



# Bassingham Primary School

## Inspection Report

**Unique Reference Number** 120370  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280797  
**Inspection dates** 17 October 2005 to 18 October 2005  
**Reporting inspector** Mr. Geof Timms LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Lincoln Road
<b>School category</b>	Community		LN5 9HQ
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01522 788395
<b>Number on roll</b>	190	<b>Fax number</b>	01522 789467
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Rowland
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mr. Alan Robertson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 17 October 2005 - 18 October 2005	<b>Inspection number</b> 280797
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school serves the village and surrounding areas. It shares some of its facilities with the local community through a 'Chance to Share' scheme. The large majority of pupils are of white British origin, with a small number of other white backgrounds. No children are at an early stage of learning English. The number of pupils eligible for free school meals is well below average. Fewer pupils have learning or physical difficulties than in most schools.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school which is improving rapidly and has a number of good features. This view matches the school's self evaluation. The school has been through a significant period of turbulence recently, with changes to leadership and the governing body. This has meant that improvement since the last inspection has been inconsistent but is broadly satisfactory overall. An issue raised then and still requiring further improvement is in provision for information and communication technology (ICT), and the school has plans for increasing the accommodation available for computer use. In addition, the school does not have a suitable room for adults to work with children with learning or physical difficulties, or sufficient office space. It was also felt by the school that the community sharing agreement is restricting the school in its plans to modernise and provide the best possible learning accommodation and the inspectors agree. The current shared facilities are both shabby and out-dated. The headteacher and deputy headteacher have a good understanding of strengths and weaknesses in the provision, and the school's self-evaluation is accurate. Teaching is satisfactory overall and the curriculum is good. The role of subject leaders is under-developed. The provision for children in the Foundation Stage is good, as are the quality of teaching and the management of the reception class. Children achieve satisfactorily by the end of the reception year and many exceed the standards expected nationally. The outdoor facilities have been much improved since the last inspection and this is having a positive impact on provision. Children do not have sufficient opportunities for developing their mathematical skills through investigation and problem solving. The school does not yet have a suitable system for recording children's progress and analysing this to ensure targets set are appropriately challenging. Children have good opportunities for personal development and they have very good attitudes towards school. Their behaviour is good. The school is very caring and looks after all of the children well, teaching them about living healthily and safely. Overall, the school provides satisfactory value for money and has the capacity to continue to improve.

### **What the school should do to improve further**

- Improve children's investigative and problem solving skills in mathematics. - Improve teaching further by developing the work of subject leaders. - Complete the current review of assessment systems and develop the use of information about pupils' attainment for setting targets and tracking progress. - Ensure the planned improvements to the buildings and outdoor provision are carried through.

## **Achievement and standards**

### **Grade: 3**

The majority of the children starting in the reception class have attainment that is better than that typically found nationally. Over their time in the school, they make satisfactory progress and their standards by the end of Year 6 are usually above average. This supports the school's view that overall achievement is satisfactory. In 2004, the

Year 2 children had standards in reading, writing and mathematics that were above average in their national tests. This picture appears to have been maintained in 2005. The tests for Year 6 children in 2004 showed that standards in mathematics fell, but they have risen again in 2005. Standards in English and science remain above average. The overall achievement of children in Year 6 in 2004 was slightly below average, but this has improved since then and is now satisfactory. The majority of the children with learning or physical difficulties make similar progress to their peers due to the good support they receive, which enables them to take a full part in lessons. The setting of appropriately challenging individual targets is satisfactory but at an early stage. Targets are not yet based on a detailed analysis of past results and they do not have much impact on achievement. The children's skills in using computers are satisfactory, but they need more opportunities to use computers across a range of subjects. Standards in art are above average. In Years 1 and 2 some very good three-dimensional work is evident, such as masks and papier mache pots.

## **Personal development and well-being**

### **Grade: 2**

The school's provision for children's personal development and well-being is good. Children enjoy school and they are enthusiastic and interested. This is reflected in their very good attendance and punctuality. Behaviour in all classes is good and children concentrate well and work hard. They understand the school rules and show respect and consideration for others. They value the rewards they receive for hard work and good behaviour. Children work and play well together and are particularly good at supporting each other when they are working, and they listen well to each other's ideas. The School Council is well organised and children of all ages show confidence in contributing their ideas. They enjoy using their own budget to help to improve the school environment and this supports the good development of economic awareness. Children's spiritual, moral, social and cultural development is good. Children understand the importance of a healthy lifestyle through their regular participation in sports and enthusiasm for the healthy eating programme. Good links with the community and involvement in regular charity fundraising helps to raise the children's awareness of the wider world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspection findings support the school's self evaluation that the current quality of teaching and learning is good, and is improving rapidly. However, this improvement has yet to have had a full impact on children's progress and there are inconsistencies still to be addressed. Children's progress has not yet been affected by improvements to the teaching and learning and because of this, the overall picture of teaching and learning is satisfactory. The school has already identified most of the improvements still needed to have a positive impact on raising standards. Although the senior

management are doing so, the teaching is not yet monitored sufficiently by subject leaders to enable a clear picture of strengths and weaknesses to emerge. However, the staff are very positive about sharing strengths and about the direction the school is taking. Teaching assistants are well deployed and all staff make good use of a range of resources. Teachers have high expectations of children's behaviour and the relationships between staff and children are a real strength in the school. As a result, pupils are eager to please and work hard. The setting of appropriate objectives and targets for the children's learning is now common, although these are not always used effectively when evaluating the success of the teaching. The assessment and tracking systems are used inconsistently by different teachers.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good range of activities to help children to learn. The curriculum is well matched to children's individual needs. In the Reception class children settle quickly and make good progress because teaching is based firmly on guidance for the Foundation Stage. During lessons there is a good balance between teacher-led tasks and those selected by the children themselves. Throughout the school, children gain confidence and demonstrate a well developed sense of independence. The school organises a good range of after-school activities which pupils value and attend regularly. Visits and visitors into school extend children's experiences well and make a good contribution to their social and emotional development. The school has established good links with a sports college and this enriches the provision for physical education, dance and drama, and encourages a healthy lifestyle.

## **Care, guidance and support**

### **Grade: 2**

The school's care and support for children is good. The staff work hard to ensure that children learn in a happy and secure environment. Children feel safe in school and good attention is paid to the monitoring of all issues of health and safety. Children have trust in their teachers and support assistants and they know where to turn to for help. Arrangements for child protection are fully in place. Children who need extra help receive good support in classrooms, and this helps them to make good progress against their personal targets. The good partnership with parents and outside agencies ensures that children's needs are well met.

## **Leadership and management**

### **Grade: 3**

The school has had to cope with significant changes to the senior management and governing body since the last inspection. These have had the effect of slowing progress in some areas, although the current leadership and management are satisfactory and improving. The headteacher and deputy headteacher are demonstrating strong dynamic leadership and clearly have a good idea of how the school needs to improve so that

achievement can be raised. Improvements already evident have resulted in the good quality personal development and behaviour, the enriched curriculum and the rapidly improving quality of teaching. The analysis of how well the school is doing has been accurate and has enabled the headteacher to develop an effective school improvement plan supported by individual action plans in a number of areas. This planning provides a clear basis for good improvement in the future. The role of subject leaders has been recently reviewed and their responsibilities reorganised. Because of this, subject leaders have only just begun auditing their subject and monitoring how successful the provision is in supporting children's progress. The governing body has recently reorganised its work to ensure governors are more closely linked to aspects of the school's work, and that they do not rely too heavily on the headteacher for information. The recent improvements to the leadership and management, and the improvements already in place, indicate that the school is capable of improving further in the future.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school when we visited. It was a pleasure to talk to you and to watch you working and playing. We particularly enjoyed meeting the school council who told us a lot about the things you like doing at school. This letter is to tell you about some of the important things we saw. You are very lucky at your school because the headteacher, teachers and other adults all look after and care for you well. They encourage you to be healthy and to stay safe, and are working very hard to ensure you have good opportunities to learn new things and to make the school even better in the future. You behave very well most of the time and this helps the teachers teach you so well. We particularly like the way you help and encourage each other when you are working. Your teachers are keen to make the school even better for you. We think that to do this they need to carry out their plans to improve the buildings. This will especially give you more room for computers. They need to spend time watching and supporting each other so they share what they are good at. We think you need more opportunities to do investigations and solve problems in mathematics. Our final recommendation is that the teachers need a good system for tracking how well you are doing to help them plan the right level of work for you. It was good to find out that so many of you were happy at school, and that your parents said you were happy there as well. Keep working hard and enjoy your time at Bassingham!