

Bassetts Farm Primary School

St John's Road, Exmouth, Devon, EX8 4GB

Inspection dates 23–24 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils, parents, carers and staff are very proud of Bassetts Farm School which is strongly led by the headteacher and other leaders.
- Different groups of pupils make similarly good progress from a range of starting points and achieve well in reading, writing and mathematics.
- Attainment at the end of Year 6 in both 2013 and 2014 was significantly better than the national average with a particular strength in mathematics.
- The progress of pupils leaving Year 6 has been significantly higher than that seen nationally for the past three years.
- Changes introduced by leaders to improve reading and writing are raising pupils' attainment further and helping the school to improve. Reading is now a strength of the school.
- The early years provision is good. Well-planned activities ensure children make good progress and develop the skills and knowledge they need to be confident learners.
- Pupils' behaviour is good. Their positive attitudes to learning contribute to the good progress they make during their time at school.
- Pupils feel safe at all times because of the school's exceptionally strong procedures to promote their welfare and safety. Pupils are very friendly, polite and welcoming.
- Teaching is good and improving because of effective leadership. Teachers typically provide interesting and well-planned activities which pupils enjoy.
- The curriculum is varied and is very effective in promoting pupils' spiritual, moral, social and cultural development.
- Governors play their full part in helping the school to improve and holding leaders to account. They have the skills and information to do this effectively.

It is not yet an outstanding school because:

- The quality of teaching does not result in outstanding achievement for all pupils. Occasionally pupils are given work which is too easy or too difficult.
- Improvements introduced by leaders have yet to show their full effect. As a result, pupils' achievement in writing lags behind that in reading and mathematics.

Information about this inspection

- Inspectors observed lessons or part-lessons across the school, including some observed jointly with the headteacher.
- Inspectors held meetings with staff and members of the governing body. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors talked with groups of pupils and individual pupils during lessons and playtimes to find out their views about the school. They also listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors took account of the 62 responses to the Ofsted online parent questionnaire (Parent View). Parents' and carers' views were also gathered from informal discussion and the school's own survey.
- The views of staff were gathered through discussions and the 42 returns to the Ofsted staff questionnaire.
- Inspectors observed the school's work and looked at documents, including improvement plans, safeguarding documents, records relating to attendance, systems for tracking pupils' progress and the school's data on pupils' attainment and progress.

Inspection team

Peter Clifton, Lead inspector	Additional Inspector
Jennifer Cutler	Additional Inspector
Paul Hodson	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The number of pupils on roll has increased since the time of the previous inspection.
- Nearly all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is below average. The pupil premium is additional funding to support disadvantaged pupils: those known to be eligible for free school meals and those who are looked after.
- The school's provision for children in the early years is full time in its Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding in order to raise achievement by making sure that work in lessons is not too easy or difficult.
- Further improve pupils' achievement in writing by:
 - enabling pupils to write at length more often in Key Stage 1, including in different subjects
 - ensuring that pupils in Key Stage 2 use language and vocabulary better to improve their writing.

Inspection judgements

The leadership and management are good

- Parents, carers and staff have considerable confidence in the leadership of the school. The headteacher provides a very strong lead in ensuring that the school strives for the best possible outcomes for all pupils. Leaders have ensured that teaching and pupils' behaviour are consistently good and that staff feel proud about working at the school.
- Staff report that regular observations in lessons and feedback help with their professional development. They comment, for example, that leadership is firm yet fair. Middle leaders work effectively in school and play a key role in monitoring standards in their areas of responsibility. Support staff comment that they have been given many opportunities to improve their knowledge and understanding.
- The school's systems to manage the performance of staff are well considered. Staff have targets related to how well pupils learn and the school's development plan. These are also linked to salary progression.
- Leaders know the strengths of the school and areas for improvement. These include the quality of teaching and strengthening pupils' achievement in writing. In writing, changes made have not had sufficient time to show their full effect. Improvement in the use of phonics (the sounds that letters make) has helped pupils to raise their achievement in reading.
- The school's curriculum is broad and provides many stimulating experiences for pupils. It is enhanced by a wide range of clubs and visitors to school, including authors. Pupils successfully participate in competitive sporting events against other local schools. Leaders have implemented the new National Curriculum confidently.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum. Assemblies provide thought-provoking ideas; for example, how pupils could 'measure' the strength of different friendships.
- The school successfully promotes equality for all pupils. Discrimination of any kind is not tolerated. All staff foster positive relations across the school and develop the school's values of love, respect, thankfulness, truthfulness and sense of self. British values such as democracy and the need for rules and liberty are promoted well through, for example, visits by councillors and leaders of faith, and discussion about world events. As a result, pupils are well prepared for life in modern Britain.
- Additional funding for disadvantaged pupils is used effectively. It helps to boost pupils' reading, writing and mathematics skills, and their social and emotional needs. As a result, these pupils make similar progress to that of other pupils.
- The physical education and sport premium is being used effectively by the school. Funding has been used to provide specialist sports coaches and to widen the range of activities being offered. This had led to increased levels of participation. Pupils comment that they are now more aware of how to be fit and healthy and the additional sporting opportunities have boosted their enjoyment of school.
- Parents and carers who responded to Parent View and who spoke to inspectors expressed considerable confidence in the leadership and management of the school and that staff were very approachable.
- The local authority has confidence in the leadership and management of the school and checks to see that it is performing well. It has provided appropriate light-touch support to help the school improve.
- The school's arrangements for safeguarding pupils are robust and meet statutory requirements.
- **The governance of the school:**
 - Some governors have specific areas of expertise, including financial and educational backgrounds. These skills and expertise greatly enhance the capacity of the governing body to challenge and support the overall leadership of the school. Governors have an accurate understanding of the school's strengths and weaknesses, including the quality of teaching.
 - Individual governors serve on different committees depending on their interest and background. As a result, for example, they become skilled at interpreting progress data on the school's performance and are able to ask challenging questions. They have a good understanding about managing the performance of staff. They are clear about their responsibilities in making decisions rewarding good teaching and tackling underperformance.
 - Governors have considered the impact of the additional pupil premium and sport funding and keep this spending under review.
 - Staff value the regular visits by governors to see the school in operation. This gives governors a good overview about school life, including the quality of teaching and the conduct of pupils.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils have very good attitudes to learning and work together well. This contributes to their good progress. Pupils' attitudes to learning are strongest in Key Stage 2 and particularly in Years 5 and 6, where they are exemplary. For example, in a writing task in Year 6, all pupils remained totally focused on their work. The degree of cooperation and sharing was of the highest order.
- Pupils are polite and courteous to each other and adults. They come into school ready to learn and enjoy the many different activities that they do.
- Parents and carers who talked to inspectors and those responded to Parent View all agree that their children are happy at school.
- Pupils are proud of their school and appreciate the displays and the spacious grounds which are used to promote outdoor learning. They are enthusiastic, for example, about the artwork which is varied and of high quality.
- Pupils understand the rewards for good behaviour and sanctions for inappropriate behaviour. They say that poor behaviour in classes is rare.
- There are a few pupils, mainly boys in Key Stage 1, who lose focus on their work when it is too easy or they are working away from an adult and, as a result, their learning slows.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils' conduct in and around the school is often exemplary and pupils comment that they feel safe at all times. There are very few incidents of bullying or inappropriate behaviour recorded and this is reflected in pupils' very positive comments about being at school. Parents and carers all agree that their children feel safe at school.
- Attendance is above the national average, and any absence is followed up diligently.
- Any pupil requiring first aid is cared for quickly and appropriately and the accident fully recorded.
- Pupils know about how to keep themselves safe and secure in a wide range of situations, including the possible dangers when using computers, mobile phones and tablets. They are fully aware that some internet sites might be inappropriate and that contact by others through messaging may not always be well intentioned.
- The school's arrangements to support individual pupils with any personal problem or worry they might have are particularly strong. As a result, the pupils have great confidence in sharing confidences with staff to help them to resolve any issues.

The quality of teaching is good

- The work in pupils' books and their knowledge and understanding in reading, writing and mathematics show that teaching is typically good. As a result, pupils learn well and make good progress.
- Teachers and other staff have high expectations for pupils' learning. They ask challenging questions which enable pupils to check and extend their ideas and understanding.
- Relationships between pupils and staff are very strong. Typically, pupils persevere with tasks and want to do well. Pupils are very confident in expressing their views in discussions and when responding to questions.
- Teaching assistants make a good contribution to pupils' learning and achievement. They help individual or small groups clarify their thinking or explain tasks in more detail.
- Phonics is taught well, enabling pupils to develop good early reading skills. Regular reading is promoted well in small groups and on an individual basis. Older pupils read widely and enjoy checking out their understanding of what they have read by answering comprehension questions.
- Overall, writing is taught well and, as a result, pupils' achievement and progress are strengthening. Pupils' written work is well marked with clear points for development given, which is helping pupils to improve. However, in Key Stage 2, not all teaching is ensuring that pupils use language and vocabulary to the best effect so that more reach the higher levels of achievement.
- Pupils have some good opportunities to write at length in different subjects for example, older pupils work is linked well to history, geography and science. In Key Stage 1, pupils have too few opportunities to write at length, including in different subjects.
- In mathematics, there is a strong emphasis on applying skills and understanding, for example to solve word problems. Pupils have secure basic skills because these are taught well. In Years 3 and 4, for

instance, pupils persevered well to solve a range of problems in the most efficient way.

- Pupils comment that they get plenty of help from teachers if required and have been taught self-help strategies to follow should they get stuck.
- Sometimes pupils do not always achieve as well as they could in lessons because they are given work which is too easy or too difficult.

The achievement of pupils is good

- Overall, by the time pupils leave school at the end of Year 6, their attainment is significantly above the national average. Pupils' achievement is good from their different starting points.
- In the 2014 tests, pupils' attainment was strongest in mathematics. It was weaker in writing because fewer pupils reached the higher levels.
- The 2014 results show that Year 6 pupils made good progress from their different starting points in reading, writing and mathematics. Their progress and achievement were strongest in mathematics.
- The school's records of pupils' progress for the current Year 6 pupils show that they are on track to achieve well in 2015 with an improvement in both reading and writing. Samples of work seen show that pupils are using adventurous language and vocabulary more confidently in their writing.
- In Year 2, a good proportion of pupils reach the expected Level 2. Their achievement in writing at Level 3 is held back because they have too few opportunities to write at length, including in different subjects.
- The most able are typically challenged well in lessons. There are growing numbers of pupils across the school who are working at the higher levels in reading, writing and mathematics. Overall, most-able pupils make progress which is similar to other pupils.
- Disabled pupils and those with special educational needs in Year 6 achieved well in the 2014 tests and made progress which was significantly better than the national average. Pupils are given additional help and support in lessons which enable them to learn well. The school's records of progress show that they are achieving at least as well as other pupils.
- In 2014, the proportion of pupils reaching the required level in the phonics check was above average. This is an improvement from the previous year when it was below the national average. This improvement is seen in the confident and enthusiastic way in which Year 1 pupils attempt to read unfamiliar words. In Year 2, the attainment of most-able pupils in reading is improving. Year 6 pupils have mature reading habits and express their preferences for different types of book.
- In Year 6 in the 2014 tests, the attainment of disadvantaged pupils in reading was about half a year behind that of other pupils in the school and a term behind others' nationally. In writing, they were approximately one year behind other pupils both in the school and nationally. In mathematics, they were approximately one year behind others in the school and one term behind others nationally. These pupils made similar progress to other pupils from lower starting points in Year 3.
- The schools' records of pupils' attainment show that the current gap between disadvantaged pupils and non-disadvantaged pupils has halved and that this group of pupils are on track to make good progress.

The early years provision is good

- Children join Reception with skills and knowledge that are broadly typical for their age. In 2014, the proportion of the children reaching a good level of development by the end of Reception was a little above the national average. Children's attainment is on track to be higher this year.
- Leaders work together well as a team. Staff keep well-organised learning journeys which map what the children can do and where they need extra support.
- Early years staff assess the children regularly and adjust planning to help children to learn well. This good teaching and provision enables children to achieve well. Children are well prepared for the transition to Year 1.
- There are a good range of activities for children to choose and do both inside the classroom and the outdoor learning area. Adults use the interests of children to help make activities fun. Daily routines are well established.
- Children make books and write down information to share with others. In the outdoor area they use water and chalk to write letters. They can hear and say initial letter sounds. In mathematics, they can name and talk about different shapes using the correct mathematical language.
- On a few occasions, activities provided do not challenge children sufficiently well.

- Children are well managed and kept safe. They respond well to instructions and are becoming more confident learners. They listen well to stories and can sequence events. In their physical development they respond to music through stretching and movement.
- Parents and carers are consulted and included as equal partners in their children’s education. Parents and carers spoken to comment that their children are safe and well cared for and that they are well informed about how well their children are progressing.

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	113120
Local authority	Devon
Inspection number	449588

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair	Mike White
Headteacher	Sarah Bennett
Date of previous school inspection	1 December 2009
Telephone number	01395 275968
Fax number	01395 274522
Email address	admin@bassetts-farm.devon.sch.uk

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