

# Hatch Beauchamp Church of England Primary School

Inspection report

---

<b>Unique Reference Number</b>	123794
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	292792
<b>Inspection date</b>	16 May 2007
<b>Reporting inspector</b>	Liz Kounnou

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	47
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Adams
<b>Headteacher</b>	Paul Dalling
<b>Date of previous school inspection</b>	19 February 2002
<b>School address</b>	Station Road Hatch Beauchamp Taunton TA3 6SQ
<b>Telephone number</b>	01823 480616
<b>Fax number</b>	01823 480141

---

<b>Age group</b>	4–11
<b>Inspection date</b>	16 May 2007
<b>Inspection number</b>	292792

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is much smaller than most primary schools and is situated in a rural area of relative economic advantage. All the pupils in the Foundation Stage and Key Stage 1 are taught in one class and all those in Key Stage 2 in the other. There are no pupils from minority ethnic backgrounds. The proportion of pupils who have learning difficulties is average. The school gained the Investors in People award in July 2004.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory standard of education for all the pupils, including for children in the Foundation Stage. The school's main strengths are in the development of pupils' personal skills and ensuring their well-being, which are both good. Pupils' spiritual, moral, social and cultural development is outstanding. The strongest elements are pupils' spiritual and cultural development, because school leaders give these areas the highest priority. 'Our children enjoy it immensely', was one parent's comment. Pupils really appreciate the very wide range of activities that are provided for them in and out of school. Another parent wrote, 'We continue to be amazed by the opportunities the school offers'. Pupils feel safe at school because their behaviour is exemplary and they know that teachers will always help them. Their understanding of how to stay healthy is good, partly due to the wide range of enjoyable physical activities. Pupils are regularly asked for their views about the school and often contribute to community events, such as the Maypole dancing that Key Stage 1 pupils were preparing at the time of the inspection.

Pupils' achievement is satisfactory all through the school. They make generally satisfactory progress to reach broadly average standards in each year group. Over the last few years, pupils have made better progress in mathematics than in English. The overall quality of provision is satisfactory. Teaching and learning are satisfactory, with strengths in the good relationships in all classes. Teachers regularly assess pupils' work. However, planning for lessons does not make clear how each group of pupils will build on their existing skills. Consequently, lessons are not always challenging enough for all the pupils. The curriculum is only satisfactory because, despite being thoroughly enjoyable, it is not planned well enough to ensure that pupils make good progress from year to year.

Care, guidance and support for pupils are satisfactory. Pastoral care is good, but academic guidance is not sharp enough to help pupils improve their work at a good rate. Pupils rarely know what they are going to learn in each lesson or how to judge for themselves if they have done well. A new target-setting system has been introduced but not all pupils know their targets or how to reach them. In addition, the targets are not always clearly related to what pupils need to learn next.

The satisfactory leadership and management uses a range of appropriate strategies to check how effective the school is, but these are not clearly linked to how well the pupils are doing in their work. Consequently, some school evaluations are not accurate. The school improvement plan does not provide staff and governors with a clear picture of the most important priorities to improve pupils' achievement, or how to check if improvement is secured. Currently, there is satisfactory capacity to bring about the improvements that are needed to raise standards. For example, standards in reading have improved this year in Key Stage 1.

### What the school should do to improve further

- Clarify the priorities for improving pupils' achievement in the school improvement plan and regularly check to make sure that new initiatives have a positive impact on raising attainment for all pupils, particularly in English.
- Ensure that all pupils know what they need to do to reach the next steps in their learning, and that lessons are suitably challenging for all pupils. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is broadly satisfactory. In the Reception class, children make satisfactory progress and enjoy the activities that are provided, but a few of these are not designed carefully enough to ensure they build on their existing skills. At the end of the Reception year they reach standards that are largely as expected for their age. In Key Stages 1 and 2, standards are broadly average in English, mathematics and science. Nonetheless, throughout the school, standards in English are not as good as those in mathematics. Pupils take great pleasure in writing about their enjoyable activities: 'I really enjoyed writing to the children in Africa.' Although the activities successfully capture pupils' interest, too often they are not planned sufficiently to ensure that pupils improve their writing skills at a good rate. In Key Stage 1, pupils make reasonable progress in their writing and mathematics skills, but their reading skills have lagged behind national standards. The school has begun to address this recently and there has been satisfactory improvement, so that reading standards are now in line with the average. Pupils who have learning difficulties make satisfactory progress in all subjects.

## Personal development and well-being

### Grade: 2

This is good because it has a very high priority in the school. Pupils' spiritual and cultural development is outstanding. They relish many of the activities that are provided, enthusiastically describing the fun they have on many of the visits. Pupils find the follow-up lessons especially enjoyable. Photographs of the Caribbean Day on display show the pupils wreathed in smiles. Attendance is above average because most pupils want to come to school. The playground is a harmonious, safe and happy place filled with activity and good cooperation between the pupils, who behave extremely well throughout the day. There is plenty of physical activity on the playground and the good range of physical education lessons and clubs adds further to pupils' good healthy development. Pupils' social skills are good; they regularly work well together in lessons and develop good team-working skills that will stand them in good stead in the future. Their sound basic skills in literacy, numeracy and information and communication technology ensure that pupils are reasonably well prepared for their future education.

## Quality of provision

### Teaching and learning

#### Grade: 3

The satisfactory teaching and learning are underpinned by good relationships between pupils and staff. Pupils appreciate the way that staff help them. Pupils are happy at school because they enjoy the topics taught. Teachers consider the wide range of skills and abilities and provide different activities for each group. This leads to pupils making satisfactory progress in their learning as they move through the school. Assessments take place on a regular basis but teachers are not making the best use of the information they gain to make sure that the different activities enable pupils to build on their skills and reach the next steps in learning. Pupils are often not sure what they are going to learn in lessons and this makes it difficult for them to know how well they are doing and how they could improve their work further. The lack of challenge in some lessons leads to a loss of interest in the work.

## **Curriculum and other activities**

### **Grade: 3**

The satisfactory curriculum has a number of good features. There are outstanding opportunities for enrichment and it is these that result in the high levels of enjoyment and motivation throughout the school. For instance, pupils value the links with a school in Zambia and the work this involves helps them develop many different skills. Good links are made between the different subjects to add to pupils' interest and there are plenty of opportunities for pupils to be active and work together. Pupils say that having a lot of equipment to use, particularly in art and science, makes learning much more enjoyable. Currently, the curriculum is not leading to higher levels of achievement for pupils in the core subjects. This is because whilst it is enjoyable, it is not always sufficiently challenging for pupils of all abilities in the mixed-age classes. For example, children in the Reception year improve their social skills whilst playing happily in the 'vet's surgery', but curriculum activities such as these are not always thought out well enough to help them make progress from one step to the next in other areas of learning. Curriculum plans set out what pupils of different abilities will do in each year group, but do not clarify how pupils will increase their skills as they move through the school.

## **Care, guidance and support**

### **Grade: 3**

The school takes good care to ensure that pupils are safe and secure at school. 'It is a very caring environment', was one parent's view. 'Everyone made him very welcome', was another. There are robust procedures for ensuring pupils' protection. Academic guidance for pupils is not as strong so that care, guidance and support are satisfactory overall. Recently, learning targets have been shared with pupils, but they are not used consistently to improve achievement. Target books mean that pupils can find their targets but few know them well. This is because they are not referred to often enough in lessons and in marking. The school keeps appropriate records and tracks how well each child is doing, but does not use the information well enough to provide pupils with clear guidance on how to improve their work.

## **Leadership and management**

### **Grade: 3**

This is a happy school with a good team spirit. All the staff are committed to providing a richly rewarding education for the pupils. This has resulted in extremely good enhancement of the curriculum and highly motivated pupils. There are very high expectations for pupils' personal development. Nonetheless, pupils have been making broadly satisfactory progress because the school's expectations of what pupils could achieve academically, especially in the core subjects, are lower. The school improvement plan does not set out clearly how the school intends to raise standards and improve pupils' progress in English, mathematics and science. As a result, governors, the headteacher and staff do not have a systematic way to check how effective the school's plan for improvement has been. The school tends to look at what is provided when making judgements, rather than checking carefully what impact school initiatives are having for all the pupils. Consequently, the school does not have an entirely accurate view of what is slowing the rate of improvement in standards.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

17 May 2007

Dear Pupils,

Hatch Beauchamp CE Primary School, Station Road, Hatch Beauchamp, Somerset TA3 6SQ

Thank you all for making me so welcome and helping me when I visited your school. There are some really good things happening in your school that you particularly enjoy. The governors, headteacher and the staff make sure that there are a great many interesting visits and activities for you. You are making satisfactory progress in your work because the lessons are satisfactory. Your school is satisfactory overall.

Here are the things that I think are best about your school:

- You behave extremely well all through the day, and play well together outside.
- You have some marvellous opportunities to learn about your own and other cultures, and especially enjoy your links with the Zambian school.
- There are lots of good opportunities for you to stay fit and healthy and have a lot of fun.
- You are involved in a lot of activities in your local community.

I have asked the school to do these things to help make your school even better:

- 1.To plan carefully what standards they would like you all to reach, especially in your English work, and to check and see if any new systems they introduce help you to learn more quickly.
- 2.To make sure that you know what you need to do to get to the next level in your work, and to try and make your lessons more challenging for you so that you reach higher standards.

Thank you again for being so helpful and friendly when I came to see you.

Yours faithfully

Liz Kounnou Lead Inspector