

Hatch Beauchamp C of E Primary School

Station Road, Hatch Beauchamp, Taunton, TA3 6SQ

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Teaching is mostly good and some is outstanding. The topic-based curriculum enables pupils to develop their skills well across subjects.
- Pupils make good progress in lessons and achieve well over time. Teachers and teaching assistants know each pupil individually and planning is closely matched to pupils' needs. Additional help is provided swiftly and appropriately.
- Pupils behave very well. They are happy and safe and enjoy all aspects of their life at school.
- Relationships are highly positive across the school and older pupils naturally support younger ones in many ways.
- The headteacher and governing body provide strong leadership and management and consistently promote high expectations and ambition. The headteacher observes teaching regularly to check that it is good enough.
- The school has close links with a range of partners, such as local secondary schools, and uses these effectively to provide additional educational experiences for all pupils.
- The school has care for others as a central part of its ethos.
- Parents, carers and staff are all highly positive about the school's work and the education it provides.

It is not yet an outstanding school because:

- Teaching has yet to become consistently outstanding.
- The headteacher and governing body have not yet fully exploited the benefits to teaching and learning that partnership work with local primary schools could bring.

Information about this inspection

- The inspector observed eight lessons or parts of lessons. Seven of these were joint observations with the headteacher.
- She listened to pupils read and talked to groups of pupils about their attitudes towards school.
- The inspector looked at samples of pupils' work across a range of subjects and over time.
- The inspector met with members of staff, members of the governing body and spoke to a representative from the local authority.
- The inspector took into account the 18 responses submitted by parents and carers to the online questionnaire (Parent View) and also to the staff questionnaire responses submitted during the inspection.
- The inspector looked at a range of documentation including the school development plan and self-evaluation records, school policies, minutes of governing body meetings and all aspects relating to safeguarding.

Inspection team

Marion Hobbs, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average sized primary school. There are two mixed-age classes.
- A separately run pre-school shares the school site.
- Most pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for free school meals is below the national average.
- The proportion of pupils supported through school action is in line with the national average and the proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school holds Church of England voluntarily controlled status.
- The school has a comprehensive website that provides a full range of information about all aspects of its work for parents and carers.

What does the school need to do to improve further?

- Increase the proportion of teaching from good to outstanding by:
 - sharing the good practice that already exists in the school
 - ensuring that teachers adjust planning and questioning within lessons to respond fully to pupils' curiosity about their learning.
- Develop the growing partnership work with other local primary schools so that best practice can be shared easily and quickly in order to make teaching and learning even more effective.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with skills slightly below the levels expected for their age. They make good progress in the Reception Year because of the skilled support they receive from the adults who work with them.
- Teachers manage the transition between Reception and Key Stage 1 well and progress for all groups of pupils is good by the end of Key Stage 1.
- Attainment at the end of Key Stage 1 is in line with national expectations and has improved over time. This is closely linked to the leadership and management of the school by the headteacher and governors who strive continuously for school improvement.
- The same good rates of progress can be seen in Key Stage 2 where pupils make better than expected progress by the end of Year 6. Accurate and regular internal tracking of each individual pupil across a range of subjects is a strength of the school and this process is closely monitored by governors.
- A culture of reading and reading for pleasure is fostered across the school. Pupils are well supported to become independent, successful readers by the end of Year 2. The use of personal reading journals in Key Stage 2 helps to consolidate and deepen these skills.
- All pupils are keen to engage in their learning and enjoy the topic-based approach that allows them to make links and to use mathematical and literacy skills more widely. In Class 1, where pupils were exploring 'around the world in a term' there was much excited discussion about Egypt and the pyramids.
- The needs of any pupil who may need extra help in order to make good progress are swiftly addressed through targeted support. This is well managed by experienced teaching assistants who work closely with individual pupils and liaise fully with the class teacher. As a result, pupils who are disabled or who have special educational needs are helped to make good progress, in line with that of their peers.
- The school uses the small amount of money provided through the pupil premium effectively to ensure that those pupils eligible for this additional government funding make as good progress as their peers in English and mathematics. The school has, for example, subsidised school visits and purchased equipment to support learning.
- The integrated nature of the school means that older pupils naturally take responsibility for younger children in a range of ways and this helps give them the confidence and skills to be well prepared for the next stage of their education. Year 6 pupils talked eagerly about moving on to a much bigger and more complex school setting.

The quality of teaching is good

- Teaching is generally good and some outstanding practice is evident in Class 1. This strong practice, however, has yet to be consistent across the school. The school recognises this and rightly sees it as a key priority that will help take the school further forward.
- The small size of year groups within classes means that each pupil is known well as an individual. As a result work is well matched to pupils' needs and they make good progress and achieve well over time.
- High expectations are evident throughout the school and pupils respond with enthusiasm to the topic-based approach to learning. Lessons are interesting and harness pupils' curiosity about new learning. Key Stage 2 pupils enjoyed using literacy and mathematical skills to write up their findings from a recent visit to the Somerset levels.
- Planning and questioning are sound and effective to support learning but not all teachers adjust their planning during lessons in response to pupils' curiosity about their work.
- Marking and assessment is regular, accurate and makes clear to pupils how their work could be

better. They are instrumental in enabling each pupil to make good progress. Pupils are involved in marking their own and each other's work against high-quality success criteria and understand well what they need to do to improve.

- Teaching assistants work closely with teachers in whole class situations as well as delivering tailored support to individual pupils. This ensures that those who are disabled or who have special educational needs have the same equality of access to the curriculum and make progress in line with that of their peers.
- The homework that is set is appropriate to the age and stage that pupils are at. Pupils are keen to engage in this independent activity.

The behaviour and safety of pupils are outstanding

- Attitudes to learning are of the highest standard across the school.
- All stakeholders are unreservedly positive about both behaviour and safety.
- Behaviour outside lessons is exemplary. Pupils of all ages play together at break and lunchtimes, including those at the pre-school. They share games and activities with ease and with a genuine sense of enjoyment. Years 5 and 6 pupils were proud to show the inspector their design for the layout of the playground that has now been completed.
- The very strong sense of family and community can be felt in everything that the school does.
- Attendance is above average. The school is fully committed to tackling discrimination in all its forms. There are no records of any form of bullying or racist incidents. There have also been no exclusions. Pupils, when asked, show that they understand different forms of bullying, but these are not issues that affect their lives in any way.
- Behaviour for learning is excellent. The mixed-age classes work happily and harmoniously together. Older boys in Key Stage 2 provide a strong role model to younger boys in promoting independent reading.
- Safety in all its aspects is very well managed by the school. Pupils feel safe and understand different ways of keeping themselves safe. They value the help they receive from both teachers and visitors (who include the police and fire service) in this area of their learning. Pupils have a good understanding of e-safety.

The leadership and management are good

- High ambition and high expectations are promoted consistently by all leaders and managers, including governors.
- Teaching is good. This is well led and managed by the headteacher who has established a robust and effective system of performance management that links to both pupils' outcomes and Teachers' Standards. The headteacher observes teaching and provides accurate feedback to teachers about strengths and areas for development. Professional development needs are closely linked to those of the school through the school development plan.
- The school monitors its work regularly and effectively. The senior leaders review pupils' outcomes three times per year and put in place interventions where necessary.
- There is a good developing partnership with local primary schools but this is not yet at the stage where good practice in the classroom is being shared.
- The curriculum supports good progress through the broad and balanced approach where topic-based learning allows pupils to explore new learning in a variety of ways. The school also uses its many partners effectively to provide high-quality experiences for pupils. One example of these are the regular, specialist-led, dance lessons provided by a local secondary school.
- The school has close links with the community it serves. All leaders and managers, including governors, are readily available to meet the needs of parents and carers.
- The local authority provides light-touch support for this good school.
- The school's arrangements for all aspects of safeguarding are fully met.

■ The governance of the school:

- The governing body is strong and effective in providing support and challenge to the headteacher and her team. Governors are closely involved in all aspects of the school's work and use their own self-evaluation process well to ensure that policies and actions within the school development plan are reviewed regularly and amended accordingly. They use training provided by the local authority effectively in order to be fully up to date on their roles and responsibilities and are increasingly working with other local governing bodies to act as a 'critical friend' and to share best practice. They visit classes regularly and have a good understanding of the quality of teaching in the school and how it can be improved. They work closely with the headteacher to track pupils' progress and have a good understanding of the data that relate to both pupils' achievement and other outcomes. The finances of the school are well led and managed by governors in close association with the headteacher so that the school provides good value for money. Governors understand how pupil premium funding is deployed and support the school's salary and appraisal policy, including setting the headteacher's performance targets. Safeguarding procedures are thorough.

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	123794
Local authority	Somerset
Inspection number	402199

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

Type of school	Primary
School category	Voluntarily controlled
Age range of pupils	4 – 11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Pippa Fowler
Headteacher	Deborah Barrett
Date of previous school inspection	25 – 26 May 2010
Telephone number	01823 480616
Fax number	01823 481141
Email address	SCH.175@educ.somerset.gov.uk

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