



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 Aided Primary School

Derby Road
Haslemere
Surrey
GU27 1BP

Previous SIAS grade: Outstanding

Current SIAMS grade: Good

Diocese: Guildford

Local authority: Surrey

Dates of inspection: 7 July 2015

Date of last inspection: 24 March 2010

School's unique reference number: 125242

Headteacher: Charles Beckerson

Inspector's name and number: Marcia Headon 761

School context

St Bartholomew's Church of England Aided Primary School is a larger than average sized primary school. It takes children from the local area of Haslemere. There are 408 pupils on roll aged between 4 and 11. The biggest pupil group is of white British heritage and the proportion of pupils who speak English as an additional language is very low. The proportion of pupils with special educational needs and or physical disabilities is in line with the national averages. The proportion of disadvantaged pupils eligible for the additional funding known as the pupil premium is well below average.

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

- Collective worship shapes the life of the school by providing regular uplifting times when the community comes together as one to reflect and give thanks.
- The exceptionally strong links with the local church and the nature of the support provided are central to the work of the school.
- The pupils' outstanding spiritual development can be directly attributed to the distinct Christian ethos of the school.

Areas to improve

- Ensure that the values of the school are explicitly Christian and linked more closely to Biblical texts and that pupils understand their basis.
- Involve pupils to a greater extent in planning and leading collective worship so they may extend their understanding of worship and prayer.
- Ensure that in Religious Education lessons (RE) there is a continuing emphasis upon allowing pupils to develop insights about the significance and impact of religion.

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

The school has a strong set of values which are well known by the pupils and permeate all of its work. Trust and respect underpin the excellent relationships which exist within the school and high attendance and outstanding behaviour can be directly attributed to the values. However, pupils find it difficult to make links between the values and Biblical teaching as some are not explicitly Christian values. The school seeks to ensure all pupils are helped to achieve. Standards at Key Stage 1 are good and more than the nationally expected percentage of pupils passed the Year 1 phonics check in 2014 and 2015. In 2014 results at Key Stage 2 were less strong but the preliminary unvalidated results for 2015 for Key Stage 2 indicate there has been an improvement. Progress at Key Stage 1 is good but in Key Stage 2 pupils with special educational needs and those eligible for pupil premium money make much less progress. The pupils' outstanding spiritual development can be directly attributed to the distinct Christian ethos of the school and the words in the mission statement 'Enabling an individual spiritual journey' are fulfilled. Pupils use the reflection corners in each classroom and the school's spiritual garden to reflect quietly and as one pupil said 'the garden is a very beautiful and special place where we can be with God'. Pupils' moral and social development is also exceptionally well fostered by the school and there is a huge sense of community amongst all associated with the school as can be seen by the stunning stained glass window at the entrance, crafted by a grandparent. Pupils help one another and show compassion and care for others. The annual grandparents' tea party, the Lenten lunches and the collection of food for the local food bank are just a few examples of the charities which children support. Children show respect for other cultures, and through their work in RE and collective worship recognise the importance of tolerance and peace. However, they have less understanding of the nature and role of the Christian church at a national and international level, or of Christianity as a multi-cultural world faith.

The impact of collective worship on the school community is outstanding

Pupils and staff thoroughly enjoy and value collective worship which they describe as exciting, uplifting, thought provoking and giving the opportunity to think about God. They see worship as entirely relevant to their lives and to the values of the school. The impact is evident from the responses of the pupils following an act of worship organised by Year 6, on the theme of compassion, linked to a project designed to help those affected by Ebola. Pupils particularly appreciate the worship which takes place in church and the opportunity to participate and to sing. This was very evident on the day of the inspection when the younger pupils acted as lions in Daniel's den. The planning of collective worship with the local clergy, is very thorough and coherent and interwoven with the church calendar and themes from Values for Life. This ensures pupils have a variety of experiences of worship in different settings, from the whole school worship in the hall led by the headteacher to class worship. Class worship gives them the opportunity to explore the themes and develops their spirituality well. Key events in the Christian calendar are celebrated and the Prayer Stations for Lent had an evident impact upon pupils as they could accurately recall the Easter week events and link them to Christian values. Collective worship reflects Anglican liturgical practice through the repetition of simple liturgy, the lighting of candles, singing of hymns and worship songs, the use of reflection, prayer and a blessing. The Bible is central to all acts of collective worship. Pupils' understanding of the Trinity has been well developed through collective worship and RE. Pentecost is celebrated creatively in collective worship. Pupils are involved in planning and leading worship in church half-termly but currently they do not plan or lead other acts of worship. Collective worship is thoroughly and regularly evaluated by pupils, staff and governors. Action is then taken and changes made, for example to the songs sung. The pupils consider prayer as central to their lives. Each class writes prayers at the beginning of the year which are used daily. Prayers written by Year 1 were used in the Civic Remembrance Service. There are prayer boxes in classrooms and children talk confidently about how they use prayer.

The effectiveness of the religious education is good

Standards in RE are good and overall are in line with national expectations. Pupils attain slightly better in RE than in other core subjects. From their starting points they make good progress in learning about religion but slightly less progress in expressing ideas and insights about the significance and impact of religion. Work in books supports this as it shows less evidence of pupils being posed 'big questions'. Work is not always well matched to the ability of the pupils. Teaching in RE is good overall and at times outstanding. Pupils have a good grounding in Christianity and other faiths. The school follows the Diocesan Guidelines of teaching 80% Christianity in Key Stage 1 and 70% Christianity in Key Stage 2. RE is taught in discrete lessons and this allows for creative methods of teaching such as conscience alleys, role play, art and drama, all of which allow pupils to personalise their understanding and make RE relevant to them. In a Year 1 RE lesson pupils could recall detailed features of Islam and were comparing the Hajj with a class pilgrimage which they were making to a place they had chosen in the school as special. They were all fully engaged and their spiritual growth was being promoted very well by the way the teacher had planned the lesson. RE work also sometimes influences other parts of the curriculum for example, with a unit on Narnia. Marking in books is thorough with feedback given and pupils encouraged to respond. The recent introduction of the class subject books in the lower school allows teachers to record verbal responses more easily. The interim RE subject leader has provided excellent support to other teachers. She is confident in her knowledge of the subject and has taken advantage of recent training courses provided by the Diocese. She has observed lessons and carried out a scrutiny of work in order to monitor outcomes. She has tracked the data very fully and ensured there has been cross class moderation. As yet no inter school moderation has taken place to validate the levels given. RE is well resourced and displays around the school show the high profile which the subject enjoys.

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

The headteacher has a very clear vision of how he wishes the school to evolve further as a church school. The mission statement reads 'Through the strength of our Christian ethos, we will achieve our Vision'. The school has consulted extensively on the vision and mission statement which is very comprehensive and well known by all. The headteacher leads the school with dedication and commitment and is ably supported by his deputy, senior leadership team, staff and governors. The school's curriculum is carefully planned to enable pupils to succeed and is built on clear Christian foundations. The Foundation Governors provide excellent support and challenge to the school. They are frequent visitors and know the school very well. A recent day involved lunch with children, interviews with staff and children and visits to lessons. Governors have a detailed three year strategic plan to address the goals of the mission statement. They take their role seriously and attend training courses from the Diocese. The school places huge importance on developing staff. All members of the leadership team attended the Diocese of Guildford senior leadership programme and staff attend courses to develop them as future leaders. Links with the local church are exceptional and reinforce the church school distinctiveness. The Youth Minister provides the school with dynamic and energetic support for both RE and collective worship and the local rector and the church family are seen by the pupils as integral to the school. The school uses the church buildings extensively and members of the church community are kept well informed of events at the school. The strength of the links is evidenced by the fact that the church and school hold a joint summer fayre and pupils from the school attended the licensing of the associate priest. Parents are highly supportive of the school and appreciate the care and nurture their children are given. The school meet the statutory requirements for RE and collective worship.