



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Bartholomew's Church of England Primary School

Ash Street Great Harwood BB6 7QA

Previous SIAMS grade: satisfactory

Diocese: Blackburn

Local authority: Lancashire

Dates of inspection: 12 March 2015

Date of last inspection: 13 July 2011

School's unique reference number: 119420

Headteacher: Mark Mackley

Inspector's name and number: Paul Adnitt 590

School context

St Bartholomew's Primary School is situated just outside the town centre of Great Harwood. Most of the school's 192 pupils are of a white British heritage. The proportion of pupils who are known to be eligible for the pupil premium is below average. The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is also below average. Over two-thirds of the teachers, including members of the senior leadership team, are new to the school since the last inspection.

The distinctiveness and effectiveness of St Bartholomew's as a Church of England school are good

- The shared and evident Gospel values form the basis for positive relationships and excellent behaviour throughout the school community.
- The school's distinctive Christian ethos has a significant impact on all aspects of school life including pupils' spiritual and personal development.
- The headteacher provides effective Christian leadership. He ensures that the school's Christian character constantly makes a difference to the pupils' academic achievement, spiritual development and well-being.
- The relationship with St Bartholomew's church and community is excellent and makes a positive Christian impact within the school community.

Areas to improve

- Ensure that all parents are aware of what makes the school distinctly Christian and that they, staff and pupils are fully involved in evaluating its character and development as a church school.
- Involve more pupils in planning and leading worship in order to deepen their spiritual awareness and understanding of worship and prayer.
- Provide further and varied opportunities for pupils to gain a good appreciation of other faiths. This will enable pupils to understand and make links between the beliefs, practices and value systems of other faiths and cultures studied.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's strong Christian ethos enables and encourages the excellent partnership that exists between pupils, staff, parents, the church and the wider community. This is characterised by the pupils' excellent behaviour and the good relationships that exist within and between all members of the school family. Pupils get on well together and feel part of a welcoming and supportive Christian family. Strong emphasis is placed on moral development clearly based on the school's Christian values. The five core Christian values are clear, shared and understood by all involved in the life of the school. Most pupils can talk about how the values impact on their lives and the lives of others. As a result pupils have positive attitudes to learning and are happy, encouraged and supported in school. They feel valued and special, are proud of their school and speak confidently about why it is special to them. One year six pupil remarked, 'We are one big family and we work together. It doesn't matter if we are different. No one is left out. We know God is with us. It helps keep us safe.' Pupil attendance is above the national average and progress and attainment are now in line with national standards. This is because the Christian values of the school provide positive support in persevering. Feedback from pupils and parents is overwhelmingly positive. Pupils show great respect for others and this is supported by the school in worship and religious education. This respect is evidenced in the way older pupils work and play well with younger ones and take care of them especially in the playground. Pupils have a growing understanding of diversity and difference within the Christian church. Their knowledge and experience of other faith communities is as yet limited. Interactive worship and RE displays, both in classes and central areas, engage pupils and promote prayer, reflection and spirituality. This, together with the school's strong Christian ethos, has a positive impact on pupils' spiritual, moral and cultural development.

The impact of collective worship on the school community is good

Collective worship reflects the school's distinctive Christian character and is at the heart of school life. It is a valued experience for all members of the school community. The daily act of worship enhances the pupils' knowledge and understanding of the Bible; the Christian faith, including their awareness of God as Father, Son and Holy Spirit and the importance of the eucharist for Christians. Pupils are confident when discussing their beliefs and demonstrate a growing spiritual maturity. They enjoy worship, display positive attitudes to it and participate well. Worship is a valuable experience for all pupils and it has a positive impact on their spiritual development. Worship clearly makes an impact on pupils' daily lives. One pupil, when asked why worship was special, commented, 'Worship gives us a chance to speak to God, to tell him we love him and support him and thank him for what we have. It helps us sort our feelings out.' Worship is well planned and delivered. This good planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs and the school's Christian values. A range of members from the school community and beyond contribute to this planning. Evaluation is a developing strength of the school and involves all stakeholders. This identifies where improvement is needed and informs planning. However, more rigorous evaluation of worship is now required to further develop the range and quality of worship provided. Although pupils have many opportunities to lead worship they say that they would like to be able to plan and lead school worship on a regular basis. There are times set aside for quiet personal reflection and prayer, both in formal and informal contexts. Many make use of prayer in their own lives and contribute prayers to school worship. This has a very positive impact on pupils' good spiritual and moral development. Worship also has a positive impact on relationships, values, teaching and learning. It enables pupils to recognise their responsibilities to others and to reflect on community and personal values. This is evidenced in pupils' involvement in charitable work and local and national fundraising activities. Pupils make good progress in their spiritual development and display a sense of wonder and awe about God's creation.

The effectiveness of the religious education is good

Religious education (RE) is an integral part of school life. It makes a significant contribution to pupils' spiritual, moral, social and cultural development. The majority of teaching is good with some outstanding examples. Teaching has pace and challenge and stimulates pupils learning. Pupils are engaged by the creative and imaginative teaching. They talk about and reflect on their learning and show empathy with others and an understanding of real life situations. This also aids pupils' understanding of the practical application of prayer. Pupils enjoy RE and say that it is important to them and the life of the school. They relate their learning to their own experiences and articulate what the Christian faith means to them. One pupil remarked, 'RE teaches us how to live and to live well with others. Trust God he won't let you down!' Pupils are challenged and given time to reflect on what they are learning, and this aids spiritual development throughout the school. Good standards are attained by pupils across both key stages. Pupils make good progress in RE, achieving in line with national and diocesan expectations. They display a secure knowledge of many of the key aspects of Christianity and the Bible, and the main beliefs of other faiths studied. Their opportunities to engage with other faiths is limited by a lack of resources and visiting opportunities. Commenting on Easter one pupil said, 'Jesus died on the cross and rose again to save us. Saved us from ourselves. It shows us the power of God.' Planning and assessment of RE are good and full monitoring procedures are in place. The co-ordinator has identified strengths and weaknesses and is focussing on raising standards further across the school.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher has a strong and clear Christian vision for the school and he is well supported in this by the school staff and the governing body. His personal faith enables him to lead well by example. The school leadership's evaluation of the school as a church school is thorough and accurate. Governors contribute significantly to this process and have a strong commitment to the school's Christian foundation. Teachers, parents and pupils now need to be included more in this evaluation process. The leadership of the school ensures that the school's Christian values are at the forefront of all new initiatives. It also ensures that appropriate support, encouragement and challenge are given to the RE and worship co-ordinators. Consequently RE and worship are well led. Continuing professional development of all staff and governors is a high priority within the school. This contributes to the continuing development of staff and governors in this church school. It is particularly effective in the induction of new staff members. Parents appreciate the distinctive Christian nature of the school and speak highly of it and recognise that the Christian aspects of the school, such as the clear Christian values promoted by the school, are important. However not all parents are able to fully explain the school's distinctiveness as a Christian school. Pupils' views are taken seriously and they have a leading role in the decision making process of the school through their active involvement in the school council and eco-council. There are very strong links with both the local parish church and the local community. This includes church fairs and services, both within the church and school. The vicar is a member of the school council, supports the school pastorally and has a regular input in RE lessons throughout the school. 'He helps us be a Christian school,' commented a year four boy. This contributes fully to school life and helps pupils understand the involvement of the church in the local and wider community.

