



# Bathwick St Mary Church of England Primary School

## Inspection Report

**Unique Reference Number** 109256  
**LEA** Bath and North East Somerset  
**Inspection number** 278166  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** Chris Nye HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Darlington Road
<b>School category</b>	Voluntary aided		Bath
<b>Age range of pupils</b>	4 to 11		BA2 6NN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01225 465654
<b>Number on roll</b>	220	<b>Fax number</b>	01225 484289
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mr Kevin Burnett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 October 2005 - 6 October 2005	<b>Inspection number</b> 278166
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

## Description of the school

The school serves a residential area on the Eastern outskirts of Bath comprising mainly privately owned and rented housing. The majority of pupils enter the Reception class with skills and knowledge above those expected for their age. There are approximately equal numbers of boys and girls. Some pupils speak English as an additional language, although all are fluent in English. The number of pupils from minority ethnic communities is similar to other schools. Very few pupils are eligible for free school meals.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Bathwick St Mary is a highly effective school which gives good value for money. It has many strengths and no significant weaknesses. The school views its overall performance as good in all areas and outstanding in many of them. The inspection confirms the accuracy of this judgement.

Teaching, the quality of the provision and standards throughout the school are good and often outstanding, particularly in the Foundation Stage and Key Stage 2. As a result, pupils make very good progress and achieve much higher than expected results when they leave the school at 11. The school cares well for pupils, who receive good guidance and support, although supervision at lunch breaks, whilst adequate, is limited. Pupils who need extra help with their learning are particularly well supported, although the monitoring of those pupils with particular gifts or talents, particularly in Key Stage 2, is less well developed.

The leadership and management of the headteacher, senior staff and governors are excellent. They are committed to making sure that the school continues to make further improvements and they have the skills, understanding and detailed information to be able to do this well. The most important priorities for development are clearly identified and robust improvement plans are in place to address them.

Improvement since the last inspection has been very good, and the weaknesses identified have been fully addressed. The role of the deputy headteacher is now clear, the governors monitor the work of the school effectively, and the start of the school day is now orderly and efficient, ensuring that no time is wasted. The most able pupils are now making very good progress in Key Stage 1 because monitoring systems and curriculum planning are now very good.

### What the school should do to improve further

- introduce a system of recording children who are gifted and talented and how they are being supported so that their needs can be fully met
- improve the levels of supervision at lunch breaks.

## Achievement and standards

### Grade: 1

Pupils enter the Foundation Stage with above expected levels of attainment, and most make very good or excellent progress throughout their time in the school. In the Foundation Stage they make outstanding progress because they enjoy their learning and this, together with high levels of care, support and close attention to their individual needs, ensures that pupils attain standards in all areas of learning that are well above those expected at this age.

In Key Stages 1 and 2, standards are high and generally well above those attained in similar schools. For pupils aged 11, results in national tests in English, mathematics

and science have been well above the national average in recent years. The most recent results show that the school continues to improve. This is due to challenging targets being successfully met and prompt action being taken if any of the pupils do not make the progress or attain the standards expected of them. The school has successfully addressed the issue of underachievement by some higher attaining pupils that has occurred in the past. However, systems for recording how gifted and talented pupils are supported are underdeveloped.

In the national tests for seven-year-olds, results are consistently well above the national average. The 2005 results show continuing improvement in writing and mathematics but a slight fall in reading. This is due to a wider than usual range of reading ability in the year group concerned.

There is effective early identification of the few pupils whose progress slows down or who have specific learning difficulties. Very effective provision brings them quickly back to the achievement and standards of their peers. In subjects other than English, mathematics and science pupils also make very good progress, particularly in art and music where standards are high throughout the school.

Grade: 1

## **Personal development and well-being**

**Grade: 1**

The school is outstanding in its promotion of pupils' personal development and well-being. Pupils say how much they enjoy school and this is obvious in the enthusiasm for learning seen in lessons and activities outside the school day. The pupils have very positive attitudes, show high levels of respect for adults and one another, behave excellently and maintain good levels of attendance.

The school successfully encourages healthy lifestyles. Pupils have a good understanding of this and they also have many learning experiences that help them to adopt safe practices well. They appreciate the fact that their views about the school are regularly sought and acted upon, for example through circle time and the school council. They take their responsibilities seriously and make important contributions to the day-to-day management of the school, for example through the 'Blue Hats' playground mentor scheme. Pupils throughout the school make enthusiastic contributions to the wider community through charity work and extensive involvement in local church and district activities.

The school's strong Christian ethos permeates all aspects of its life and work. This has a significant impact on the excellent personal development and progress that pupils make in their spiritual, moral, social and cultural development. There is a high level of racial awareness, reflecting the prominence given to multicultural education. Pupils are prepared very well for life in a multicultural community. They are also acquiring many basic skills that will help them achieve economic well-being in the future. They are developing into citizens of whom the school and parents can be proud.

Grade: 1

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching and learning throughout the school are never less than good and are often outstanding. Lessons are lively, interesting and well planned. Each lesson has clear learning intentions which are shared with the pupils. Teachers are enthusiastic and skilled at ensuring that the pace of lessons is brisk and that the work set accurately matches pupils' individual needs. Consequently, pupils work hard and make very good progress. In all lessons, behaviour and relationships are excellent and this creates a very positive atmosphere for learning.

Much of the teaching is inspirational, and this is characterised by very high expectations of the pupils, who respond to challenging tasks with enthusiasm and make excellent progress. Outstanding teaching occurs throughout the school, but particularly in the Foundation Stage and Key Stage 2.

Pupils' work is regularly marked and gives very clear guidance about how they can improve, as well as praising their efforts. Pupils have a good understanding of their own strengths and are encouraged to comment on their own progress. There is a close link between assessing pupils' progress, planning their work and setting challenging targets for them to achieve. This means that the teaching is effectively focused on ensuring that all pupils do well.

Teachers and teaching assistants provide very good support for individual pupils. The school collects a great deal of information on the progress of all pupils and uses this to accurately identify those who need additional help and to ensure that such support is having a positive impact on their learning. However, since there is currently no register of gifted and talented pupils, the system for identifying those pupils with particular skills is in need of further development so that their needs can be more consistently met.

Grade: 1

### Curriculum and other activities

#### Grade: 1

Pupils have a very broad range of curriculum activities. As well as the National Curriculum, which is very well planned and skilfully adapted to the needs of the pupils, there are many enrichment activities, extended visits and a wide variety of clubs, such as Latin, art, music and modern foreign languages. The provision of information and communication technology to support teaching and learning is a rapidly developing strength of the school.

The school places a strong emphasis on creativity and spiritual development and, as a result, the quality of art, poetry and music is outstanding. In spite of the lack of a playing field, there are also very good opportunities for a range of sporting activities. The development of personal, social, and health education is very good and, together

with the school's healthy eating initiatives, this is having a positive impact on pupils' levels of fitness and well-being.

Grade: 1

## **Care, guidance and support**

**Grade: 2**

The school cares well for its pupils. It has a very positive and caring ethos which places a strong emphasis on giving pupils responsibility. Their very positive response to this is well illustrated in how older children care for the younger ones at break times and the sensible way that they play together.

Health and safety, child protection and risk assessment procedures are fully in place and adults have a very good understanding their responsibilities. They provide sensitive guidance to pupils, listen to their views and treat them with respect.

The school recognises that supervision in the playground at lunchtime, although adequate, is limited and is attempting to increase the number of lunch time supervisors. However, the sensible behaviour of the pupils and well organised playtime resources help to ensure that break times are happy. Bullying is rare, but when it does occur it is rapidly and appropriately dealt with. Parents and carers agree that their children feel safe and well cared for within the family atmosphere of the school.

Grade: 2

## **Leadership and management**

**Grade: 1**

The leadership and management of the school are outstanding at all levels. The senior management team effectively monitors and evaluates the work of the school and therefore has a very clear and accurate view of its strengths and areas in need of further development. All curriculum leaders closely monitor, review and develop their subjects, and there is a very cohesive approach to strategic planning which ensures that a brisk pace of improvement is maintained and that development priorities are accurately focused on the needs of the pupils. Finances are efficiently managed to ensure that development priorities are properly resourced.

The school effectively monitors the performance of all its pupils, sets challenging individual targets and analyses trends in detail. Checks are made on the progress of most groups of pupils, for example those who speak English as an additional language, to ensure that they are making the progress expected of them. When weaknesses are identified effective support is put into place and this is closely monitored to ensure that issues are resolved.

Teaching assistants are well deployed and provide very good support to individuals and groups of pupils.

The headteacher, through his high profile and proactive leadership, has created an atmosphere where care, support and high expectations pervade everything that the

school does. As a result pupils feel valued and have a strong identity within the school community.

The governors provide very good support to the school and are well informed about its work. They are well placed to help the school develop further and make a very positive and informed contribution to the strategic development of the school.

Parents and carers are overwhelmingly supportive of the school, although a small number feel that more could be done to seek their views and take account of their suggestions. The headteacher has recognised this and has instituted systems to consult with parents and carers in greater depth.

Grade: 1



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

10th October 2005 Dear Children,

Thank you for being so friendly and helpful when we inspected your school. We enjoyed talking to you and finding out what you are learning. You told us that you enjoy coming to school and your parents and carers are very happy with what you are doing.

You have good teachers in your school who know the children in their classes very well. You are making very good progress because you work hard and your lessons are interesting and lively. There is a very good range of clubs and activities for you to join at lunchtimes and after school, although the school needs to make sure that they know which of you have particular skills and talents so that these can be supported further.

You have very good attitudes towards your learning. You are very aware of how you are getting on and what you need to do to improve your work. This means that the work that you do is often well ahead of children in similar schools to yours.

We are very impressed with how well you behave and your positive attitudes towards each other and the adults in the school. You are sensible and caring and when you are given responsibilities you take them very seriously. This makes your school a happy and safe place in which to learn, although we think that there should be more adults supervising you in the playground at lunchtimes.

The governors, headteacher and senior staff have been very successful in developing a caring school with a wonderful atmosphere. They have a very good idea of where the school needs to improve and have prepared high quality plans to make sure that your school continues to make very good progress. This is why we feel that yours is a very effective school which will continue to do well.

Thank you again for your help.

Yours sincerely

Chris Nye and Colin Lee