

Bathampton Primary School

Inspection report

Unique Reference Number	109060
Local Authority	Bath And North East Somerset
Inspection number	337206
Inspection dates	8–9 February 2010
Reporting inspector	Christine Pollitt

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Linda Fursland
Headteacher	Paul Falkus
Date of previous school inspection	1 January 2007
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Introduction

This inspection was carried out by two additional inspectors. About two thirds of the time was spent observing learning. The inspectors visited five teachers in 15 lessons, and held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work and looked at documents including the school development plan, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors also analysed questionnaires from 64 pupils, 12 from staff and 57 from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the strategies used to secure good progress of all pupils, particularly those in the current Year 6
- the impact of the leadership team on raising achievement, particularly in writing.

Information about the school

Bathampton is a small rural primary school where almost all pupils are from White British backgrounds, with very few pupils from other ethnic groups. There is a lower than average number of pupils with special educational needs and/or disabilities. There is an extra classroom since the last inspection due to a rising roll. The school has several awards, including the Healthy Schools Status. The Early Years Foundation Stage consists of one Reception class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Bathampton is an outstanding school where pupils make good progress in their academic work and outstanding progress in their personal development, so that they are extremely well prepared for their future. One parent summed up the opinion of many: 'A major strength is in encouraging and developing social and emotional skills and encouraging friendships and inter-year links.' There is a very strong commitment to equal opportunities which results in pupils of all abilities, including those with special educational needs and/or disabilities, achieving very well. The school has a welcoming and delightfully happy environment in which pupils thrive and want to do their best; as another parent commented: 'They are particularly good at welcoming new pupils and making them feel at home.' Outstanding behaviour is evident in pupils' politeness, kindness towards each other and in the concern they spontaneously show to visitors. The school community is one where respect and enjoyment of what others have to offer, regardless of their differences, is a core value strongly upheld by the pupils.

School leaders, including governors and staff, operate very effectively as a team and, in the last two years, have raised the quality of every aspect of the school. Significant improvement to the way pupils' performance is monitored has led to a detailed and exceptional evaluation of where strengths lie and key areas for development. This has resulted in building on carefully researched strategies that have secured increased progress, especially in writing. These improvements are well established and results so far this year show a continuing increase in achievement in all subjects for all age groups. The school continues to improve due to considerable skills within leadership and management at all levels. As a result, the capacity to improve is outstanding.

The very strong curriculum has a cross-curricular and international focus. Pupils and staff speak enthusiastically of the themes they are studying and there is a shared excitement about learning together. Specialist teachers provide enrichment activities, which include the teaching of languages, sports and music. Lace making and cookery clubs are well established and very popular. The school identifies that there are missed opportunities to enrich the curriculum further by making more use of the wider school and local environment.

The school buzzes with a vast array of opportunities, and pupils are keen to contribute to everything that happens. They take on many roles, which include fund raising, playtime buddies and running the healthy tuck shop. They take a great pride in their school and attendance is good. Pupils are very aware of how to keep healthy and the take-up of sporting activity after school is high. Pupils and their parents and carers particularly appreciate that the school is an exceptionally safe place to be. The school has an extremely well-resourced play area where pupils of all ages and backgrounds

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play actively together in harmony.

Exemplary teaching and excellent subject knowledge lead to strong pupil progress in a wide range of subjects, including information and communication technology (ICT). Teachers have a detailed and accurate understanding of pupils' attainment and plan lessons with appropriate challenge. The school recognises, rightly, that pupils are not sufficiently involved in assessing their work, so are unclear about what they need to do to move on more rapidly. Pupils would like to be more involved in knowing how their targets link to their levels of attainment, so that they can see how well they are doing overall; as one explained: 'It would be really useful, and we could help each other to get better.'

What does the school need to do to improve further?

- Involve pupils in the identification and evaluation of progress so that they have a clear understanding of what they need to do to move towards the next level of attainment.
- Extend and further enrich the opportunities for all pupils' learning by taking lessons beyond the classroom environment.

Outcomes for individuals and groups of pupils

1

Pupils enjoy and value learning highly. Lessons are full of lively discussion as pupils are keen to take part and do well. In one outstanding literacy lesson, while some pupils were making outstanding progress in writing a legend following a debate about a 'warty toad', others were developing excellent ICT skills as they created mythical creatures to illustrate their stories. Attainment in English, mathematics and science is rising and for Year 6 leavers in 2009 was significantly above national averages. Very good progress is made in lessons and this is reflected in the data that show year-on-year progress for individual pupils and for groups. The quality of presentation in pupils' written work is exceptionally high. A robust tracking system identifies those pupils not making good enough progress and allows timely interventions to improve their learning.

Pupils have an excellent understanding of how to keep themselves safe and are particularly confident in how to be safe when using new technologies. Incidents of unkind behaviour are very rare and pupils respond extremely well to the high quality support they are given to deal with their feelings. The effective and representative school council has a voice in school developments, such as improved playground provision. Pupils make good use of the opportunities for reflection through assemblies and in lessons. This is shown when pupils think about how it must have felt as an evacuee to wave goodbye to your family. They are enthusiastic about the rich cultural experiences delivered through the curriculum, such as learning to play instruments and making films.

Skills are developed very well across a broad range of experiences. In one class, pupils were creating family trees to help them understand the Second World War timeline. In another class, groups of pupils were being detectives, using investigative skills to learn

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about archaeology. The learning of French and German strengthens the international dimension of the curriculum. Focused weeks such as 'Personal Project Week' add to pupils' enjoyment and further develop their understanding of different areas of the curriculum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers have excellent subject knowledge and high expectations of pupils' involvement and achievement. The majority of teaching is outstanding, and based on strong relationships. Detailed planning for many interesting activities helps pupils take an active role. They are encouraged well to work productively in groups. There is good use of technology to aid understanding, skilled questioning, and very effective support from teaching assistants, ensuring that pupils make very good progress in their lessons. The curriculum is tailored extremely well to meet the needs of different pupils and groups through extensive, effective mapping of how any particular needs can best be met. One parent's comment was typical of the views of others: 'My child gets lots of individual attention and help, tailored to his particular needs.' The development of key skills in ICT,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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literacy and numeracy is supported very well in all subjects. For example, pupils used computers to draw high-quality illustrations for their story writing. In addition, an extensive number of trips, visitors and visits help bring learning to life. Pupils are valued and supported and vulnerable pupils are helped to overcome significant barriers to their learning and well-being. This is reflected by the school's award for the emotional aspect of Healthy Schools. As a result, pupils have very positive attitudes and are keen to do well. Marking is thorough and supports good progress with clear advice for pupils on how to improve their work. Challenging targets are set but are not yet routinely shared with pupils. Procedures to support pupils as they move from one year to the next or on to the next school are very thorough and help them pick up confidently where they left off

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The long-serving and hard-working headteacher is well regarded by parents and carers, and has seen the school through considerable changes, resulting in the current improvements. He is well supported by the deputy headteacher and the senior staff whom he has empowered to take further responsibilities. Staff morale is excellent and there is a strong commitment to high expectations of pupils' achievement and personal development. All staff are involved in self-evaluation and consequently have a shared understanding of the many strengths on which to build, and the priorities to develop. Staff are equally valued and respected, and receive comprehensive training and development opportunities. Over the last two years, the school has used assessment data rigorously to monitor teaching and learning in order to identify trends in attainment. The school has set challenging targets for pupils, and regular assessment reviews result in raising these where appropriate. The success of the school's strong commitment to promoting equal opportunities and eradicating discrimination is evident in the parity in achievement of all groups of pupils.

The governing body has a thorough grasp of its roles and responsibilities. Together with senior leaders, governors have been key players in the improvements made since the previous inspection. The school's robust safeguarding arrangements fully meet legal requirements and include very careful checks on staff and regular scrutiny of the site. Staff are very well trained in safeguarding and follow the school's established procedures to ensure pupils' welfare is secured to an extremely high level. There are

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extremely effective links with a range of external agencies, including the local secondary schools, which support the progress and well-being of the pupils. Parents and carers are kept well informed through the excellent school website.

Pupils have vibrant links via email, letters and the internet with children in France. This communication adds greatly to their understanding of the lives, cultures and beliefs of people overseas. Leaders do a great deal to promote community cohesion in school and with the neighbourhood locally. They work in close partnership with other local schools. They have a clear view of the religious, ethnic and social aspects of the school and its locality, and successfully create a haven where pupils get on well with each other. Links with people of different cultures and faiths elsewhere in the United Kingdom are not yet as well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter Reception with skills expected of four-year-olds. Excellent links with pre-schools and parents and carers allow children to settle quickly. They make good progress because they genuinely enjoy learning. This is partly because they play a dynamic role in their learning, helping to plan their activities and offering their ideas. They respond enthusiastically to challenges, showing high levels of imagination, curiosity and independence. They play harmoniously together and are considerate of each other. The exciting environment is very effective in helping children learn and in encouraging very strong personal skills. For this reason, children quickly understand how to behave very well, take an active role in keeping healthy and begin to do more things for themselves. Well-planned sessions enable children to explore productively for

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themselves as well as experiencing high-quality teaching from staff. Children were celebrating Chinese New Year. They were concentrating really well, using chopsticks to pick up raisins, counting and subtracting as they went along, well supported by the teacher. Others were developing fine motor skills by making Chinese paper puppets and moving them as silhouettes across a lighted screen.

Excellent leadership and detailed analysis of what children can already do, means that staff have a very good understanding of how to plan the next steps in learning. Care and guidance are outstanding and parents and carers appreciate the regular information about their child's progress. The school knows that the space available for outdoor learning is limited. They have created detailed plans, in consultation with the school council, to create an outdoor area to match the excellent quality of indoor provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The majority of returns were positive in all aspects and indicated a high level of support and confidence in the school. A number of parents and carers made additional comments and there was much consistency in what was said. Parents and carers spoke particularly strongly about the care and commitment of the staff. Parents and carers appreciate the support provided by the teachers and their assistants and enjoy positive relationships with them. Inspectors agree with these positive comments, which are supported by the inspection evidence. A small minority of parents and carers have concerns about mixed-age classes and behaviour. The inspection team observed exemplary behaviour and good or better progress in lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bathampton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	60	22	39	1	2	0	0
The school keeps my child safe	40	70	17	30	0	0	0	0
The school informs me about my child's progress	23	40	33	58	1	2	0	0
My child is making enough progress at this school	26	46	26	46	2	4	0	0
The teaching is good at this school	35	61	21	39	1	2	0	0
The school helps me to support my child's learning	24	42	33	58	0	0	0	0
The school helps my child to have a healthy lifestyle	37	65	20	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	35	31	54	1	2	0	0
The school meets my child's particular needs	23	40	30	53	4	7	0	0
The school deals effectively with unacceptable behaviour	27	47	24	42	4	7	0	0
The school takes account of my suggestions and concerns	24	42	30	53	1	2	0	0
The school is led and managed effectively	34	60	22	39	1	2	0	0
Overall, I am happy with my child's experience at this school	37	65	20	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2010

Dear Pupils

Inspection of Bathampton Primary School, Bath, BA2 6TQ

Thank you for making us so welcome when we inspected your school recently. We enjoyed joining in with your lessons, talking to you, hearing you sing and play your instruments, and watching your animation. Yours is an outstanding school and, as a result, you make very good progress in your learning. There are many outstanding things about your school.

- You behave extremely well and very much enjoy school.
- You work very hard in your lessons and are keen to do well.
- You have lots of opportunities to keep active and healthy and you know very well how to keep yourselves safe.
- All the adults in the school care a lot about you and make sure that you are extremely safe and well supported. They work hard to make sure you have the best opportunities to achieve well.

There are two things we have asked the school to do to make it even better.

- Involve you in checking how well you are doing in your work so that you know what you need to do to move to the next level.
- Give all of you more opportunity to learn using the outside areas of the school and the local community.

You can help by being careful when you assess your work to be sure that you have met all your 'milestones'.

Yours sincerely

Christine Pollitt

Lead inspector

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