

Inspection of Old Basford School

Percy Street, Old Basford, Nottingham, Nottinghamshire NG6 0GF

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Laura Duffin. This school is part of The Old Basford School Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by David Lawson.

Ofsted has not previously inspected Old Basford School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

The comment of one parent, 'Old Basford School is like a home from home for my children,' is typical of the views of the majority of parents and carers who responded to surveys or who spoke to the inspectors. Pupils are kind, caring and inclusive towards each other. They behave well at the school. Staff model the kindness and respect they expect pupils to show.

Pupils say that they feel safe. They know the staff will look after them and help them to learn. Pupils enjoy attending the school. Relationships between staff and pupils are very positive. Pupils are keen to follow the 'PROUD' rules and work hard to please their teachers.

The school has high expectations for all pupils. Staff are passionate about the school values driving everything they do. Their determination to ensure that 'opportunities bring success' is evident throughout the school. Pupils are challenged to make the most of the opportunities available to them through their 'mission possible' programme. They enjoy the many activities, clubs and events that develop their interests and talents. Starting from the excellent early years provision, pupils are supported to become confident learners.

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

Children get off to a great start in the early years classes. The school has created a purposeful atmosphere where children can thrive as learners. They enjoy carefully planned, adult-led sessions, as well as independent learning, in a wonderfully rich and vibrant environment.

Reading is prioritised by ensuring that pupils read regularly. Younger pupils have daily phonics lessons taught by well-trained staff. This allows most pupils to become accurate and fluent readers. A few older pupils still struggle with reading. Staff provide timely support to help these pupils become confident readers.

The school's curriculum is on a journey. Many subject curriculums are ambitious and carefully planned. In the subjects that are well developed, there is careful thought given to what important knowledge and skills pupils need to learn and when. For example, in art, pupils develop their understanding of shading through regular practice until they are confident to apply this skill to a drawing. However, in some subjects, it is not always made clear to pupils what the important knowledge is that they need to focus on. Pupils do not always remember the main thing that they should have learned.

Teachers recap on previous learning at the start of lessons and use questions to check that pupils understand what they are learning. Most of the time, this helps teachers to identify what pupils know and what they still need to learn. Teachers use their good subject knowledge to present information clearly and engage pupils in interesting learning activities. Pupils work hard to complete the tasks teachers give

them. As a result, in most subjects, pupils are remembering more and growing in confidence as learners.

The school is ambitious for all pupils. Staff know individual pupils well. They are quick to identify any pupils who may be struggling. Pupils also benefit from mental health support to help them become more emotionally resilient.

The school has effective systems in place to identify and assess pupils with special educational needs and/or disabilities (SEND) so that they can access the full curriculum. Staff receive information about these pupils' needs through 'provision maps'. These do not always contain the precise information and targets staff need to know. As a result, not all staff understand the best ways to support these pupils in their learning.

Most pupils follow the school's PROUD rules. They appreciate the boundaries and routines that staff provide. They enjoy being in school and, as a result, attend well. There is effective support in place for the families who struggle to meet the school's high expectations for attendance.

The school provides a wealth of opportunities for pupils to build their character. They engage in charitable and community activities. Pupils relish the responsibilities they are given in school, such as being a 'reading champion' or an 'amigo' for a younger child. Pupils benefit from a range of trips and visits that broaden their understanding of the world around them. The school values of inclusion and respect prepare pupils well for life in modern Britain.

The school is well led. Leaders have ensured that how well pupils learn in their different subjects is more positive than previous published outcomes would indicate. Governors understand their role and carry out their duties effectively. Staff say that they feel valued and cared for and that their workload is carefully considered throughout the year. They are happy and proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, pupils do not receive opportunities to learn the key knowledge that they should. When this is the case, this can limit how well pupils remember and understand what they are learning. The school should ensure that all lessons provide pupils with opportunities to focus on the important knowledge that they need to learn, so that pupils are able to know and remember more of that key information, and so develop secure understanding over time.

- Some pupils with SEND are not supported in lessons as well as they could be. Teachers do not have sufficient information to provide some of these pupils with effective support. As a result, these pupils' needs are not always well met. The school should ensure that teachers have the necessary information, knowledge and skills to make sure these pupils get the help they need to be successful.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138740
Local authority	Nottingham
Inspection number	10254794
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	Board of trustees
Chair of trust	David Lawson
Headteacher	Laura Duffin
Website	www.oldbasfordschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The Old Basford School Trust operates Old Basford School as a single-academy trust.
- There have been significant changes to the senior leadership of the school since the last inspection.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held various meetings with the headteacher, the assistant headteachers and the special educational needs coordinator. The lead inspector also met with a group of trustees, which included the chair of trustees.
- Inspectors carried out deep dives into reading, mathematics, history and art. Inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also considered other foundation subjects, taught through topic work, and visited some physical education, music and computing lessons.
- The lead inspector looked at individual pupils' education, health and care plans and the school's 'provision maps', when considering the support for pupils with SEND.
- Inspectors considered a wide variety of school documents, including the academy development plan.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took note of the responses received to Ofsted's online survey, Ofsted Parent View, and considered the results of the staff and pupil surveys. Inspectors met with pupils to gather their views.

Inspection team

Dave Gilkerson, lead inspector	His Majesty's Inspector
Sarah Allison	Ofsted Inspector
Lisa Atkins	Ofsted Inspector

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