

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The attainment of pupils is high and the progress they make from their starting points is good.
- Pupils are well looked after in school and feel safe. The school places a high priority on developing an inclusive and caring ethos which is reflected in a harmonious school.
- The teaching of phonics (letters and the sounds they make) has improved. Reading across the school is very effectively taught.
- Pupils are well prepared for their next stages in their education whether moving from Reception to Year 1 or Year 6 to secondary school.
- The curriculum offers a wide range of enrichment opportunities that widen pupils' experiences and provide good opportunities to develop the social, moral, spiritual and cultural awareness.
- Leaders and managers support the headteacher well and collectively they work together to secure improvement in teaching and pupils' achievement.

It is not yet an outstanding school because

- There have been inconsistencies over time in the attainment at the end of Key Stage 2 with boys' attainment lower in writing and girls' attainment lower in mathematics.
- Information on the progress made by different groups of pupils has not always been used as well as it could.
- The governing body does not have access to sufficient information to review the progress of groups of pupils and is not able to hold the school sufficiently to account for the outcomes of these groups, especially those entitled to the pupil premium.

Information about this inspection

- The inspectors observed teaching in 10 lessons, two of which were jointly observed with the headteacher. Inspectors also undertook a learning walk to observe the opportunities held during the 'Wednesday Workshops' enrichment activities.
- Meetings were held with groups of pupils, the Chair of the Governing Body and two other governors and a group of parents and carers. A telephone conversation was held with a representative of the local authority. The inspectors also met with senior and subject leaders.
- A wide range of documentation was reviewed, including planning, checks on teaching and learning and records relating to behaviour, attendance and safeguarding.
- The inspectors listened to pupils read and scrutinised samples of pupils' work in books.
- Responses from 57 parents and carers to the online questionnaire Parent View were considered along with the views of staff through 20 staff questionnaires.

Inspection team

David Hogg

Lead inspector

Rowena Green

Additional Inspector

Full report

Information about this school

- Batheaston is an average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium (additional funding for looked after children and pupils known to be eligible for free school meals) is below the national average. There are no looked after children attending the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is much higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is a little above the national average.
- The proportion of pupils from minority ethnic backgrounds is much lower than the national average, as is the proportion of pupils who speak English as an additional language.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- The headteacher works with the local authority to provide support to other schools.

What does the school need to do to improve further?

- Improve teaching further from good to outstanding in order to raise standards, by ensuring that activities are interesting and provide challenge particularly for boys in writing and girls in mathematics.
- Improve leadership and management by making sure that:
 - school leaders use performance data more efficiently to check the progress groups of pupils make
 - the governing body has sufficient access to information about the progress of different groups of pupils, so that it can ask leaders the right questions about this information, in particular the impact of the pupil premium spending.

Inspection judgements

The achievement of pupils

is good

- Pupils join the school with skills that are generally as expected for their age. By the time they leave at the end of Key Stage 2 their attainment is above average in both English and mathematics and this indicates that pupils generally make good levels of progress from their starting points. Pupils are well placed for the next stage in their education when they leave Batheaston.
- Over half the pupils in the Reception class reach a good level of development in personal, social and emotional development, physical development, and communication and language and in the more specific areas of mathematics and literacy.
- Reading is taught well and achievement is generally at least good in all year groups. Through improvements in the teaching of phonics, by pitching the learning activities to match the abilities of younger pupils, the school improved in the national screening check for Year 1 pupils in 2012/2013.
- There have been inconsistencies over time in achievement between boys and girls in external national assessments at the end of Key Stage 2. In mathematics girls' attainment is lower than that of boys and in writing this picture is reversed. The school has put in place resources and teaching strategies to overcome this variation with a greater use of practical tasks in mathematics and careful choice of resources in English. The impact of these changes has yet to be seen but subject and senior leaders track the progress of individuals closely and support is arranged if necessary.
- In the past, systems to check how well groups of pupils are doing have been unwieldy and not particularly easy to use. These are currently being improved but have not had a chance to have an impact on pupils' outcomes or provide a picture to governors that will allow them to review how well groups of pupils are progressing.
- The progress made by disabled pupils and those with special educational needs is monitored closely by the special educational needs co-ordinator. This ensures learning activities are matched to their needs and as a result the pupils make good progress which is in line with that of other groups of pupils.
- The school has used the additional pupil premium funding available to support pupils known to be eligible for free school meals in a range of initiatives from one-to-one sessions in English and mathematics to funding enrichment activities during the 'Wednesday Workshops'. This has meant those activities with a charge are open to eligible pupils.
- Data available to the school from national assessments at the end of Key Stage 2 in 2012 indicate that eligible pupils were less than a half a term behind the other pupils in mathematics and one-and-a-half terms behind in English. The attainment of those pupils eligible for pupil premium funding is above the national average for the group.

The quality of teaching

is good

- The quality of teaching, typically over time, has been good and has meant pupils make good progress and attain highly.
- Teachers aim to ensure pupils are aware of what they are learning and assess their progress during lessons with effective questioning. Lessons are planned in detail and activities are organised so that they are not too hard or too easy for the different groups in the classes.
- Disabled pupils and those who have special educational needs are very well supported in lessons by teaching assistants. The special educational needs co-ordinator and his team make sure that those pupils with specific needs are integrated into lessons and progress well. The school quite rightly prides itself on its ethos of inclusion.
- A recent initiative to improve the quality of marking and the feedback pupils' receive on their

work is beginning to provide pupils with guidance on how to improve. The school has built in time in lessons for pupils to respond to this marking and extend their learning further. The impact has yet to be seen this academic year.

- The whole-school themed learning topics enable pupils to pose their own questions and provide activities that motivate them. Work in Year 3 on making model sycamore helicopters enabled pupils to develop their skills in experimentation enabling them to learn and discover for themselves. After the lesson a pupil took his model out and played with it at break time and thoroughly enjoyed trying to make the helicopter fly.
- The school makes very good use of the village of Batheaston as a learning resource. The 'Forest School' is integral to the work that is done in all year groups. The school looks to enrich the learning of the pupils with visits to places of significance and with visitors coming into school such as an artist in residence.
- Teaching is not yet outstanding as outcomes for some groups of pupils are inconsistent and the teaching has not led to rapid progress for all groups. In particular, boys do not do as well as girls in writing and the reverse is the case in mathematics. Teachers have altered their teaching to address these issues but the initiatives are relatively new and their impact has yet to be seen fully.

The behaviour and safety of pupils are outstanding

- Pupils say they feel safe and have a good understanding of what this means. Pupils understand what bullying is and say incidents of unkindness are very rare. School logs indicate such situations are managed very well. Parents and carers are very confident in the care the school provides and pupils similarly feel well looked after by the adults around them.
- The whole staff is committed to ensuring the academic outcomes for pupils are good and that pupils' social and emotional development similarly grows. Through a culture of inclusion pupils from a range of backgrounds work and play very well together. A buddy system pairs Year 6 pupils with the new children in Reception. It is common to see pupils of different ages playing well together at break and lunchtime.
- Staff ensure that pupils have the opportunity to take part in a wide range of activities outside school from enjoying success at the Inaugural Primary Athletics Cup, to country dancing and steel panning at the Bath Primary Arts Festival.
- The school has a small number of pupils who are disabled who are well integrated. Equality of opportunity has a high priority and the school strives to support all of the pupils no matter what their needs are or what challenges they face.
- Attendance is in line with national averages and the school works with a range of outside agencies to raise attendance as much as possible.
- In lessons pupils engage with their learning extremely well when the teaching is good or better and work very well in small groups or on paired tasks. Pupils know the behaviour management systems and respond to them very well. Pupils are very positive about the behaviour in school.

The leadership and management are good

- The headteacher and the senior leadership team understand the strengths of the school and the aspects requiring further development. School improvements are supported with well-targeted training linked to the school development plans. Systems to check the progress pupils make ensure that support is effectively matched to the needs of individuals.
- The school, however, is still developing and refining its systems to make sure that the progress of groups of learners is reviewed closely.
- The local authority has provided a light touch in the support it has provided for the school and uses the expertise of the headteacher and other staff to help improve other schools locally.
- The quality of teaching and learning is reviewed carefully and weak teaching has been

eradicated. The management of teachers' performance is robust and makes sure that the salary progression of teachers is linked to how well pupils do.

- Leadership and management are not yet outstanding as there are still variations in the attainment and progress of boys and girls in some subject areas. The school leaders have recognised this variation and have acted quickly to address this although some of their interventions have not had time to make a difference to the outcomes for pupils.
- The curriculum looks to develop pupils' skills through providing creative and imaginative opportunities to interest and engage pupils with their learning. The pupils, as well as developing their skills in literacy and numeracy, develop the values of equality and non-discrimination through links with the church and through the 'rights-respecting schools' ideals. The curriculum supports the social, moral, spiritual and cultural development of the pupils very well.
- Enrichment opportunities through the 'Wednesday Workshops' enable pupils to participate in a range of interesting activities. Parents and carers commented that although pupils can finish school early on a Wednesday the vast majority prefer to stay at school and take part in the activities. The links between the school and parents and carers are very strong.
- The school has reviewed its physical education provision and has drawn up plans with appropriate goals to increase participation rates across the school. The additional funding that is available through the primary school sports funding is going to be used to improve the skills of staff to deliver high quality physical education lessons. Systems are in place to review the progress the school makes against the targets with the outcomes to be monitored by both the senior leaders and the governors.
- The child protection and safeguarding arrangements in the school ensure the pupils are well looked after.
- **The governance of the school:**
 - The governing body seeks to support the senior leadership team in its efforts to improve the school further. It uses the information it receives from senior leaders to review the quality of teaching and learning and have a clear understanding of the link between teachers' performance and their salary progression and promotion. Regular planned visits to school by governors give them a window on what is happening in school. Opportunities for training have been accessed by a number of governors to raise their awareness of key issues. Although the governing body is aware of the additional support provided to pupils from the pupil premium it has not been provided with sufficient information to fully analyse the impact of the funding or to review the progress different groups of pupils make. Consequently, it has not been able to provide sufficient challenge to hold the school to account in its efforts to improve outcomes for groups of pupils. The governing body monitors the financial position of the school very carefully.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109184
Local authority	Bath and North East Somerset
Inspection number	426839

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Joe Devine
Headteacher	Sarah Weber
Date of previous school inspection	16–17 September 2010
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