

Inspection of a school judged good for overall effectiveness before September 2024: St Bartholomew's Primary Academy

The Rosary, Royal Wootton Bassett, Wiltshire SN4 8AZ

Inspection dates:

11 and 12 February 2025

Outcome

St Bartholomew's Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Daniel Oakes. This school is part of the Diocese of Salisbury Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Lacey, and overseen by a board of trustees, chaired by Sian Thornton.

What is it like to attend this school?

The school's vision of 'Hand in hand we learn, we grow, we soar' shines throughout all aspects of life at St Bartholomew's. It motivates pupils to be 'the best version of themselves' and work together as a team. Pupils show this in their positive interactions with adults and each other.

Pupils do well academically and personally. The school continues to strengthen its ambitious curriculum so that pupils learn more across subjects. For example, the 'legacy curriculum' inspires pupils to find out about significant individuals and their contributions to society. This in turn leads to pupils who aim high and believe that anything is possible.

Pupils uphold the school's high expectations for behaviour and conduct. Classrooms are calm and orderly. Pupils act with kindness and respect. They diligently follow 'The St Bart's Way'. This guides pupils into making the right choices.

The school empowers pupils to be proud advocates for themselves and others. For example, pupils lead worship and organise fundraising for charities that they choose to support. Pupils play their part in promoting equality. They learn the importance of accepting everyone, regardless of difference. The school is successfully growing a community of happy, active and responsible young citizens.

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

Recently, the school has introduced changes to the curriculum design to allow for the move to single-age classes. It has carefully constructed a knowledge-rich curriculum. In each subject, the curriculum identifies the key concepts, knowledge and vocabulary pupils need to learn. Pupils discuss their recent learning well by making connections between subjects. For example, pupils in Year 5 know the difference between renewable and non-renewable energy sources. They apply this knowledge to the countries they have studied in geography.

The school has agreed on lesson structures that help teachers build pupils' knowledge. For example, teachers activate pupils' memories during 'fluency sessions'. In mathematics, this helps pupils recall number facts. Teachers use 'checkpoints' to ensure that pupils remember the most important knowledge. However, in a few subjects, the school has not clearly identified how prior knowledge connects to new learning. This prevents pupils from deepening their understanding of key concepts over time.

Reading is at the core of the curriculum. Staff choose high-quality books to broaden pupils' vocabulary and sense of social responsibility. For example, pupils discuss characters who face adversity and learn the value of kindness. From the Reception Year onwards, staff provide opportunities for children to practise how to blend sounds and begin to read. The books pupils read help them to develop reading accuracy and fluency. The school provides swift support for pupils who find reading a challenge. The majority of pupils become confident and capable readers.

Staff expertly develop pupils' spoken language. Across the school, pupils debate and build on the ideas of others to explain their thinking. Pupils write for a range of different purposes. Many write at a high standard. However, occasionally, there are some inconsistencies in the school's approach to teaching letter formation, punctuation and grammar. This affects the accuracy and quality of writing for some groups of pupils.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) early and accurately. Staff adapt the curriculum in a range of ways so that pupils can learn alongside their peers. A dedicated team provides staff with expert advice and strategies to help pupils overcome barriers to learning and experience success.

Positive behaviour is the norm. Pupils follow the routines and learn without disruption. They strive to earn purple stickers to fill their 'phoenix card' or move their name to 'soar' on the behaviour barometer.

Pupils benefit from rich experiences beyond the academic. For example, they develop confidence and leadership responsibilities as ambassadors and mini police officers. By voting for house captains, pupils learn about democracy. Various clubs, such as dance, choir and art, develop and stretch pupils' interests. Experiences, including team-building days and trips to parliament and the theatre, add to pupils' cultural awareness.

The school is led with passion and dedication at all levels. Leaders make decisions in the best interests of pupils. Staff are overwhelmingly positive about working at the school, including how leaders consider their workload. They value the opportunities the trust provides to develop their expertise. Local governors and trust leaders have a clear understanding of the school's priorities. They visit the school regularly to check on the impact of the school's actions.

The school engages well with parents and carers. Many hold the school in high regard for its 'family-like atmosphere'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the school has not identified how important prior knowledge connects to new learning. This prevents pupils from deepening their understanding of key concepts as effectively as possible. The school and trust need to ensure that the curriculum sets out clearly the sequence of learning and how prior knowledge connects to new knowledge.
- Occasionally, there are some inconsistencies in the school's approach to teaching letter formation, punctuation and grammar. This hinders the accuracy and quality of some pupils' writing. The school and trust need to support staff to teach pupils the foundational skills for writing, so that pupils become proficient writers.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding,

behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

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

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| Unique reference number | 141142 |
| Local authority | Wiltshire |
| Inspection number | 10344682 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 391 |
| Appropriate authority | Board of trustees |
| Chair of trust | Sian Thornton |
| CEO of the trust | Mark Lacey |
| Headteacher | Daniel Oakes |
| Website | www.st-bartholomews.dsat.org.uk |
| Dates of previous inspection | 26 and 27 November 2019, under section 5 of the Education Act 2005 |

Information about this school

- Since the previous inspection, the school has expanded to become a two-form entry school.
- The school is part of the Diocese of Salisbury. It received a section 48 inspection for schools of a religious character in November 2023.
- The school currently uses one unregistered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher, the deputy headteacher and other

school staff. He also met with representatives from the trust board, including the CEO, the deputy CEO, a regional director for the trust and members of the local academy standards and ethos committee.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to some pupils in Years 1, 2 and 5 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour in lessons and during social times.
- The inspector spoke with a range of staff to discuss how the school supports their workload and well-being.
- The inspector spoke with some parents at the end of the school day and considered responses to Ofsted Parent View, including the free-text comments. The inspector also considered responses to Ofsted's staff and pupil surveys.

Inspection team

Dale Burr, lead inspector

His Majesty's Inspector

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