

# St Bartholomew's CofE (C) School

## Inspection report

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<b>Unique Reference Number</b>	124261
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359619
<b>Inspection dates</b>	18–19 November 2010
<b>Reporting inspector</b>	Judith Tolley

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 controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Anderson
<b>Headteacher</b>	Susan Elaine Evans
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Buxton Road Buxton SK17 0NZ
<b>Telephone number</b>	01298 83233
<b>Fax number</b>	01298 83233
<b>Email address</b>	office@st-bartholomews.staffs.sch.uk

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## Introduction

This inspection was carried out by an additional inspector. Eleven lessons were observed and four teachers were seen; meetings were held with parents, groups of pupils, governors, and staff. The inspector observed the school's work and looked at the school's analysis of pupils' progress and the school improvement plan. Inspectors analysed questionnaires completed by pupils and 11 from parents and carers.

The inspector reviewed many aspects of the school's work and looked in detail at the following.

- The use of assessment in lesson planning to determine whether the needs of different groups, particularly the more able, are met.
- The progress pupils make at both key stages to determine whether teaching is sufficiently challenging.

## Information about the school

St Bartholomew's is a very small primary school. All pupils are of White British heritage. The proportion of pupils eligible for free school meals is well below average as is the proportion of pupils with special educational needs and/or disabilities. Because of the very small numbers on the school's roll, pupils in Years 2, 3 and 4 are taught together in the same class. Children attend the Nursery in the morning when they are taught alongside those in the Reception class. The school has Healthy School status and Activemark. Longnor and District Playgroup shares the same site but is not managed by the school's governing body. It was inspected separately and the report is on the Ofsted website.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Bartholomew's is a good school. It provides outstanding care, guidance and support. Parents and carers greatly value the excellent partnerships the school has with them, which support their children's learning so well. Pupils make good progress, especially so in reading. This comes about from good teaching, teachers' thorough understanding of pupils' individual needs, and a curriculum which meets their needs and interests well. Pupils with special educational needs and/or disabilities make the same good progress as their classmates as a result of the very effective support they receive.

Pupils' behaviour and their personal development are good. Their contribution to the school and wider community is outstanding. They very willingly take on responsibility and are fully involved in local and school decision making through, for instance, their work to improve the adventure playground for the village community and their work with the Peak Park Ranger to develop their own wildlife area, Breathing Places. Such opportunities to work together to solve problems and to explain their ideas prepare them well for the next stage in their education, increase their confidence and develop their respect for one another's views. Nonetheless, opportunities are missed to enable them to work collaboratively and to solve problems for themselves in lessons. Pupils' enjoyment of school is reflected in their above-average attendance and in their enthusiastic response in lessons.

Children in the Early Years Foundation Stage make good progress from their starting points. They respond enthusiastically to exciting adult-led activities and make good progress both in these and in play activities they choose themselves. Learning through outdoor play is less well developed.

The quality of leadership and management is good. The headteacher provides very clear direction, based on the close monitoring of pupils' progress and an accurate evaluation of the school's work. The school sees itself at the heart of the local community and as such promotes community cohesion well through its links with the village and with other schools and agencies, such as the Peak National Park. The school is establishing links in Kenya and is planning links with schools in different contexts to increase pupils' understanding of other cultures. These links enrich pupils' experience in ways the school itself cannot provide and, together with the school's commitment to meeting individual needs, are an indication of the school's strong commitment to equal opportunities for all its pupils. The governing body is supportive and acts effectively to challenge the school. Since the last inspection high standards in reading have been maintained. Attainment in writing and mathematics has improved to above average. Better use of assessment has led to more effective challenge for the more able. This record of improvement, together with the accurate school's self-evaluation to identify weaknesses, provides a clear indication of the school's good capacity to improve further.

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

- Improve pupils' independent learning skills and hence raise attainment further by:
  - increasing opportunities in lessons for pupils at Key Stages 1 and 2 to work both independently and collaboratively to solve problems
  - increasing opportunities for children in the Early Years Foundation Stage to learn through outdoor play.

## Outcomes for individuals and groups of pupils

2

Pupils' enjoy school and learning. Together with their good behaviour, this has a positive impact on their achievement and good progress. In lessons they respond enthusiastically to opportunities to work together and are confident in explaining their ideas to others. Pupils in Years 2, 3 and 4, for example, were keen to share their ideas about retelling stories after they had discussed these in small groups. Similarly, pupils in Year 1 confidently classified shapes in consultation with a partner. This however is not routine practice in all lessons. Pupils display high levels of concentration which only occasionally lapses when teacher-led activities are lengthy or they are not directly involved in whole class activities. Many children enter the Early Years Foundation Stage with skills and knowledge that are below those typical for their age. They make good progress and begin Year 1 with attainment which is broadly average. By the end of Year 2 they achieve high standards in reading and above average standards in mathematics and writing. Pupils with special educational needs and/or disabilities participate confidently in whole class activities as a result of the targeted support they receive.

Pupils talk enthusiastically about their lessons and are proud of their achievements. They feel safe at school and know who they can talk to if they have any problems. In addition, they have a clear understanding of how to stay healthy. Pupils demonstrate their own commitment to the promotion of healthy lifestyles through good participation rates in sporting extra-curricular activities and their healthy choices of food at lunchtime and break. Pupils clearly enjoy the opportunities they have to help and take their responsibilities seriously, for instance at lunchtime when they all take turns to help with the family service of meals and clearing away afterwards. The impact of their efforts is felt very strongly, whether through whole-school fundraising for a range of charitable causes or in their work with the Peak Park Ranger to improve their school and village environment. Pupils display respect for one another and their teachers and have a good sense of right and wrong. They take time to reflect on their own actions and regularly help one another in class and around the school. They have a good understanding of their own culture but are less sure about the diversity of cultures beyond their own community.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers usually present new ideas clearly and use a variety of resources and themes to engage pupils' interest. They use questioning to good effect to support and challenge pupils well both in whole-class discussions and during class work. The pace of learning slows when teacher-led activities are too lengthy or do not involve all pupils.

Assessment information is used effectively in planning to meet the varying needs of pupils, both in relation to ability and age in mixed-age classes. Teaching assistants are skillful in supporting individuals and small groups in lessons. Marking is regular and encouraging and gives good guidance so that pupils know how to improve their work.

The curriculum meets pupils' needs and interests well. It is regularly reviewed and adapted effectively to meet the needs of pupils of different ages in the mixed-age class. Pupils regularly practise their reading, writing and mathematics in a variety of contexts and through activities designed to engage their interest, such as the time capsule they are preparing to put in the foundations of the new fire station building. Frequent opportunities for storytelling and the emphasis placed upon literacy results in high standards and a real love of reading. Pupils frequently use information and communication technology to extend their learning or for research. Their experience is enriched by a variety of visitors, visits and extra-curricular activities. Pupils benefit from 'The Life Bus' for their personal, social and health education as well as specialist teaching in art, music, sports and science.

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The school's focus on children as individuals is reflected in the extremely effective support provided for those with particular needs and the excellent partnership it has with parents and carers. Focused support for pupils with special educational needs and/or disabilities enables them to participate fully in activities alongside their classmates. Well thought-out induction procedures and the close links with the playgroup help children settle quickly when they join the school. Similarly, links with the middle school also ensure pupils feel confident when they move on to the next stage in their education. The school works extremely effectively with a range of external agencies, as well as parents and carers, to remove barriers to learning for pupils whose circumstances may make them vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's thorough analysis of the school's performance and the very clear direction for development that she has set are effective in helping to raise standards. The school provides an atmosphere where achievement is valued and celebrated and all staff work effectively as a team. Close and accurate tracking of pupils' progress informs school improvement planning well. The school's focus on the needs of individuals and its work with other schools in the area demonstrate its strong commitment to promoting equality of opportunity. It works closely with other schools and colleges to enhance pupils' experiences, for instance in science and modern languages. This ensures that pupils benefit from the more extensive resources they can offer and are not disadvantaged through a lack of opportunity. Safeguarding procedures are rigorously applied and kept under constant review. Activities designed to improve children's understanding of how to stay safe are part of the curriculum. The school's work with parents and carers, partner institutions and the local community is outstanding and is promoting community cohesion well. Pupils increase their understanding of the wider community through, for instance, the celebration of religious festivals, and a variety of visits and visitors. The school has carefully considered these pupils needs, being in a small, isolated, community and responded appropriately. Workshops provided for parents, regular meetings and the weekly newsletter exemplify the exceptionally close partnerships with parents and carers. The school provides good value for money.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children start school with skills, knowledge and understanding often below those expected for their age. All, including those with special educational needs and/or disabilities, make good progress and enter Year 1 as confident learners. Behaviour is good and children respond positively to adults, play well with their classmates and enjoy learning in a safe environment. Relationships with parents and carers are very strong. Close liaison with the playgroup and other settings ensure children settle quickly. Activities are planned well to engage children's interest and to meet their needs. The dinosaur theme, for instance, caught children's interest and enabled them to develop their language skills and their knowledge of the world in a variety of exciting activities, including making pizzas in the shape of dinosaurs' footprints. Emphasis is placed on developing children's literacy and language skills from the beginning. As a result, children express their ideas confidently and display a love of books and reading. Play activities are also well planned to engage children's enthusiasm and provide opportunities for them to extend their learning, but the use of the outdoor area to promote children's learning is less well developed. Planning for next steps is based on exceptionally thorough tracking of children's progress. The teacher and teaching assistant know children very well as individuals, plan activities together and work effectively as a team.

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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A higher than average proportion of parents and carers responded to the questionnaire. Almost all who responded to the questionnaire have positive views of the school. They are pleased with the progress their children make and say their children enjoy school. In written comments were several testimonials from parents about the high levels of support given to their children. On the whole parents' and carers' views matched those of the inspector.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Bartholomew's CofE (C) School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 11 completed questionnaires by the end of the on-site inspection. In total, there are 26 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	82	2	18	0	0	0	0
The school keeps my child safe	9	82	1	9	0	0	0	0
My school informs me about my child's progress	5	45	6	55	0	0	0	0
My child is making enough progress at this school	6	55	5	45	0	0	0	0
The teaching is good at this school	8	73	3	27	0	0	0	0
The school helps me to support my child's learning	7	64	3	27	1	9	0	0
The school helps my child to have a healthy lifestyle	9	82	2	18	0	0	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)	7	64	4	36	0	0	0	0
The school meets my child's particular needs	9	82	2	18	0	0	0	0
The school deals effectively with unacceptable behaviour	7	64	4	36	0	0	0	0
The school takes account of my suggestions and concerns	8	73	3	27	0	0	0	0
The school is led and managed effectively	9	82	2	18	0	0	0	0
Overall, I am happy with my child's experience at this school	10	91	1	9	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



22 November 2010

Dear Pupils

**Inspection of St Bartholomew's CofE (C) School, Buxton, SK17 0NZ**

I would like to thank you for making me so welcome when I visited your school recently. I really enjoyed talking to you all and hearing what you had to say. You told me how much you enjoy your learning and how proud you are of your school. I agree with you. You go to a good school. Teachers make lessons interesting through activities such as the time capsule and this helps you to make good progress in your reading, writing and mathematics. I noticed how well you got on when you worked together in small groups to solve problems so I have asked the school to make sure you have more opportunities to do this.

Your behaviour is good and I was impressed by the way you help at lunch time and share your work with everyone in assembly. I also enjoyed listening to you talk about the way you look after younger children and are working to improve the adventure playground. You are doing an excellent job of improving your school and the village. I was really impressed by the work you have done with the Peak Park Ranger on your wild life area, Breathing Places. This is really splendid. Well done! You told us that the staff look after you very well indeed and I agree.

Younger children in the Nursery and Reception classes also make good progress and really enjoy their learning too. I have asked the school to make sure they make the most of the outdoor area so that children can make good progress in their learning when they play outside as well as inside.

The headteacher and staff are working very hard to make your school even better. I wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely

Judith Tolley

Lead inspector

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