurturing and supportive learning environment. School is helping vulnerable pupils, such as pupils who have special educational needs and/or disabilities, flourish in their learning. Reduced timetables are used successfully to help pupils with difficulties access a successful education.
- Pupils have a good understanding of how to keep themselves safe. Pupils report that they feel safe in school because adults look after them well.

Behaviour

- The behaviour of pupils is good. Around school pupils are polite; they enjoy the company of each other and adults. Many pupils approached inspectors to ask how their day was going.
- In lessons, many pupils listen attentively when asked. They undertake their learning tasks with gusto, allowing learning to proceed without disruption. Many pristine workbooks show pupils have a strong sense of pride in their work.
- Pupils confidently report that bullying does not take place very often. On the rare occasions when it does, pupils report that it is rapidly resolved to their satisfaction.
- Through the effective work of the attendance team, the school has successfully reduced the number of pupils who are regularly absent.

- Reduced timetables for short periods of time for the most vulnerable pupils pull attendance figures down. Reduced timetables help the pupils to successfully start accessing full-time education rapidly.
- Occasionally there is a little low-level disruption in a small minority of lessons. It generally involves a very small number of pupils with very specific learning and behaviour needs.

Outcomes for pupils

Good

- Pupils' achievement is continuing to improve well. Pupils' progress is accelerating and they are reaching higher standards from their individual starting points in a range of subjects. All groups of pupils are now achieving better outcomes. This is reflected in the latest published results, internal school performance information and in pupils' books.
- The proportion of pupils reaching the expected standard in the phonics screening check increased this year.
- At the end of Year 2, the proportion of pupils reaching the expected standard and gaining greater depth increased well this year in reading, writing and mathematics because of improvements in teaching.
- At the end of Year 6, likewise the proportion of pupils reaching and exceeding the expected standard increased in writing and mathematics this year.
- Pupils' progress in lessons is accelerating. The latest school performance information shows differences diminishing between groups of pupils such as boys compared to girls and those who have special educational needs and/or disabilities compared to others. Most-able pupils are making similar rates of progress to other pupils because of better teaching and more-effective support.
- This year in Year 6 disadvantaged pupils reached higher standards in reading, writing and mathematics than others because of the effective use of pupil premium. This is also the case in a few other year groups.
- More pupils from middle-ability starting points at the start of Year 3 are now accelerating their progress and achieving better outcomes at the end of Year 6 because of improved teaching.
- Attainment at the end of Year 6 this year dipped in reading and is the only subject which is below average.

Early years provision

Good

- The proportion of children reaching a good level of development at the end of Reception increased this year because of more effective teaching. Outcomes in reading, writing and number increased well since last year and more pupils are well prepared for Year 1.
- Children start nursery with knowledge and skills below those typically expected for their age and make fast progress so that many of them are well prepared to join Year 1.

- Differences in outcomes between disadvantaged children and other children are diminishing because of effective teaching and support provided in small groups for these vulnerable pupils.
- A large variety of highly engaging learning experiences are available to children, which greatly aid their development. Children's imaginations are ignited in this vibrant and highly stimulating indoor and outdoor learning environment.
- One child in his sea-lashed pirate captain uniform, on the deck of his splendid galleon, animatedly told an inspector about pirates finding treasure, enjoying warm drinks and relaxing.
- The effectively led staff team know the children well and are highly skilled at matching learning opportunities to their individual needs.
- Children enjoy the company of each other, they play and learn well together. The school goes to great lengths to ensure that these children are kept safe.
- Early years staff take every opportunity to work closely with other specialists across the multi-academy trust. Staff benefit from the many training and developmental opportunities that the trust provides for them.
- Early years staff work effectively with parents to ensure a smooth transition for children when they start in Nursery and move to Reception and Year 1.
- Additional support may be required when changes to management and staffing of early years come to fruition in September 2017.

School details

Unique reference number	139680
Local authority	Coventry
Inspection number	10032579

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Lindsey Wright
Headteacher	Sarah Rayson
Telephone number	02476 458960
Website	www.stbartsprimaryschool.co.uk
Email address	admin@st-barts.coventry.sch.uk
Date of previous inspection	9–10 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website and complies with Department for Education guidance on what academies should publish.
- This is a larger than average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils supported by the pupil premium funding is above the national average.
- The proportion of pupils who have support for their special educational needs and/or disabilities is above the national average.

- The proportion of pupils who have a statement of special education needs or an education, health and care plan is below average.
- The school met the government's floor standards in 2016, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- Early years provision is part time in the Nursery and full time in the Reception class.
- The school runs a before-school toast club, which is managed by the governing body.
- The school is a member of the Diocese of Coventry Multi-Academy Trust.

Information about this inspection

- Inspectors observed learning in lessons and parts of lessons. Some of these were observed jointly with the headteacher.
- Meetings were held with senior and middle leaders, school staff and the chair of the governing body plus four other governors. The lead inspector also spoke with three representatives of the multi-academy trust.
- Inspectors spoke informally to pupils in lessons, during breaks and at lunchtimes. They also spoke with parents.
- Inspectors scrutinised the pupils' work during lessons and work produced over time in a wide range of their books. An inspector also listened to a small number of pupils from Year 1, Year 2 and Year 6 read.
- Inspectors closely observed the work of the school and looked at the latest school performance information relating to current progress.
- Other documentation scrutinised included plans for school improvement, safeguarding information, behaviour logs, attendance records and minutes of governing body meetings.
- Inspectors took account of 52 responses to the school questionnaire because there were too few responses to the online questionnaire (Parent View) for inspectors to view. Inspectors also considered six free-text responses from parents, and 20 responses to the staff questionnaire.

Inspection team

Declan McCauley, lead inspector	Ofsted Inspector
Stephen Cox	Ofsted Inspector
Jeannette Mackinney	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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