

# Hatch Beauchamp Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123794
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	340428
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	Steffi Penny

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	38
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	P Fowler
<b>Headteacher</b>	Deborah Barrett
<b>Date of previous school inspection</b>	16 May 2007
<b>School address</b>	Station Road Taunton TA3 6SQ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors. She visited seven lessons and saw two class teachers. The inspector held meetings with groups of pupils, governors and staff. She observed the school's work and looked at pupils' exercise books, school data about pupils' achievement and progress, monitoring records, safeguarding and child protection documentation, and other school documents. The inspector analysed questionnaires completed by staff, pupils in Years 3 to 6 and those from 26 parents

The inspector reviewed many aspects of the school's work, looking in detail at the following:

- how instrumental the governors have been in challenging and supporting the school
- the effectiveness of the school's use of assessment information to ensure that all pupils have appropriate challenge in lessons
- pupils' knowledge of their targets and what they need to do in order to improve their work
- arrangements for safeguarding

## Information about the school

This is an exceptionally small village school. There are two classes, each having a mixed age range. Reception Year children are taught alongside pupils in Year 1. The six areas of learning are covered throughout each week, either discretely or through activities parallel with appropriate subject areas in Key Stage 1. Nearly all pupils are of White British background. The proportion of pupils with special educational needs and/or disabilities varies annually, as do their needs, and is currently around the national average. The school has received National Healthy School Status and the Activemark awards. Since the last inspection there have been significant changes to staffing and governance, including the appointment of a new headteacher

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Although its overall effectiveness remains satisfactory, this is a rapidly improving school. Overall, for the last three years, pupils' progress has been satisfactory from their individual starting points. Attainment is around the national average. Pupils' achievement is satisfactory, and the school provides satisfactory value for money. The headteacher's passion for developing every aspect of the school is successfully driving sustained improvement in all areas of its work, so that all elements of educational provision are now at least good. All staff have high aspirations for the school. The way that the school has improved through its use of accurate data collection and the increases in pupils' progress demonstrate its good capacity for further improvement. Excellent communication with parents, combined with outstanding work in partnership with others, ensures exemplary care, guidance and support for pupils and their families. The school's data show that pupils' progress has accelerated over the last year. During the inspection all the teaching and learning seen was good. The use of targets is helping to secure improvements in learning in literacy and numeracy. The school is aware that these need to be individualised and extended to other subject areas. Pupils are developing an understanding of how their targets in reading, writing and mathematics can help them to improve their work. Some pupils think that their targets are not challenging enough and they do not understand how they need to demonstrate to staff how they have met them. This is partly because there are missed opportunities in lessons to involve the pupils more in the assessment of their work and that of their peers.

Staff are encouraged to take a lead in trying new ways of doing things to improve the school. These new systems work effectively because of good teamwork. For example, changes to the curriculum have been made so that pupils learn in real-life situations, such as giving change as shopkeepers, make learning fun and relevant. Teachers enrich the pupils' understanding of the world around them by exploiting visits and trips, such as those to the River Axe and Hook Court, to enhance learning in class.

All aspects of the Early Years Foundation Stage are good. A lot of hard work, professional training and help from consultants are paying dividends. Because of the careful planning and use of set routines when younger children change to different activities, the older ones do not get disturbed in their learning. This is also because the older ones are enthused by the good support given to them by adults. This was clearly evident when Reception children were investigating water activities, while in the same room as pupils in Years 1 and 2 who were busily writing sentences from the notes that they had made previously. All this was part of an engaging seashore theme investigated by all these pupils.

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Although governors are committed to the school, they know that in the past they have relied too much on the headteacher for information and are now becoming more strategic in their support. At the time of the inspection, safeguarding procedures were fully in place.

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

- Increase and secure the rate of progress that pupils make by:
  - personalising learning targets further and extending the use of them in other subject areas as planned
  - giving pupils more opportunities in lessons to be reflective about the amount of effort that they have exerted and what they have learned
- Ensure that governors are in a better strategic position to support the school.

**Outcomes for individuals and groups of pupils****3**

When pupils first come to the school at around the age of four they broadly have the skills and knowledge expected for their age, though the range can be wide and varies annually because the year groups are small. Any minor fluctuations in the performance within subjects are traceable to the specific needs of the pupils in the small year groups. Pupils with special educational needs and/or disabilities perform equally as well as their peers. Current assessment information of the pupils' progress, which is both rigorous and accurate, coupled with inspection evidence, show that their progress has increased over the last year. This begins in the Early Years Foundation Stage where good learning is now being transferred into Key Stage 1. This is because teachers are gradually eradicating the legacy of underachievement that was caused by weak teaching in the past

The school is a happy and friendly community where pupils regardless of their background or heritage form positive relationships with each other. Overall, pupils' behaviour is good and around the school and at playtimes is exceptional. Here pupils mix seamlessly with the children from the co-located play group. Behaviour is not as good in class in Key Stage 2. Pupils' occasionally allow themselves to become distracted when they should be getting on with their work, and they also do not always pay sufficient attention to the teacher quickly enough. This can reduce the pace of learning in lessons as the teacher waits to get their full attention. Nevertheless, pupils get on very well with each other and much enjoy their learning

Pupils are developing good workplace and social skills, as a result of adaptations to the curriculum to give them 'real-life' problem-solving challenges and investigations. These skills have been further strengthened by other activities, for example involvement in sporting teams. Pupils show a willingness to take on responsibility by raising money for several charities and by being elected to the school council. Pupils are good at keeping fit due to the strong encouragement for them to walk and cycle to and from school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

A considerable amount of work has been undertaken since the appointment of the headteacher to improve provision since the last inspection. Teachers have reviewed every aspect of their work. They have successfully tried new ways of planning, teaching and assessing in order to increase the learning that takes place in lessons. They are not complacent and these changes are being honed to meet the needs of each individual pupil. Progress in all the lessons visited during the inspection was good because of the good teaching and highly effective use of support staff. The school rightly notes that the creatively designed themed curriculum is inspiring and motivating. Excellent use is made of the attractive outdoor environment, and good quality equipment, to encourage activity at break and lunchtimes.

Pupils feel very safe in school due to the excellent care they receive. A wide range of different intervention strategies are used to support pupils' different needs. Pupils and their families are known on a personal basis. Because they know families so well, and have excellent communication systems with them and other partners, the school is able to provide outstanding care guidance and support for pupils. One typical parent noted

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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approvingly, 'This is an environment of traditional values, with modern teaching methods and facilities and with mutual respect.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

The headteacher has demonstrated exceptional skills in developing the leadership potential of staff, in securing significant improvements in provision and inspiring others with confidence. The focus on teaching and learning, particularly in literacy and numeracy, is well placed, and key members of staff are clearly helping to lead by example and drive improvement.

Governors support the school satisfactorily and they make certain that they meet their statutory duties. Safeguarding procedures are good. A single central record of staff is maintained and updated when needed as required. Checks have been made on all adults who work within the school and health and safety checks and risk assessments are appropriately carried out. Until recently governors have not been fully involved in the monitoring and evaluation of the school's effectiveness. They have undertaken training, particularly the Chair of the Governing Body, to be more able to support the headteacher strategically.

The school promotes community cohesion well and it has planned and evaluated its work to develop pupils' understanding of local, national and international matters most effectively. The school makes a particularly strong contribution within its own and local communities and it actively engages with a range of community groups at home and abroad. Everyone is treated equally and fairly. This is reflected in the excellent relationships evident throughout the school, the respect adults and pupils show to others and the fact that different groups of pupils achieve equally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The children's introduction to the Reception Year is very carefully planned so that they feel very safe and happy. Clear routines and high expectations of staff help children become confident and independent with very positive attitudes to learning. From broadly average attainment on entry children are on target to exceed the goals expected of them at the end of the year. Good teaching and support enable all children to make good progress within the mixed-age class, including those who find learning either difficult or easy. The recently introduced target books are a great success, as children can see what they have done and the next small steps in their learning. This is preparing them very well for Year 1.

Good leadership and management along with excellent links with the co-located pre-school have rapidly driven improvement. Partnership work enables excellent transition and sharing of information and equipment. Indoor and outdoor resources are interesting and varied, helping to make learning and investigating great fun. A huge amount of work has been successfully carried out to make improvements since the last inspection.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A majority of families responded to the questionnaires for parents and carers. They were overwhelmingly positive about the school's work and are most appreciative of what it



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does for their children. Typical of many, one parent wrote, 'I am very happy to send my child to this school. It is very well run by enthusiastic, caring staff who are always happy to talk about our child's progress.' Parents felt that the improvements made over the last year and commitment of staff was a particular strength; inspection evidence concurred.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatch Beauchamp Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	73	7	27	0	0	0	0
The school keeps my child safe	17	65	9	35	0	0	0	0
The school informs me about my child's progress	17	65	6	23	0	0	0	0
My child is making enough progress at this school	16	62	7	27	0	0	0	0
The teaching is good at this school	16	62	10	38	0	0	0	0
The school helps me to support my child's learning	16	62	7	27	0	0	0	0
The school helps my child to have a healthy lifestyle	16	62	10	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	62	7	27	0	0	0	0
The school meets my child's particular needs	15	58	8	31	0	0	0	0
The school deals effectively with unacceptable behaviour	15	58	11	42	0	0	0	0
The school takes account of my suggestions and concerns	15	58	11	42	0	0	0	0
The school is led and managed effectively	17	65	9	35	0	0	0	0
Overall, I am happy with my child's experience at this school	19	73	7	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 May 2010

Dear Pupils

Inspection of Hatch Beauchamp Church of England Primary School, Hatch Beaucamp, TA3 6SQ

I would like to thank you for your wonderful warm welcome when we came to inspect your school. I enjoyed talking with you about your work and watching you perform your 'Wake and Shake' with such enthusiasm. This letter is to let you know what I found out. Your school is satisfactory and getting better very quickly. The youngest pupils are doing really well. All of you are doing much better than you were a year ago. This is because teaching is good and adults have made your learning more interesting. The way your school works with other adults means that you are exceptionally cared for.

You have such extraordinary adults who are always looking for ways to make your school an even better place to be. I have asked the governors to help the headteacher more with her work. I have also asked the adults to make sure that you:

- all get individual learning targets in literacy and numeracy
- get more targets for more subjects
- get more chances to think about what work you have done and how hard you are working.

You can do your bit to help by continuing to do your best. Tell adults when the work you are given is too easy or too hard. Always pay attention to your teachers.

Please thank your parents for the helpful comments they made on the questionnaires. If you want to see the full report please go to our website which is at this link:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

My very best wishes for the future

Yours sincerely

Steffi Penny

Her Majesty's Inspector

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