

# Inspection of Bathampton Primary School

Tynning Road, Bathampton, Bath, Somerset BA2 6TQ

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Inspection dates: 17 and 18 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected

Ofsted has not previously inspected Bathampton Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

## **What is it like to attend this school?**

Pupils are happy and safe. They enjoy learning and attend school regularly. Pupils value the lunchtime and after-school clubs on offer. During breaktimes, activity ambassadors organise games that help pupils to play together well. They know how to be physically and mentally healthy.

Staff help pupils to learn the difference between bullying and falling out. If pupils have worries, they are confident staff will help them. Parents describe the staff as being nurturing and supportive of their children.

Pupils take their roles of responsibility seriously. Members of the pupil 'leadership crew' say they help leaders to make the school a better place. Through discussions and debates, pupils develop the language to respond to differences of opinion appropriately. Pupils listen carefully and show each other and adults respect.

Educational visits enable pupils to learn first-hand from people's experiences throughout history. For example, pupils recall important facts from their visit to the Roman baths. Parents are welcomed into the school to see their child's learning. The Reception Year children and their parents recently took part in a night-time walk. The children thoroughly enjoyed listening to the story about owls while toasting marshmallows around a campfire.

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

Leaders, including trustees and governors, and staff have a shared ambition for pupils' learning. Changes made by leaders across the school have had a positive impact on the quality of education. There is a detailed and carefully sequenced curriculum in place. It clearly sets out the essential knowledge, skills and vocabulary leaders want pupils to know and remember.

Leaders monitor the impact of the school's development plans and actions frequently. This helps leaders to plan relevant staff professional development. Leaders help subject leaders to check how well the subject curriculums are taught. However, some subject leaders are further on in their development than others. The role of subject leader is not as well developed for some foundation subjects.

Most subject leaders support teachers to teach the curriculum successfully. Teachers check regularly if pupils can recall prior learning before moving on to teach new knowledge and skills. For example, they quickly identify when children in the early years need extra practice to recognise numbers and match them to the correct number of objects quickly. Pupils are starting to make connections between important knowledge, such as how long each note lasts when performing a piece of music on an instrument. Where subject leaders do not support teachers as effectively, gaps in pupils' knowledge are not identified as quickly.

Whole-class provision plans describe leaders' high expectations for teachers. The plans clearly state the education offer every pupil is entitled to receive. The plans are used well to ensure extra help for pupils who need to fill gaps in their knowledge is quickly put in place. Individual targets for pupils with special educational needs and/or disabilities (SEND) break the curriculum's essential knowledge into small, achievable steps. Staff adapt learning activities to meet pupils' additional needs well. They use resources effectively. As a result, pupils, including those with SEND, know and can do more over time.

Leaders have prioritised pupils learning to read well. Staff knowledge of phonics is secure. They check pupils' phonic knowledge and put extra practice sessions in place if needed. Pupils quickly learn the sounds taught. This helps them read with increasing speed and accuracy. Pupils enjoy reading books and listening to stories. Leaders have carefully selected a wide range of books that pupils study each year.

Pupils move around the school in a calm and orderly way. They show positive attitudes and take pride in the presentation of their learning in books. Some pupils receive help to recognise and manage their feelings. This work is successful. Leaders have plans to roll out this practice across the school.

Leaders and staff teach British values through the curriculum and assemblies. Pupils understand the importance of democracy, justice and tolerance in society. Pupils think everyone should be treated fairly. They have a developing knowledge of people's lives in modern Britain and across the world.

Staff appreciate leaders' consideration and support of their workload and well-being. Appropriate training ensures staff are 'empowered' to carry out their roles and responsibilities well. They are proud to work at Bathampton Primary School.

## **Safeguarding**

The arrangements for safeguarding are effective.

Trustees and governors check staff recruitment is completed correctly. They regularly check safeguarding records to assure themselves of their accuracy.

Staff and volunteers receive regular safeguarding training. They know how to report concerns. Staff are confident that leaders follow up on their concerns for pupils' safety and well-being. Referrals to external agencies are made in a timely manner.

Pupils know how to keep themselves safe online, when cycling on the road and near the canal.

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

### **(Information for the school and appropriate authority)**

- The role of subject leader is not as well developed for some foundation subjects. Across these subjects, they do not support teachers to quickly identify and close gaps in pupils' knowledge sufficiently well. Leaders need to ensure subject leaders have the skills and knowledge to ensure pupils remember the curriculum's core content.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145511
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10256647
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Daniel
<b>Head of School</b>	Naomi Boyce
<b>Executive headteacher</b>	Joe Beament
<b>Website</b>	<a href="http://www.bathamptonprimary.org">www.bathamptonprimary.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bathampton Primary School is part of the Bath and Wells Multi-Academy Trust (BWMAT).
- The executive headteacher and head of school started their roles in September 2022.
- The special educational needs and/or disabilities coordinator started her role in September 2022.
- The school does not use alternative providers.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the executive headteacher, the head of school, staff, pupils, governors, including the chair of the local governing committee, the director and assistant director of education of the BWMAT and the chair of the trust.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at pupils' work and spoke with pupils and leaders about science, music, the early years and opportunities for pupils' personal development.
- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to Ofsted's online survey for parents, Ofsted Parent View. She also took into consideration the responses to the survey for staff.

### **Inspection team**

Marie Thomas, lead inspector

His Majesty's Inspector

Caroline Musty

Ofsted Inspector

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