

Batheaston Church School

Address: School Lane, Northend, Bath, Somerset, BA1 7EP

Unique reference number (URN): 145512

Inspection report: 7 July 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Leaders make sure that children in the early years have a highly positive start to school. Older pupils take on roles as 'Special Friends' to new children joining the school. This helps to welcome children and their families into the school community. Children have an extensive range of opportunities to develop their skills and individual characters. For example, through imaginative play, children learn about the wider world and how to navigate relationships with others. As a result, children enjoy their learning and quickly grow in confidence.

Leaders quickly identify the needs of children, including any special educational needs and/or disabilities. Staff rapidly build positive relationships with families so that they can plan effective support to reduce any barriers to learning and/or wellbeing. This helps children to engage with activities and thrive.

The curriculum has been skilfully constructed to help children to make swift progress from their starting points. Leaders prioritise developing children's speech and language skills. Consequently, children have an impressive range of vocabulary and communicate enthusiastically with adults and their peers. Children begin to learn to read as soon as they join the school. Teachers ensure that children form letters and use their phonics knowledge to spell accurately. Many children apply these skills well and produce writing of a high quality. Children are very well prepared for Year 1.

Personal development and wellbeing

Strong standard ●

The personal development provision is a strength of the school. Leaders have carefully considered both the taught curriculum and the wider experiences that would best prepare pupils for adult life. They adapt this to ensure that pupils continue to get the information they need at the right time. For example, learning about local risks in the Batheaston area.

Pupils learn about different religions and cultures. Leaders provide pupils with opportunities to reflect on their own spirituality and discuss moral issues. Through this, pupils have developed a deep respect for difference and demonstrate care for others. Pupils show this understanding through their respectful behaviour across the school.

Pupils know how to keep themselves safe and healthy. For example, they are aware about the dangers of communicating online and have an age-appropriate understanding of healthy relationships. The pastoral care that leaders provide for pupils supports pupils' mental health and resilience. Leaders ensure that pupils revisit topics so that they confidently remember what they have learned.

Pupils relish the leadership roles they have which contribute to making Batheaston Church School a special place. Pupils are active citizens in the local and school community. They organise litter collections and charity fundraising. Sports leaders, librarians and school council members develop their own leadership skills while acting as role models for other pupils. For example, running sports day events for Reception children. The school residential and extra-curricular clubs develop pupils' characters and interests. Pupils talk

with excitement about the school camps as a time to challenge themselves to try something new. Leaders are alert to ensuring that all pupils benefit from the personal development offer. They have increased the number of events happening within the school day so that all pupils can take part.

Expected standard

Achievement

Expected standard 

Pupils at this school typically achieve as well as their peers in the published national tests. This prepares pupils to successfully move to their next stage of education. Pupils' achievement in reading is a notable strength. Children in Reception and Year 1 develop the secure phonics knowledge that they need to read fluently and be successful in key stage 2. Recent changes to the maths curriculum mean that pupils are now more securely using their numeracy skills to problem solve and reason. The achievement of disadvantaged pupils is not as high as their peers, but this is improving.

Writing remains a key priority for the school. While many pupils write legibly and accurately spell and punctuate, this is not always the case. Leaders have introduced a new handwriting scheme to address these concerns, but this work is recent and therefore the full impact of this is not evident in pupils' work. Equally, leaders are aware that when some subjects in the wider curriculum are not taught as effectively as others, pupils do not have the same depth of understanding as they should.

Attendance and behaviour

Expected standard 

Leaders in the school and trust have rightly prioritised increasing attendance and reducing persistent absence. They clearly communicate the importance of high attendance with pupils and their families. Leaders closely monitor attendance patterns so that they can identify any barriers to pupils' attending school. They use this information to work with families to provide appropriate support. This work means that overall attendance is in line with the national average. Nevertheless, leaders are ambitious to raise attendance further, particularly for pupils who are disadvantaged or have a special educational need and/or disability.

Pupils behave well at this school. They are very clear about what adults expect from them. As a result, they show positive attitudes towards their learning. On the rare occasion pupils' behaviour disrupts learning adults act swiftly to provide support. This effective approach means that there has been no need to suspend any pupils for some considerable time. Pupils understand the importance of being respectful and kind to each other. Therefore, bullying is rare and never tolerated at the school. During social times children of all ages play well together, demonstrating the community feel of the school.

Curriculum and teaching

Expected standard 

Leaders have prioritised ensuring that pupils secure the strong foundations of reading, writing and mathematics. Leaders have acted to secure improvements when needed, for example within mathematics. Across the curriculum, leaders have planned a broad and interesting sequence of learning that builds on pupils' prior knowledge. However, a small minority of subjects in the wider curriculum are not consistently taught as well as leaders intended. This is impacting on what pupils know and can remember about these subjects.

Leaders have introduced the Batheaston approach to planning learning. This helps staff to select the most appropriate activities to help pupils remember the content taught. Teachers typically explain concepts clearly and model how pupils can be successful. They check what pupils know and understand. Teachers increasingly use this to inform their choices about the next sequence of learning. For example, teachers are currently using dictation activities to strengthen pupils' spelling and handwriting. Pupils receive feedback on their learning, and this usually leads to them making improvements to their work. Teachers are aware of when pupils have barriers to their learning. They have the information and expertise they need to support these pupils to learn effectively alongside their peers.

Inclusion

Expected standard 

Leaders prioritise ensuring that all pupils achieve and thrive at the school. Leaders' approaches for identifying pupils' barriers to learning or wellbeing are effective. Trained staff identify when pupils may have any potential special educational needs and/or disabilities. Leaders ensure that staff have the information they need to inform adaptations to support pupils' learning. For example, visual timetables or vocabulary prompts are available for pupils. Teachers and support staff work together in partnership to support pupils using their planned 'dance routines'. These adaptations usually help pupils to learn successfully.

Staff work well with other agencies, such as the virtual school, to ensure that pupils receive the right help at the right time. Leaders use additional funding, including the pupil premium, to support disadvantaged pupils to learn effectively. Any alternative provision commissioned is in the best interests of the pupil. Leaders track which pupils have had additional academic or pastoral interventions. Teachers and parents review these across the year. However, there is a lack of precision with some of the individual targets for pupils. This means that leaders cannot rigorously review how effective the interventions and support have been. This hinders leaders' ability to adjust provision as sharply as they could.

Leadership and governance

Expected standard 

School and trust leaders, alongside those responsible for governance, have pupils' best interests in mind when they make decisions. Leaders have an accurate understanding of the school's strengths and areas for improvement. They are focused on continuing to make improvements so that the standard of education across all phases is as consistently strong as it is in the early years. This requires a sharper focus on monitoring the progress of pupils across all areas of the curriculum so that they can respond accordingly to further raise pupils' achievement.

The school's local committee and trustees are clear about their roles and responsibilities. For example, overseeing safeguarding and finance. They are increasingly securing external scrutiny to support their own self evaluation of the school. This is helping to both support and challenge leaders.

Staff are proud to work at the school. They recognise the care that leaders show for their workload and wellbeing. The school and trust provide well considered professional development opportunities for staff. Staff, including those new to the teaching profession, speak highly of the recent training to further enhance their classroom practice.

Parents are very positive about the school and recommend it to others. They particularly praise how happy their child is at school. Many parents who provided feedback during the inspection spoke highly of the dedication of staff and the many ways leaders encourage families to get involved in the life of the school.

What it's like to be a pupil at this school

Pupils at Batheaston Church School enjoy their learning. From the youngest children in Reception through to Year 6, pupils talk about the different things that they have learned. Pupils quickly learn to read confidently, develop their mathematical skills and increasingly write accurately. They achieve in line with their peers in national tests. However, not all subjects in the curriculum are as effectively taught as the core subjects. This means that in a small number of subjects, pupils are not as well prepared for their next stage of education as they should be.

Leaders are passionate about helping pupils to develop a sense of belonging. Staff quickly identify any barriers that pupils have to their learning and/or wellbeing. Pupils who are disadvantaged or have special educational needs and/or disabilities are supported effectively to make progress from their starting points. They learn effectively alongside their peers.

Pupils show positive attitudes towards their learning. They appreciate that they can learn without disruption. Pupils and staff have warm, respectful relationships. They understand the values that are important in modern Britain. They have learned about different cultures and religions. Bullying is rare and pupils have a high level of trust in adults to help them with any concerns. This means they feel safe. Most pupils attend well. Leaders work with pupils and their families to understand and help to overcome any barriers to attendance.

Pupils are proud of their school. Older pupils act as role models for younger pupils. For example, as pavilion buddies that run activities during breaktimes. Pupils have a varied range of opportunities to develop their talents and interests. For example, joining the songbird's choir, representing the school at sport or taking part in outdoor activities in Mike's Meadow. School trips, such as to Avebury, bring the curriculum to life for pupils.

Next steps

- Leaders should ensure that the curriculum in the foundation subjects is implemented as they intended so that the curriculum and teaching is consistently effective across all subjects and phases.
 - Leaders and those responsible for governance should rigorously monitor the progress of pupils, swiftly and effectively addressing any barriers, so that pupils make rapid progress from their starting points.
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About this inspection

The school is part of the Bath and Wells Diocesan Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nikki Edwards, and overseen by a board of trustees, chaired by Beverley Hobbs.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school and trust leaders. Inspectors also spoke with teaching staff, support staff and representatives of those responsible for governance.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Dioceses of Bath and Wells. Its last section 48 inspection was July 2023.

The school uses two unregistered alternative provisions.

Executive Headteacher and Head of school : Sally Jefferies and Nikki Macbeth

Lead inspector:

Sara Berry, His Majesty's Inspector

Team inspectors:

Deborah Tregellas, Ofsted Inspector

Faye Heming, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

194

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

18.56%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.67%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.62%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25 (final)	82%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	85%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	59%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	75%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	59%	Close to average
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	57%	58%	Close to average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	43%	59%	Below
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	84%	80%	5 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	78%	-25 pp
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	57%	78%	-20 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	80%	-43 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	43%	79%	-37 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.4%	13.0%	Close to average
2023/24 (3 term)	14.0%	14.6%	Close to average
2022/23 (3 term)	16.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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