

Inspection of Dunton Bassett Primary School

The Mount, Dunton Bassett, Lutterworth, Leicestershire LE17 5JL

Inspection dates: 3 and 4 July 2024

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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Previous inspection grade	Good
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The executive principal of this school is Lee Evans, who is responsible for this school and one other. This school is part of the Inspiring Primaries Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Riches, and overseen by a board of trustees, chaired by Graham Read.

What is it like to attend this school?

Pupils are proud of their friendly school. They appreciate the caring staff who always want the best for them. They feel valued and respected as part of this small school, at the heart of its village community.

Pupils behave well and want to do their best. They aim to 'be remarkable', by showing important school values, such as resilience and respect. They enjoy receiving marbles for their efforts and helping their whole class to achieve their goals. Pupils say that bullying is rare. They say they feel safe because staff are quick to help them to resolve any problems. If they need extra help, they receive it quickly.

Pupils are keen to learn. They are enthused by the interesting topics and books they study. They can confidently use their expanding vocabulary to explain their understanding of local and global issues. Pupils relish the many valuable experiences provided by the school, including in sport and music, so that they can discover and develop their interests. Parents and carers appreciate the swift actions for improvement the school has taken. This gives them confidence that their children are doing well at this school.

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

The school has introduced an ambitious curriculum that identifies the important knowledge that pupils should learn. Effective training ensures that staff have the expertise to teach the revised curriculum. This training is helping staff to improve their subject knowledge and the effectiveness with which they check that pupils are learning what they should across the curriculum. Pupils are learning and remembering more across the curriculum over time. However, in some subjects, staff do not have secure knowledge of every aspect of the curriculum. As a result, they do not always identify and address pupils' gaps in learning from previous academic years.

The revised curriculum is well sequenced. Staff revisit important learning with pupils so that they can recall what they have studied and build on it successfully. On occasion, tasks do not enable pupils to make connections and deepen their understanding so that they achieve as highly as they could.

The mathematics curriculum is well sequenced from early years to Year 6. Teachers use their good subject knowledge well to enable them to spot and address any misconceptions quickly. Published outcomes in mathematics do not reflect the good quality of education that pupils now receive.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. The school identifies barriers to learning and the additional

needs of pupils quickly and accurately. Staff make effective adaptations so pupils can achieve as highly as possible.

Reading is always a priority. Right from the start in Reception, children learn to read well. Regular checks mean that staff have a precise understanding of how pupils' reading skills are developing. Pupils who need extra help receive this quickly to become confident readers. The school has reviewed the selection of books that pupils read so that they can connect what they read in English lessons with their learning in other areas of the curriculum. The school ensures that pupils are taught effective strategies to improve their reading. For example, pupils learn how to use evidence from what they read to support their arguments and explanations. Pupils are confident readers who can talk about the books they study and enjoy.

Children get off to a strong start in the early years. Routines are well established and resources carefully chosen to promote children's independence. Children enjoy the engaging activities, which ensure that they revisit and apply important knowledge. This prepares them well for Year 1 and beyond.

Pupils' well-being is given the highest priority. They learn about the importance of healthy choices. Pupils learn about different faiths. They have a clear understanding of right and wrong. Pupils have an age-appropriate understanding of different families and relationships education by the time they leave the school.

There is a calm and purposeful environment across the school. Learning is rarely disrupted. Pupils' attitudes to their learning are positive. Most attend regularly. Some pupils have a disrupted pattern of attendance. However, staff take steps to help these pupils catch up with essential learning when they return to school.

The school has an ambitious vision to provide the best possible education for every child. Staff are proud to work at Dunton Bassett Primary School. They say that they feel fairly treated. They appreciate the benefits of being part of a collaborative trust team. Staff appreciate the consideration given to their well-being, particularly during many recent changes.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not have deep and secure subject knowledge. As a result, they do not always identify and address gaps in pupils' learning relating to knowledge that pupils should have acquired in previous academic years. The school should ensure that teachers develop their subject

knowledge so that they can consistently identify and address gaps in pupils' learning across the curriculum.

- On occasion, teachers do not provide pupils with work that enables them to deepen their knowledge and understanding. As a result, these pupils do not build their knowledge as well as they could. The school should ensure that teachers provide work that enables pupils to deepen their understanding so that all pupils have the opportunity to learn 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	144108
Local authority	Leicestershire
Inspection number	10298514
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	Board of trustees
Chair of trust	Graham Read
CEO of the trust	Andrew Riches
Principal	Lee Evans (Executive Principal)
Website	www.duntonbassett.leics.sch.uk
Date of previous inspection	31 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Inspiring Primaries Academy Trust.
- There have been a number of staff changes, including a number of key leadership roles.
- The school uses the services of one registered alternative education provider.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive principal, the director of school improvement, and other leaders, including the school's coordinator for the provision for pupils with SEND, and the leader of the early years provision.
- The lead inspector met with trust leaders and those responsible for governance.
- Inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to a sample of pupils from Years 1, 2 and 3 read to a familiar adult.
- The inspectors also looked at the curriculum and samples of pupils' work in science and geography.
- 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 observed pupils' behaviour in lessons, around the school site and during social times. They spoke with several groups of pupils, both formally and informally, including some with leadership roles.
- The inspectors considered responses to Ofsted Parent View, including free-text comments, and spoke to parents at the end of the school day. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff survey.

Inspection team

Mandy Wilding, lead inspector

Ofsted Inspector

Steve Tague

Ofsted Inspector

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