

# Bassingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	120370
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	327262
<b>Inspection date</b>	10 September 2008
<b>Reporting inspector</b>	Ian Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	163
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Rowland
<b>Headteacher</b>	Mr Ian Howells
<b>Date of previous school inspection</b>	17 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lincoln Road Bassingham Lincolnshire LN5 9HQ
<b>Telephone number</b>	01522 788395
<b>Fax number</b>	01522 789467

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress in the Foundation Stage and throughout Key Stages 1 and 2, the impact of pupils' personal development, and the care, guidance and support that the school provides on pupils' learning and achievement. Evidence was gathered from classroom visits and from discussions with staff, pupils and governors, examination of pupils' work and school documents, especially safeguarding information. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified. These have been included, where appropriate, in this report.

## Description of the school

The school serves the village of Bassingham and the surrounding area. The number of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is lower than that found nationally. Nearly all pupils are from White British backgrounds and a very small number of pupils have English as an additional language. The school building accommodates a privately run pre-school class, catering for most of the children who attend the Early Years Foundation Stage (EYFS). The school has gained a Healthy Schools award and the sports Active Mark. A new headteacher was appointed to the school in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Parents are happy with the positive outcomes for their children and the range of activities and experiences offered by the school. They rightly think that theirs is a good school. A view, typical of many was, 'The school is a pleasure to visit, and the children are always polite, happy and interested in their work.' The strengths identified in the previous inspection report have been maintained and developed. There have been further improvements, particularly in relation to higher standards reached, especially in English and science, and in the systems for checking how well pupils are doing. A new computer suite helps provide effective learning in information and communication technology (ICT), and the plans to improve the buildings and outdoor provision highlighted in the previous inspection have been successfully carried through. The school is well placed to improve further.

When children start school their knowledge and understanding is a little above the standards expected for their age. Pupils make consistently good progress as they move through the school, and by the time they leave in Year 6 they attain standards that are considerably above the national average. Preliminary national test results for pupils in Year 6 in 2008 confirm that the high standards reached in 2007 in English, mathematics and science have been maintained. Overall results in 2007 and 2008 represent a considerable improvement from standards in previous years. This is because improvements to teaching consistency and to curriculum planning have helped to engage pupils in their learning and so raised the rates of progress. Progress is strongest in English, particularly in reading, and in science. In some subjects, notably mathematics and to a lesser degree writing, higher attaining pupils are not always as challenged as they might be, and so they do not make the same rapid progress as they do in other subjects. Despite this, pupils attain standards that are considerably above average. In science and in reading, pupils across the ability range benefit from being given activities that are planned to consistently challenge them. In these subjects, the pace of learning is faster. Those pupils who find learning more difficult make good progress because staff support them effectively. Pupils are well-prepared for their future learning and life beyond school.

Pupils' personal development, including spiritual, moral, social and cultural development, is good. Moral and social development is particularly well developed and leads to outstanding behaviour and a strong family ethos in the school. Many older pupils make a positive contribution to school life in their role as peer mediators and as 'playground community support officers', and pupils take very good care of each other. The active school council meet regularly and advise the school on a range of issues for improvement. They were recently involved in the appointment of the new headteacher. Pupils thoroughly enjoy school and are keen to learn. This is reflected by the consistently high levels of attendance and in the very good attitude pupils show to school and their work. They say, 'Lessons are usually fun and interesting.'

Pupils have a good knowledge and understanding of why it is important to lead healthy and safe lifestyles. The school provides a secure environment that fosters pupils' confidence. Parents are happy that their children are well cared for.

The school contributes well to community cohesion. It works successfully with parents and the local community, for example through the shared use of the premises to support a range of community activities. It also works in close liaison with the local playgroup, who share the school site. Pupils understand the value of cultural diversity. They respect and appreciate the opinions and contributions of others.

The good curriculum challenges and interests pupils, and helps them to achieve well. The curriculum is enhanced by a range of interesting and stimulating activities, and pupils talk excitedly about the educational visits, themed weeks and after school clubs offered by the school. The school has improved the quality and depth of planning, with an emphasis on strengthening links between subjects. This has resulted in better progress and has increased pupils' enjoyment of learning. Good teaching and the use of increasingly detailed information collected about how well pupils are doing help to promote good progress.

Typically, teachers are clear in explaining the learning objectives for lessons and what the expectations are. As a result, pupils are interested in the work, do their best and confidently develop their skills and understanding. Staff understand that there is further scope for greater accuracy in marking to help improve progress further. Pupils are clear about their personal learning targets. However, marking does not consistently refer to pupils' personal targets or to the specific learning objectives of lessons, and so pupils do not always understand what progress they have made and what they need to do to help them improve.

Pupils and parents rightly praise the school for the way the curriculum is enriched by a wide range of clubs, visitors and visits. Pupils talk excitedly about the many experiences offered by the school and enjoy the wide range of practical activities. The curriculum is adapted well to meet the needs of individual learners. The school has developed the use of the external areas. For example, a major project to develop a conservation area has been particularly successful in providing a range of opportunities to promote stimulating activities.

Arrangements for safeguarding pupils meet national requirements and procedures for protecting pupils are firmly in place. Staff know the pupils' families well, know what to do in an emergency, and pupils know they can turn to an adult, or other pupils, for help in any situation. The monitoring of behaviour, attendance and academic achievement is good. Assessments of pupils' academic progress are generally used well to set challenging targets.

Governors provide good support and help shape the strategic direction for the school. Governors and staff have worked successfully to make improvements since the last inspection. Self evaluation procedures are well developed and this results in the accurate identification of aspects for further development. A strong staff and governor team has been developed. The effective governing body is supportive and committed to delivering high standards. Staff and governors are working to develop their use of assessment information to further support learning and improve further on the good progress made.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Pupils get a good start to their education in the Foundation Stage. This stems from good provision, high quality care and effective leadership, which ensure that children settle quickly and engage happily in their learning. The staff work in close liaison with parents, keeping them regularly informed of children's progress and gaining their trust and confidence. Good liaison exists between the school and the playgroup, and this effectively supports children's transition into school. Good arrangements exist to ensure the health and safety of the children. Foundation Stage learning is based on practical, 'hands-on' activities, with lots of opportunities for imagination and play, both indoors and outside. Parents provide additional support for the range of curricular themes planned throughout the year. This has a major impact on children's learning. Staff evaluate children's progress in learning and plan activities to meet their learning needs well. They give particular emphasis to developing personal, social and communication

skills. Children play well on their own, demonstrate a good understanding of what they are learning and can explain what they are doing. At the time of the inspection, children had just joined the Reception class but were already working confidently and happily and were co-operating well with each other. Children make good progress in the Foundation Stage. From their starting points, most children reach the standards expected by the time that they move to Year 1 and many exceed them.

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

- Raise standards in mathematics by further challenging more able pupils in their work.
- Develop pupils' involvement in their learning through improving the use of marking linked to individual learning targets and specific lesson objectives.

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## Annex A

**Inspection judgements**

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

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

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<sup>1</sup>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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

11 September 2008

Dear Pupils

Inspection of Bassingham Primary School, Bassingham, LN5 9HQ

Thank you for making me feel so welcome when I visited your school recently. I would like to tell you what I think about how well you are getting on and how well your school is helping you to learn. There are many good things about your school. Some of them are:

- you behave excellently and get on very well with each other
- you achieve high standards
- you learn a lot in lessons and make good progress because the teaching you receive is good
- all of the adults in your school make sure that you are well looked after
- all the people who help run your school make sure that you get a good education.

I agree with your parents that you go to a good school. All of the adults in your school want it to be even better. I think that the most important thing to do is for teachers to make learning for those of you who are already good at mathematics more challenging, to help you to reach even higher standards. You can help by working hard and always doing your best. I have also asked your teachers to develop marking, to clearly explain to you how well you are doing and what you need to improve. You can help by carefully reading what they say and acting on their advice.

I enjoyed talking with you and finding out all about your school. Keep on working hard, doing your very best and enjoying your time at school.

Ian Jones

Lead inspector