

Inspection of St Bartholomew’s CofE Primary School

Leaveslake Drove, West Pinchbeck, Spalding, Lincolnshire PE11 3QJ

Inspection dates: 12 and 13 June 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

With its motto of 'let your light shine', the ambition of raising aspirations and broadening horizons sits at the heart of St Bartholomew's. The school aims to prepare pupils to live life to the full. Staff link what pupils are learning in the classroom to the real world and to pupils' potential future careers.

Pupils describe St Bartholomew's as being like a big family. This inclusive ethos makes them feel safe and valued. Pupils say, 'The staff here always give you a big smile in the morning which makes us feel happy, welcome and ready for the day.'

Pupils have a voice and know that they are listened to. For example, pupils helped to design the enrichment activities that make up '30 things to do before you leave St Bart's'.

Pupils behave well. They are polite and friendly. They like being rewarded with 'shine stamps' and spending them in the 'shine shop'.

The school has made many improvements to its curriculum. However, it has not addressed some key issues effectively enough. Too many pupils do not achieve what they should in reading, writing and mathematics by the time they reach the end of key stage 2.

What does the school do well and what does it need to do better?

Most aspects of the school's curriculum are well planned. In most subjects, the school has set out the knowledge and skills that pupils must gain in a logical and progressive order. The early years curriculum builds children's understanding in small steps, preparing them well for key stage 1. The school has thought carefully about the vocabulary that pupils need to acquire. There are opportunities for pupils to revisit and build on their prior learning. New ways of checking pupils' progress through the curriculum are in place. However, many of these changes have occurred recently. Some subjects are not always taught in the way the school expects. These inconsistencies mean that some pupils do not learn the curriculum as well as they could. In some subjects, pupils remember the activity rather than the underpinning knowledge they need to retain and use again.

Phonics is taught well. Staff encourage fluent reading by asking pupils to sound out in their heads if they can. The reading books that pupils take home are matched to the letter sounds they recognise. However, the teaching of reading beyond phonics is not as strong. The reading curriculum in key stage 2 lacks clarity. The school has not given enough thought to the texts that pupils will read in guided reading sessions. It is not clear what pupils are expected to know and do to make progress in reading comprehension. The focus of pupils' work in guided reading is too narrow. It is not always sufficiently demanding.

The early years environment is vibrant and stimulating. Children engage well in free-flow activities. They especially like singing along with nursery rhymes and putting on imaginative performances. Early years staff have all been trained in how to develop children's language and communication skills. They listen carefully to what children say and ask questions to consolidate and extend understanding.

Staff meet the needs of pupils with special educational needs and/or disabilities (SEND) well. Where necessary, they adapt learning by adjusting tasks or providing additional resources and support. However, the provision for disadvantaged pupils is not precise. It does not always focus well enough on their gaps in learning or their next steps.

Through the school's values of friendship, love, tolerance and acceptance, forgiveness, trust and hope, staff teach pupils how to be sociable and respectful citizens. Pupils live up to these high expectations most of the time.

The school's procedures for managing and improving attendance are effective. Absence is low. The school ensures that parents and carers understand the importance of high attendance.

The school's personal development offer is strong. Pupils learn how to be healthy, safe and responsible. They understand the importance of equality. They respect difference and diversity. Pupils' education is enriched by many curriculum-linked trips that bring learning to life and give pupils experiences which they may not otherwise have. Pupils appreciate the pastoral support available to them.

The school knows that outcomes at the end of key stage 2 in reading, writing and mathematics need improving. However, strategic plans do not address all these key areas well enough. Some aspects of the school's plans for improvement lack precision which means that leaders may not reliably focus on the most urgent action that they need to take.

Staff are passionate and dedicated. They feel well supported with their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The reading curriculum beyond phonics is not well sequenced. The school has not given enough thought to the texts that pupils will read or how they will deepen their understanding of what they read over time. Pupils do not learn to read as well as they could. The school must ensure that its reading curriculum develops

pupils' ability to understand increasingly complex texts, so they are well prepared for the next stage of their education.

- There have been many improvements to the curriculum recently. However, some of these developments are not yet implemented consistently or having the impact that the school intends. In some subjects, pupils do not remember the important knowledge they need to retain securely. The school must embed the changes that have been made to its curriculum so that pupils attain as highly as possible in all subjects.
- Some aspects of the school's plan to improve outcomes for disadvantaged pupils are not precise. Additional support for disadvantaged pupils does not always focus well enough on their gaps in learning or their next steps. Consequently, some disadvantaged pupils do not achieve as well as they could. The school must ensure that disadvantaged pupils receive the support they need to attain as highly as possible in reading, writing and mathematics.
- The school's improvement planning does not sufficiently address some of the most important areas for improvement. Consequently, the quality of education in some areas of the curriculum has not been improved as well as it could. The school must refine its improvement planning processes so there is a clear strategy in place for all key issues. It must check closely on the implementation of this plan so that improvements are made swiftly and have a lasting impact.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120551
Local authority	Lincolnshire
Inspection number	10324102
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair of governing body	Phil Callow
Headteacher	Sophie Ingle
Website	www.stbartholomews.lincs.sch.uk
Date of previous inspection	3 October 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in the role since January 2022.
- This is a Church of England school in the Diocese of Lincoln. The most recent section 48 inspection of St Bartholomew's CofE Primary School took place in May 2024. This is an inspection of the school's religious character.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in reading, English, science and art and design. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils and looked at samples of pupils' work.
- The lead inspector also considered the curriculums for mathematics and history. He visited mathematics lessons and looked at samples of pupils' mathematics work. The lead inspector also looked at pupils' work in history.
- Inspectors met with the headteacher and the deputy headteacher, subject leaders, teachers and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors examined a range of school documentation, including leaders' self-evaluation and the school development plan, as well as documentation relating to disadvantaged pupils, pupils with SEND, behaviour, attendance and governance.
- The lead inspector listened to a sample of pupils in Year 1, Year 2, Year 3 and Year 4 read. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and considered the results of the Ofsted staff survey and pupil survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Lea Mason

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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