

# Inspection of Batheaston Church School

School Lane, Northend, Bath, Somerset BA1 7EP

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Inspection dates: 17 and 18 May 2022

<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 under section 5 of the Education Act 2005

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

Batheaston Church School is a calm and orderly place to learn. The relationships between staff and pupils are warm and encouraging. Pupils are proud of their school. They are confident and talk willingly of the school and Christian values that guide them each day. Pupils say school teaches them to be the best version of themselves. Older pupils enjoy extra responsibilities, for example as special friends and buddies for younger pupils.

Leaders have established an environment where pupils feel listened to and valued. If they have any worries, pupils know staff will help them. Pupils play well together at breaktimes. All feel safe in school.

Pupils, including those with special educational needs and/or disabilities (SEND), attend a range of clubs and activities, such as art club and 'Chloe's Choir'. The school develops pupils' imagination and helps them to be physically active. They use 'Mike's Meadow' to learn about the environment.

Staff expect pupils to behave well. There is little disruption to learning. Bullying is rare. Most parents believe staff are passionate and dedicated. Many praise the school's work. One typical view of parents is, 'My child is always excited to go to school'.

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

A well-planned curriculum is in place in most subjects. The sequences of learning to build knowledge are well thought through. Teachers have a clear understanding of what pupils need to learn and by when. Leaders and staff are ambitious for all pupils. They know the strengths and areas to develop.

In a small minority of subjects, the curriculum is less developed. In these instances, pupils do not always remember or use the knowledge and skills they are taught. Leaders do not always know how well pupils understand what they learn. As a result, pupils' learning in some subjects is less secure.

In phonics and mathematics, staff swiftly spot pupils who fall behind. Pupils get support or targeted help to catch up. The curriculum is well adapted and meets the needs of pupils with SEND.

Reading is a priority in school. The school's phonics programme is effective and fosters a love of reading. Staff have high expectations of children. They focus sharply on phonics in the early years. Children learn to read as soon as they start school and get off to a good start. Pupils put the sounds together to read well. Books match the sounds they learn. Leaders use assessment well to check the progress pupils make. Teachers choose class texts that broaden the interest and

knowledge of pupils. As a result, older pupils read widely and talk with enthusiasm about their daily reading sessions.

Pupils' positive attitudes to school begin in the early years. Relationships between children, staff and parents are caring and supportive. Secure routines mean children gain confidence and independence. Detailed assessments identify most children who need additional support. Consequently, they make good progress to catch up. Most children use ambitious vocabulary in their writing. Children are enthusiastic about their learning. Staff build well on this. As a result, children get off to a strong start.

Pupils show respect and tolerance. Many understand what it is to be different. Pupils say, 'It doesn't matter what's on the outside, it matters what's on the inside'. They learn about physical and mental health and what makes a positive relationship. Pupils learn about different identities and cultures. But this aspect of the curriculum needs more work.

Pupils know how to keep themselves safe in and out of school, and online. Leaders track attendance with care. They follow up on any issues. Pupils come to school regularly.

Staff appreciate how leaders consider their workload. Staff say that leaders do not ask them to complete tasks that take a lot of time or are unnecessary. Governors have a clear, realistic vision for the school's future. They are developing their understanding of what the school does well and what it needs to do next.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure it is everyone's responsibility to keep pupils safe. Staff take part in mandatory training to help recognise pupils at risk of harm. Record-keeping is thorough. Staff are vigilant. They use the school's procedures to report concerns.

Leaders work with a range of agencies when pupils and families need help. Well-thought-out decisions mean they get the help they need.

The appropriate checks are in place to ensure staff are suitable to work with pupils.

Pupils learn how to keep themselves safe using the internet. They understand the dangers of sharing personal information.

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

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

- In a small minority of subjects, leaders do not identify the essential knowledge that pupils need to learn. As a result, in these subjects, pupils are not consistently able to recall previous knowledge. Leaders should ensure that teachers plan next steps in learning, so that pupils know more and remember more.

- Leaders in some subjects do not monitor their curriculum areas in enough detail. Consequently, they do not have a clear understanding of how pupils secure knowledge over time. Subject leaders need to check pupils' understanding of their subjects so they can assure themselves of the quality of education being provided within their subject area.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	145512
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10227716
<b>Type of school</b>	Primary
<b>School category</b>	Academy convertor
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Daniel
<b>Headteacher</b>	Sally Jefferies
<b>Website</b>	<a href="http://www.batheastonprimary.co.uk">www.batheastonprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Bath and Wells multi-academy trust. It joined the trust in March 2018.
- The current headteacher has been in place since September 2019.
- The trust chief executive officer and assistant director of education provide support and challenge to the school.
- The school does not use any alternative provision.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the headteacher, senior and curriculum leaders and governors. Inspectors also held discussions with the chair of the trust and the assistant director of education.
- Inspectors carried out deep dives in reading, mathematics, physical education and art. In each subject, inspectors discussed the curriculum with senior and

curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.

- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors observed pupils' behaviour in class and at breaktimes.
- Inspectors reviewed 83 responses to the online survey Ofsted Parent View and 33 free-text comments.
- Inspectors considered nine responses to the survey for staff and 62 responses to the pupil survey.

### **Inspection team**

Richard Vaughan, lead inspector

Ofsted Inspector

Hester Millsop

Ofsted Inspector

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