

Inspection of Bassetts Farm Primary School

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

Inspection dates: 26 and 27 June 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

From the moment pupils start at Bassetts Farm Primary School, they develop 'a love of learning for life'. The school has high aspirations for all pupils. Pupils experience a range of opportunities through the ambitious curriculum. They enjoy attending school. Pupils say the school is friendly and welcoming.

Pupils behave exceptionally well. They show exemplary attitudes to their learning. The school has high expectations of pupils' behaviour. Pupils are focused and respectful. They are polite to each other and to visitors. Pupils socialise happily together. They care about each other's well-being and state, 'everyone helps each other out at this school.'

Pupils take on a variety of leadership roles in the school. They value having the opportunity to make a difference. School librarians organise the library and write book reviews to encourage other pupils to borrow books. Pupils appreciate having the opportunity to help with the running of the school.

Pupils learn how to stay safe online and in the wider community. Relationships are positive between adults and pupils. Pupils say that adults listen to them and support them with any worries. The school has an accurate understanding of pupils' individual needs. Pastoral support for pupils is strong.

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

The school has designed a curriculum that enables pupils to build their knowledge progressively as they move through the school. Pupils 'recap, revisit and retrieve' at the beginning of lessons. This helps them to consolidate their understanding from their prior learning. Where this is most successful, pupils make links between their current and previous learning. For example, older pupils describe how they get better at creating portraits in art. They recognise how their skills improve by revisiting this in different year groups. The portraits older pupils produce are of a very high standard. In history, pupils learn about the British Empire and can compare this with their prior learning about the Roman Empire.

The curriculum is broad and ambitious. Pupils develop their curiosity through learning outdoors. The school site has been utilised well to create a variety of learning areas. Facilities such as the music studio and discovery room enhance pupils' experiences and enrich their learning. Pupils engage very well with their learning. They develop independence and resilience. In mathematics, pupils persevere when solving mathematical problems. They build their mathematical fluency well. Some implementation of the curriculum and associated planned learning, does not meet the needs of all pupils. This makes it harder for some pupils to build their learning over time. For example, younger pupils previously looked at some examples of toys from the past. When asked to compare these with some modern examples of toys, pupils did not have access to the toys from the past. This made it more difficult for them to build on their prior knowledge.

A love of reading is visible across the school. This starts in the Nursery, where children enjoy listening to familiar stories and rhymes. This sets them up well for Reception where they start learning phonics straight away. Pupils quickly learn the knowledge they need to be able to blend sounds together to read simple words. The reading curriculum is well organised and sets out what pupils should know and by when. Staff have the expertise to ensure that there is a consistent approach to the teaching of phonics and reading. The school regularly checks pupils' phonics knowledge and identifies those who need extra support. These pupils receive the help they need. Reading books match pupils' phonics knowledge accurately which helps them to build their fluency. Texts become longer and more complex as pupils get older. Pupils enjoy listening to adults read. The school encourages pupils to recommend different books and authors to each other. Pupils learn about diversity and different cultures through the reading curriculum.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Staff know pupils' needs accurately. Learning is adapted to meet pupils' needs. As a result, pupils with SEND progress through the curriculum as well as their peers.

The school's curriculum for pupil's personal development is exceptional. Pupils are well prepared for life in modern Britain. They learn about democratic processes through voting for new house captains. This is aligned with the current general election, which makes this more meaningful for pupils. The development of pupils' character is exemplary. Pupils consider different character strengths each week and reflect on their own character. There are a wide range of extra-curricular activities available and participation levels are very high. Pupils understand about healthy relationships and know what it means to be a good friend. They know how to keep themselves physically and mentally healthy.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the intended curriculum does not always meet the needs of some pupils. As a result, these pupils do not build their knowledge as well as they could. The school needs to ensure that the curriculum is implemented effectively to ensure all pupils learn well over time and progress as well as possible through the curriculum.

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	113120
Local authority	Devon
Inspection number	10334663
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair of governing body	Mike White
Headteacher	Sarah Bennett
Website	http://www.bassetts-farm.devon.sch.uk
Date of previous inspection	13 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school has provision for two, three and four-year-olds in its nursery.
- The school runs a breakfast and after-school club for its pupils.
- 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. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteachers, special educational needs coordinator and early years leader for the school. The inspectors also met with a range of teaching and support staff.

- The lead inspector met with representatives from the local governing board.
- The lead inspector met with a representative from the local authority.
- 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.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in other subjects.
- The lead inspector listened to pupils in Year 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector	His Majesty's Inspector
Carl Thornton	Ofsted Inspector
Lizzy Meadows	Ofsted Inspector

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