

Inspection of Colston Bassett School Limited

School Lane, Colston Bassett, Nottingham, Nottinghamshire NG12 3FD

Inspection dates: 19–21 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils like coming to school because it is friendly and they enjoy their lessons. There are many opportunities to enrich learning through activities, such as village walks or trips to the theatre. Visitors to school, such as members of the local history society, bring learning to life. After-school clubs are available to all pupils and cater for a range of interests, including chess and karate.

Pupils know they are expected to behave well and try their best. They say that there is no bullying. Pupils are respectful of others. They told inspectors that teachers help them if they have any worries. Parents and carers agreed that the school has given 'the most wonderful support to both the children and us as a family'.

In lessons, pupils are enthusiastic and most like to join in with discussions. They are keen to share their knowledge. Pupils read confidently and enjoy a range of stories. They are proud of their successes, particularly when they have had to work hard. For example, they speak French very well for their age and feel a real sense of achievement.

Pupils are encouraged to develop healthy lifestyles. Every day they have the opportunity to be physically active, including being 'fit for fun'.

What does the school do well and what does it need to do better?

The proprietors and headteacher are ambitious for pupils to do well. They make sure that pupils are well prepared for their next stage of education and support them in their transition to secondary school. They provide a curriculum which helps pupils develop a range of skills and knowledge in different subjects. They encourage pupils to work hard and keep trying, even when they find tasks difficult.

The school offers a broad, varied and enriching curriculum. This means that pupils are able to learn in different ways and contexts. Sometimes pupils work with people who have particular skills and knowledge. Off-site visits provide first-hand experiences which enhance pupils' learning. Links between subjects make learning more meaningful and bring lessons to life. For example, pupils found out about soldiers who fought in the First World War. They wrote letters, imagining what these men may have written to their families about life in the trenches.

Pupils' personal development is central to the school's work. Pupils learn about values, such as tolerance and respect. They enjoy religious education (RE) lessons, finding out about different religions and how life in other cultures differs from their own. They say that 'everyone is equal' and are respectful of others' views and beliefs. They show an understanding of democracy and the rule of law within the everyday life of the school. They explained school rules are to keep everyone safe, and voting for school council members is a fair process. However, they are less sure about how this works in the wider British society.

There are high expectations for pupils' behaviour. Pupils have good attitudes to their learning, showing enthusiasm and motivation. Disruption in lessons is rare. Pupils enjoy social times, such as lunchtime and playtime. Pupils of different ages play happily together.

The teaching of phonics and early reading is a daily priority for younger pupils. All older pupils read with an adult at least once every week. Pupils have access to good-quality texts and develop an enjoyment of reading. If any pupils have difficulties learning the basic skills in reading, writing and mathematics, they are given individual additional support.

Most of the curriculum is planned carefully so lessons link together and pupils know more and remember important facts as they progress. For example, pupils excel in their French lessons because learning is planned step by step. However, this is not always the case. For example, plans for science and technology have insufficient detail and do not show how learning will progress. In lessons, some older pupils were not clear about what they had learned in science and found some of the work too hard. They were not sure how previous learning in this subject linked together. This made it difficult for them to complete the written tasks they were set.

In the early years, children make a good start in reading and mathematics. They have many opportunities to find out about the wider world. For example, they found out about penguins and the frozen conditions in which they live. They explored the properties of ice cubes and made 'snow' to create an environment for model penguins. Their enthusiasm was evident by their eager responses to the activity. Children are well prepared for their transition to Year 1.

The proprietors have ensured that all independent school standards are met. They make sure that the school environment is well maintained and resourced. They are actively involved in the life of the school, including aspects of the day-to-day running. Proprietors are mindful of workload and value the commitment shown by all staff. They recognise where further work is required to maintain the quality of education in the school and are supportive of the headteacher in carrying out the necessary improvements.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding leader is well trained and knowledgeable. She ensures that all staff are well informed and receive appropriate training and up-to-date information based on the most recent statutory guidance. Staff know how to recognise signs of abuse or neglect and what to do in the event of a serious concern. They know the pupils and their families well so are able to respond to any minor concerns quickly.

Proprietors carry out all the necessary checks on adults before they begin to work or volunteer at the school. The school's safeguarding policy is published on the school website.

What does the school need to do to improve?

(Information for the school and proprietor)

- The curriculum is not of the same standard in all subjects. This is because the plans for some subjects are not coherently sequenced. There is not enough detail to help teachers know what pupils should be taught and when. This affects the quality of pupils' work. Leaders should ensure that:
 - plans for all subjects should set out clearly what pupils will learn and how they will build on key knowledge and skills each year
 - pupils' work in all subjects is neatly presented and set out in line with agreed policy.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	135366
DfE registration number	891/6031
Local authority	Nottinghamshire County Council
Inspection number	10116634
Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	28
Number of part-time pupils	0
Proprietor	John Miller, Dinah Miller
Headteacher	Caroline Newcombe
Annual fees (day pupils)	£7,098
Telephone number	01949 81118
Website	www.colstonbassettschool.com
Email address	COLSTONBASSETTSCHOOL@LIVE.CO.UK
Date of previous inspection	14–16 March 2017

Information about this school

- Colston Bassett School Limited is an independent selective day school. The premises were previously in use as a local authority maintained primary school.
- The school opened in 2007 and is registered for pupils aged four to 11 years. There are currently 28 pupils on roll.
- The headteacher took up her substantive role in September 2019.
- The last inspection took place 14–16 March 2017.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- Inspectors met with the proprietors, the headteacher and teachers with particular responsibility for English, mathematics, science, French and early years. Inspectors also spoke informally with other members of staff.
- Inspectors observed learning in a range of different subjects throughout the school. They carried out in-depth reviews of early reading, mathematics, science and French. They spoke with pupils and teachers. They reviewed books containing pupils' work in a range of subjects.
- Inspectors reviewed documentation, including school policies, curriculum plans, the school development plan and records on attendance and behaviour.
- Inspectors met with the designated safeguarding leader. They reviewed the school's safeguarding policy and a range of documentation, including the checks made by proprietors to check the suitability of staff.
- Inspectors carried out checks on the premises and the work of the school relating to the independent school standards.

Inspection team

Jane Salt, lead inspector

Ofsted Inspector

Heather Hawkes

Ofsted Inspector

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