



Bassett Green Primary School

Inspection Report

Unique Reference Number 131839
Local Authority Southampton
Inspection number 282265
Inspection dates 12–13 December 2006
Reporting inspector Jo Curd

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

| | | | |
|---|--------------------|-------------------------|-------------------------|
| Type of school | Primary | School address | Honeysuckle Road |
| School category | Community | | Bassett |
| Age range of pupils | 4–11 | | Southampton SO16 3BZ |
| Gender of pupils | Mixed | Telephone number | 02380 676262 |
| Number on roll (school) | 318 | Fax number | 02380 570444 |
| Appropriate authority | The governing body | Chair | Mrs D Kushlick-Williams |
| | | Headteacher | Ms E Filer |
| Date of previous school inspection | 14 February 2000 | | |

| | | |
|--------------------------|--|------------------------------------|
| Age group 4–11 | Inspection dates 12–13 December 2006 | Inspection number 282265 |
|--------------------------|--|------------------------------------|

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bassett Green is a larger-than-average primary school. It serves a highly disadvantaged area. Attainment on entry to school is well below the national average. The proportion of pupils with learning difficulties and disabilities is higher than in the majority of schools. The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language is higher than in most schools. Only a half of last year's Year 6 pupils had a full seven years at the school. There has also been a high turnover of staff and over half the teachers have been at the school for less than two years. A children's centre was opened on the school's site in February 2006. The current headteacher took up her post two years ago.

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 and clearly improving school with several good features. Links with other agencies and organisations are outstanding and have contributed significantly to the good quality of care. As a result, pupils' personal development and well-being are good. Relationships and behaviour are good because of an effective and comprehensive behaviour policy. Most pupils clearly enjoy school. Attending school is not always the top priority for all the families here. Despite concerted efforts by the school and effective work with parents to improve attendance this remains below the national average. The improvements in the school are largely due to the good leadership of the new headteacher ably supported by the deputy. This is appreciated very much by the majority of parents. A parent of an older pupil vividly described some of the recent changes, 'When my son started in Year One Bassett Green was quite a scary place, the behaviour was appalling and my son was often bullied...'. When the new headteacher came 'they changed everything...they found staff who cared and wanted to stay and make the school a better place for everyone'.

The headteacher quickly identified these weaknesses and through her accurate self-evaluation and vision for the school has secured many improvements. She has effectively inspired, equipped and strengthened leadership and management and this is now good. Although it has been hard to recruit effective teachers the school has been successful and the quality of teaching and learning and achievement overall are now satisfactory. Some lessons are good and a few outstanding. However, teachers do not use information about pupils' prior knowledge sufficiently well. Consequently, work is not always well matched to individual learning needs and is sometimes too difficult or easy for pupils and they do not always understand what they should do to improve.

Standards have risen but by the end of Year 6 they are still below national averages because of previous weaknesses in teaching. In the past pupils, particularly girls, have not performed as well in mathematics and science as they have in English. However, given their starting points achievement is now satisfactory. Pupils who spend longer at the school make better progress overall. Provision in the Foundation Stage is satisfactory and pupils make sound progress.

There is very good teamwork. Everybody, including pupils, contributes well to making the school a calm, peaceful learning environment, ensuring the progress, well-being and safety of all. There is strong and effective emphasis on inclusion. Guidance for learning is satisfactory and all the pupils are cared for extremely well. Consequently, care, guidance and support are good. The curriculum, which is now good, has been adapted well to engage pupils, and extend their, sometimes limited, life experiences. Pupils are adequately prepared for later life and learning, through their satisfactory progress, good relationships and sound commitment to leading healthy lives.

There has been good progress since the last inspection. The school's strong leadership, clear development and change of ethos in recent years are evidence of a good capacity for further improvement.

What the school should do to improve further

- Raise standards in mathematics and science, particularly for girls.
- Improve teaching and learning by making better use of assessment to ensure that work is matched to pupil's different learning needs and clearly shows pupils how they can improve.

Achievement and standards

Grade: 3

The school is now more successfully building on the sound start that children make in the Foundation Stage. The school has effectively dealt with weaknesses in the teaching in Years 1 to 6 and the expectations of teachers and pupils have been raised. However, there is not yet enough consistently good teaching to enable pupils to make up for gaps in their knowledge, skills and understanding. Consequently, while pupils are now making satisfactory progress this is not yet fully reflected in national tests at the end of Year 6. Standards remain below the national averages. The biggest improvement has been in Years 1 and 2 and in writing throughout the school. However, a legacy of underachievement remains. In 2006, pupils, particularly girls, did not do as well as they should have in the Year 6 tests in mathematics and science. Pupils with learning difficulties and disabilities make good progress due to the effective support that they receive.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. As a result of high expectations, pupils have positive attitudes to their learning and behave well in classes and around school. Pupils generally work together well. Relationships throughout the school are good. The school has recognised that the low attendance of some pupils is restricting their progress in lessons. A wide range of strategies, including effective work with parents has been introduced in an attempt to improve the level of attendance. This is having a positive impact but attendance figures currently remain below the national average. Good relationships and attitudes to learning and satisfactory progress mean that pupils are adequately prepared for later life and learning.

Pupils reported feeling safe and enjoying most lessons. As one pupil said, 'Everybody looks after each other here'. Pupil's commitment to leading healthy lives is satisfactory and quickly improving. They are increasingly aware of the need to eat healthy food. Although they currently spend less than the recommended time in physical education lessons most play actively outside at break and lunch times. Pupils of all ages contribute well to the school, keenly taking responsibilities such as collecting lunch boxes and serving on the active school council.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning vary across the school and are satisfactory overall. The quality has improved greatly and now ranges from satisfactory to outstanding. There are good relationships between staff and pupils, teachers give clear demonstrations and explanations and as a result pupils have good attitudes to learning. Behaviour is well managed and consequently pupils work in a productive and calm environment. Good use of interactive whiteboards is made to enhance pupils' learning. Learning objectives are generally made clear but work is not always well matched to pupil's different learning needs and some pupils occasionally find work in class too easy or difficult. Although they all have targets for future learning for English and mathematics, they are not used well in all classes. Teaching assistants provide good support, particularly when working in small groups with new, slower, vulnerable or bilingual pupils. Marking is up-to-date but does not always show pupils how they can improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced. There is insufficient time allocated for physical development than is nationally recommended but this is being addressed. In order to engage and motivate all pupils the curriculum has successfully been adapted to follow cross-curricular themes. These all include topic days, visits and visitors. This has been instrumental in improving pupils' attitudes and standards in writing. The balance between adult-led and child-chosen activities is good for all the Reception children although the latter lacks sufficient challenge for some children. The curriculum offered to them outside is currently fairly limited.

The curriculum is enriched well through a good range and uptake of lunch-time and after-school clubs. Last year nearly 70% of the pupils, with a wide range of backgrounds, abilities and needs attended at least one lunch-time or after-school club. Because the school recognises the value of lunch-time and after-school clubs to all the pupils' health and enjoyment, they have, through extremely effective links with other bodies, obtained grants to cover costs and no charges are made to any pupils. Information and communication technology, supplemented by computers donated from local businesses, is now used well throughout the curriculum to enhance motivation and learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Warm relationships throughout the school and a very strong emphasis on emotional well being ensure that all pupils are cared for very well. As a parent reported 'My son has been given as much help and understanding as I could possibly hope for'. Good teamwork between all the adults in the school

ensures that support is very effective and consistent. It is complemented by excellent links with outside agencies. This is particularly beneficial to new or vulnerable pupils and those with particular emotional and behavioural difficulties. Specialist care in the Oasis room ensures that a calm learning environment is maintained in classes. Guidance for pupils' learning varies. In some classes clear learning objectives and targets for future learning effectively help pupils progress. In others, pupils are less clear what they are learning and targets for future learning do not accurately reflect what pupils need to know.

Leadership and management

Grade: 2

Leadership and management are good. Self-evaluation and monitoring are accurate and effective and have led to considerable improvements in the school in recent years. Whenever weaknesses in provision are identified, solutions and support are sought. Improvements in teaching and learning are a prime example. Where this was identified as weak, support was put in place, difficult situations managed to reduce the impact on pupils and tough decisions taken.

Considerable additional support and funding obtained through outstanding links with other agencies are used very effectively to raise achievement and personal development of all pupils. Achievement and the quality of teaching and learning have all improved and are now satisfactory. Behaviour, attitudes and enjoyment of school have also improved. The inclusion of all pupils in an atmosphere where all are valued is a strong feature of the school although not all pupils are yet achieving as well as they could. The governing body is astute and holds the school to account well for its decisions and results. The quality of middle management is satisfactory. Many of the post holders are relatively new to their positions and do not fully contribute to raising standards in their areas. The school has a comprehensive induction programme, and coaching by senior managers is improving their effectiveness.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

| | |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
|--|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 3 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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

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

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

We were pleased to meet many of you at your school recently. Thank you for being so friendly and for answering our questions about the school and your learning.

We know that your school is much better than it used to be. We think that it is now satisfactory and has lots of good things about it. We were happy to see how well all your staff work together and how well they care for you all. We were pleased to see how many clubs and resources you have and know that staff work extremely well with others to get money for clubs which you enjoy and extra staff to support you and help you when you feel sad or cross. We were pleased to hear how behaviour at the school has improved and how safe you feel in the school.

We were glad to hear that most of you enjoy your lessons. We know that your headteacher has done a lot to improve these and help you all in your learning. Work in some lessons is sometimes still too difficult or easy for some of you however and you are not always sure how to improve. We have asked teachers to make sure that work is suitable for all of you and that you are all clear how you could do better, especially in mathematics and science. Perhaps you can help your teachers by telling them if work is too easy or difficult and whether you know how you can improve even further. Your parents have a part to play as well by ensuring that you all attend well and do not miss important lessons.

Thank you again for all your help.

Jo Curd

Lead Inspector