

# Batheaston CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	109184
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	363742
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Peter Thrussell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Joe Devine
<b>Headteacher</b>	Sarah Webber
<b>Date of previous school inspection</b>	23 January 2008
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## Introduction

This inspection was carried out by three additional inspectors. Eight teachers were seen and 14 lessons observed. There were informal discussions with pupils and parents, and meetings were also held with the headteacher, governors, staff, parents and a group of pupils. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by staff, pupils and 94 parents and carers.

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

- The levels of pupils' attainment and progress, especially at Key Stage 1 and lower Key Stage 2, and how well teaching contributes to pupils' learning.
- The use of assessment and support systems to drive improvement.
- The roles of leaders and managers at all levels, including governors, in securing and sustaining improvements, particularly in relation to pupils' attainment and progress and the quality of teaching.
- The overall effectiveness of the Early Years Foundation Stage to establish if it is as good as the school indicates.

## Information about the school

This is a one-form-entry primary school. Few of the pupils are known to be eligible for free school meals. Most of the pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities, and of those with statements of special educational needs, is above average. These pupils' needs cover a wide range including specific learning difficulties, behavioural, emotional and social problems, and difficulties with speech, language and communication. In recent years there has been some disruption to staffing for a variety of reasons. On-site breakfast and after-school clubs are run independently of the school. The school has gained a number of awards including Inclusion Quality Mark, Activemark, Healthy School, Eco-Schools Green Flag and School of Creativity awards.

**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

This is an outstanding school. Inclusion is at the heart of the school's life and all aspects of its work reflect total commitment to the principle that every child matters, demonstrated through its outstanding care, guidance and support for all pupils. Many very positive comments from parents are summed up by one that highlights the 'wonderful nurture provided to all children, the amazing curriculum and creative environment' along with the 'determined, focused commitment to provide an outstanding academic education for each child'. The headteacher and senior leadership team work very closely together and have ensured that the school has continued to improve since its last inspection. They have involved all members of staff so that all have a clear and shared vision for the future, based on a thorough and rigorous self-evaluation of the school's performance. This demonstrates the school's excellent capacity for further improvement. Staff are overwhelmingly proud to be a part of the school, and all want to do their very best.

Pupils' achievements, both in academic and personal development, are outstanding and are reflected in their excellent spiritual, moral, social and cultural development and high academic attainment. By the time they leave Year 6, standards are high in English and mathematics, with the great majority of pupils reaching the expected levels, and over half exceeding them. An outstanding curriculum contributes to this success. There are many planned opportunities for pupils to use and develop their core skills, including the use of information and communication technology (ICT), in creative and highly enjoyable ways.

Children make an excellent start in the Early Years Foundation Stage, quickly settling into school and making outstanding progress towards their early learning goals. In Key Stage 1, although there are examples of good and outstanding teaching, learning and progress have been subject to some unavoidable staff disruption in recent years. This has resulted in some inconsistent and weaker teaching, and consequently pupils' slower, yet satisfactory, progress. In Key Stage 2, much good and outstanding teaching, particularly in Years 5 and 6, ensures that pupils' progress quickly accelerates and any lost ground is made up towards their challenging targets. Leaders work very hard to tackle any underachievement, which they skilfully identify through the rigorous tracking of pupils' progress. Weaker aspects, such as sounds and letters, sentence structure and spelling, mental agility and problem solving in mathematics, have been effectively addressed. This has resulted, most notably, in improvements to attainment in Key Stage 1 over the last year. The school's well-planned and focused interventions to support pupils' learning are very effective. This not only ensures the excellent progress of pupils with special educational needs and/or disabilities, but also maintains an overall excellent

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level of achievement for all pupils.

Leaders are very keen to ensure that all teaching is of outstanding quality. To this end, programmes of professional support and development are very closely linked both to individual needs and areas of school improvement. These are currently directed more towards those parts of the school where there has been disruption to teaching and where staff have, as a consequence, not always had the full benefit of support and professional development.

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

- Improve the quality and consistency of teaching so that it is consistently good and outstanding by:
  - sharing the school's existing outstanding practice
  - implementing plans for the professional development of staff and monitoring their effectiveness.

## Outcomes for individuals and groups of pupils

**1**

Achievement is high for all groups of pupils. Inspectors observed no difference in the learning of boys and girls, particularly as the curriculum provides areas of study that appeal strongly to the interests of both genders. Pupils' exemplary behaviour, both in and out of the classroom, along with their excellent attitudes to learning and ability to work cooperatively and independently, make a highly effective contribution to their learning and progress, which overall are good and at times outstanding. In an excellent Year 6 mathematics lesson, the rapid pace of learning ensured that all groups of learners were fully engaged in developing their multiplication skills. There was a real buzz of excitement as different groups worked together on problems that clearly challenged all abilities. A similar level of challenge was evident in a Year 2 lesson on sorting two-dimensional shapes. Well-targeted adult support and opportunities for pupils to work independently ensured excellent gains in learning. Pupils are set literacy and numeracy targets to work towards, based on a careful ongoing assessment of their work, which are shared with parents and carers. They fully understand how to improve their work and are keen to move onto new targets. Pupils' enjoyment of school is shown by their good and improved attendance since the last inspection. They feel extremely safe in school, knowing that their personal concerns are listened to and acted on with great sensitivity. They also know that the school listens to their ideas for school improvement and expects them to play a full part in the life of the school and wider community through, for example, involvement in the village fête, grandparents' day, the school council and eco-committee. They are particularly pleased to have been consulted on the current school building and landscaping developments, to ensure that any disturbance to the natural environment will be minimised. Pupils are very keen to adopt healthy eating habits and to participate in sport and physical activity, recognised through national awards gained by the school. Given these outstanding outcomes, including relevant and purposeful opportunities to work on budgeting and finance, pupils

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are extremely well prepared for the next stage in their life and learning.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Excellent relationships generally ensure pupils' full attention in lessons. Lessons are well planned and prepared. Planned activities and teachers' questioning take full account of pupils' carefully assessed prior learning and their different abilities and aptitudes, including those who are more able and those who have particular learning needs. This was seen in Year 1 lessons, where some pupils were continuing to work on early learning goals at the start of a new school year, and in Year 5 and 6 lessons where more able pupils were particularly well challenged. Teachers use interactive whiteboards well to enliven introductions, demonstrate learning and check pupils' understanding. This enables pupils to quickly settle to activities with a clear understanding of what they are expected to achieve. Very occasionally, however, introductions do not fully engage pupils and activities are not sufficiently challenging, so that a few become restless and start to switch off from learning. Teaching assistants generally work well with the groups they are supporting, questioning them further to check their understanding of what they

<sup>1</sup> 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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are learning.

The school's excellent curriculum provides rich, memorable learning experiences that are relevant and purposeful, and relate fully to pupils' different abilities, interests and experiences. An excellent range of visits and visitors, including residential visits, provides first-hand learning experiences, such as visits to Charmouth to collect fossils, to Hampton Court to learn about the Tudors, and to a synagogue to learn about Judaism. Enrichment days and a very good range of popular extra-curricular activities add further interest and enjoyment. All pupils benefit from modern foreign language teaching, and many learn to play a musical instrument. Links between subjects are extremely well planned, with pupils able to make the fullest use of their literacy, numeracy and ICT skills. This was seen in a Year 6 science lesson when pupils wrote sentences to explain key words connected to their study on light and shadow. They also used graphs to compare the length of an object's shadow with its distance from a light source. Excellent partnerships, for example, with a local secondary school, enhance the school's provision in areas such as sport, science, design and technology, and support for gifted and talented pupils.

Pupils are well known to staff, who ensure their safety and well-being and very quickly pick up on any concerns they may have. The very considerate care and support that pupils show for each other are highly significant features of school life. Excellent links with parents and carers mean they play an essential part in the school's care, guidance and support procedures. This has helped the school to raise attendance levels, for example, by dissuading parents from taking termtime holidays. The school goes out of its way to support any pupils who have particular difficulties or disabilities so they are fully included in the life of the school by drawing on the excellent support of outside specialists. There are very good transition arrangements for pupils moving on to secondary schools, which help them quickly settle into their new surroundings.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher, staff and governors are extremely clear about the actions needed to drive forward school improvement. Their vision can be seen in the planning of the new school buildings, which further enhances pupils' learning experiences, and their influence on curriculum development beyond the school. A particular strength is the way leadership and management roles are shared and maintained, especially when there are

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staff changes or periods of extended leave. This ensures that well-planned actions to bring about improvement continue to be effective. Governors monitor these actions carefully and challenge the school well on its performance. They are supportive of the school's work and ensure that safeguarding arrangements are fully in place and adhered to. They recognise, however, that their monitoring of subjects within the curriculum and the part they play in responding to parental questionnaires could be stronger. The monitoring of teaching and learning is thorough. Development points are acted upon quickly, so that improvements in the quality of teaching and learning continue to be made so that any unevenness is effectively addressed. Equality of opportunity and tackling discrimination lie at the heart of all of the school's work and are extremely well promoted. The school has excellent links with parents and carers, encouraging them to play a positive part in their children's learning. A number help out in school and informative newsletters and workshops keep them well in touch with the school's work and its aspirations. The school promotes community cohesion extremely effectively. Global, national and local partnerships have been established, originally through the Comenius Project, and now through developing further links with the local community and its twinning partner in France. These provide excellent opportunities for pupils to learn about and to understand and respect different communities and cultures.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

Children make excellent progress from starting points which are generally in line with those expected at this age, although lower in writing. Excellent links with parents and



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very good induction arrangements ensure that children are very happy and quickly settle into school. Children's health, safety and well-being are promoted very well, aided by excellent relationships with staff. Staff make full use of both the indoor and outdoor areas and there is an excellent balance between activities led by the teacher and those chosen by the children themselves. Children quickly learn to work and play well together, helping each other and taking turns. They greatly enjoy talking with adults. Improvements to planning ensure that staff take greater care to use opportunities to promote children's learning through careful questioning and discussion that builds on children's own observations and ideas. This was evident when children were engaged in learning about their families. Staff have focused on accurately assessing children's skills and development on entry, making excellent use of observations from parents, carers and pre-school providers to form the start of children's learning journals. This means that leaders can adapt the curriculum to children's individual needs and plan appropriate learning opportunities for all. A strong focus on sounds and letters (phonics) and early writing experiences ensures that these relatively weaker areas of children's learning are being effectively addressed.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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**

Just over a half of families responded to the inspection questionnaire. Parents and carers are overwhelmingly happy with their children's experience of school. They express the view that their children are safe, enjoy learning, and that the school is well led and managed. The inspection confirms these very positive views of parents and carers. A few, nevertheless, are concerned with the management of behaviour. However, inspectors judged behaviour to be exemplary, with the few pupils who find it difficult to always behave well extremely well supported. The school's own recent questionnaire showed that a small minority of parents and carers felt that they were not sufficiently informed of their children's progress. The school has responded very well to this concern. The inspection questionnaire shows there are now only a few parents indicating concern over progress and getting information about it.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Batheaston C of E 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	73	25	27	0	0	0	0
The school keeps my child safe	63	67	29	31	0	0	0	0
The school informs me about my child's progress	29	31	60	64	3	3	0	0
My child is making enough progress at this school	36	38	46	49	6	6	0	0
The teaching is good at this school	58	62	32	34	0	0	0	0
The school helps me to support my child's learning	43	46	43	46	6	6	0	0
The school helps my child to have a healthy lifestyle	56	60	36	38	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)	49	52	40	43	0	0	0	0
The school meets my child's particular needs	48	51	39	41	5	5	0	0
The school deals effectively with unacceptable behaviour	33	35	48	51	6	6	1	1
The school takes account of my suggestions and concerns	36	38	49	52	4	4	0	0
The school is led and managed effectively	39	41	48	51	1	1	1	1
Overall, I am happy with my child's experience at this school	58	62	33	35	2	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 September 2010

Dear Pupils

Inspection of Batheaston C of E Primary School, Bath BA1 7EP

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk with and extremely polite and helpful. You spoke very enthusiastically about enjoying school and all the things you take part in. We agree and find that Batheaston is an outstanding school.

These are some of the things that the school does extremely well.

- Children get off to an excellent start in Reception.
- You work very hard in lessons and achieve high standards by the time you leave in Year 6.
- The school looks after you extremely well and ensures that you all have the same excellent opportunities to learn and develop.
- Your behaviour is outstanding and you always look out for each other.
- You have an excellent understanding of how to keep safe, healthy and fit.
- You understand and respect different communities locally, nationally and internationally.
- The school encourages your parents and carers to support you in your learning.
- Your headteacher, staff and governors are doing an excellent job.

We have asked the school to work on the following thing.

- Much of the teaching in the school is excellent. However, unavoidable staff absences and staff changes in recent years have meant that occasionally teaching has not been maintained at this high level. The school is working with teachers to ensure a consistently high quality of teaching, especially in Key Stage 1 and lower Key Stage 2. We have asked the school to check that these actions are effectively carried out and that teachers share examples of excellent teaching with each other.

Thank you again for your help. You can do your bit to help by continuing to work hard in lessons and enjoying all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

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