

# Bassetts Farm Primary School

## Inspection report

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<b>Unique Reference Number</b>	113120
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338097
<b>Inspection dates</b>	1–2 December 2009
<b>Reporting inspector</b>	Denise Morris

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

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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 of pupils on the school roll</b>	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Allan Punton
<b>Headteacher</b>	Sarah Bennett
<b>Date of previous school inspection</b>	0 January 2007
<b>School address</b>	St John's Road Exmouth EX8 4GB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff, pupils and school leaders. They observed the school's work, and looked at school curriculum planning, other school documents and pupils' work. They considered the views of 116 parents who responded to the Ofsted questionnaire. Pupils in Years 3 to 6 also completed a questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at four areas:

- pupils' achievement, especially that of the more-able pupils
- the effectiveness of assessment
- the quality of target-setting
- the extent to which the new curriculum meets the learning needs of all groups of pupils

## Information about the school

This is a large primary school which caters for children mainly from the housing estates on the eastern edge of Exmouth. Almost all pupils are White British although a few pupils speak English as an additional language. The number of pupils with special educational needs and/or disabilities is above average. There is Early Years Foundation Stage provision for children from the age of four. The headteacher and the Chair of Governors took up their posts in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It provides a warm and caring environment in which pupils thrive. The school has improved since the last inspection. Standards have risen because of improved provision, particularly the quality of teaching which is now good. Teachers and teaching assistants provide many exciting activities for pupils, helping them to enjoy school. Pupils' work is checked regularly to ensure that they are making good progress. Increasingly challenging targets have been set over the past three years and these have resulted in good progress by most groups of pupils so that standards are above average in English, mathematics and science by the time pupils leave the school in Year 6. Almost all groups of pupils achieve well from their starting points although the more-able pupils do not always achieve their full potential. This is because the tasks set do not always encourage them to extend their skills. It is also because the new curriculum, with its emphasis on creativity, is not yet fully embedded and as a result specific planned tasks for this particular group of pupils are not always evident. There are also some inconsistencies in planning across classes, and outcomes for individuals and groups are not always clearly identified. Pupils with special educational needs and/or disabilities and those who speak English as an additional language achieve well because of effective support and regular monitoring.

One of the school's greatest strengths is the way in which it works with parents to support pupils' education and to encourage pupils to come to school regularly. This has resulted in rising attendance which is now above the national average. Parents are pleased with the way the school looks after their children and helps them to do well. Throughout the school pupils' good personal development is enhanced by the high focus placed on the eco-schools project, resulting in their very good awareness of the importance of, for example, recycling. The eco-council plays a valuable role in helping pupils to look after their environment. Pupils develop an excellent understanding of healthy lifestyles. However, there are few opportunities for pupils to make decisions about how they want to work with the local community or which charities they would like to support. Children get off to a good start in the good Early Years Foundation Stage. They benefit from some exciting activities that help them to make good gains in learning.

Leadership and management are effective. The new headteacher has quickly learned the strengths and weaknesses of the school through rigorous monitoring of teaching and learning. Other more established leaders are supportive and helpful and together they form a secure and innovative team. Governors support leaders well and are fully aware of their statutory responsibilities. New initiatives such as the modified curriculum are being carefully embedded to add impetus to pupils' achievements and their

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enjoyment of school. Procedures to keep pupils safe, including child protection procedures, fully meet current government requirements. Because of the good improvement made by the school and because of the careful and rigorous embedding of new initiatives, the school has a good capacity for further improvement.

**What does the school need to do to improve further?**

- Develop and embed the new curriculum so that it provides a clear overview of what each class receives by:
  - linking plans closely to the teaching and learning that happens in the classroom
  - clearly identifying outcomes for different groups and individuals so that all pupils, particularly the most able, achieve their potential
  - providing more opportunities for pupils to improve their links with the local community.

**Outcomes for individuals and groups of pupils****2**

Pupils make good progress throughout Years 1 to 6 so that when they leave the school in Year 6 their standards in English, mathematics and science are above average. The vast majority of pupils meet or exceed their targets. Achievement for most pupils is good, although those who are more able do not always achieve their potential because additional tasks that are set for them are often not as challenging as they could be. Pupils with special educational needs and/or disabilities achieve well because of the good-quality support and guidance that they receive in lessons and because of clear targets in their individual education plans. In their questionnaires a very large majority of pupils said that they know how well they are doing at school. Pupils achieve particularly well in sports activities because of the high focus across the school on keeping fit and healthy.

The school promotes the personal development of pupils well and has particular success in promoting pupils' excellent awareness of healthy lifestyles. This is demonstrated by the way in which they choose at least two vegetables at dinnertime and bring healthy snacks to school. The school has won two awards recently for the strong focus on health and fitness. The playground 'huff and puff' activities help pupils to be active at playtimes. Behaviour is good in all areas of the school and strategies to promote harmony are working well and having a positive impact. Pupils say they feel safe at school and know and understand the reason for certain rules such as walking in corridors. Pupils' spiritual, moral and social development is good and their cultural development is satisfactory. All pupils take on simple responsibilities such as acting as playground monitors and taking the registers to the office. They clearly know right from wrong and older pupils regularly help younger ones. The school council helps to give pupils a voice but its work is more limited than that of the eco-council which has a very clear role in improving pupils' awareness of the importance and value of 'green issues,' such as recycling and growing their own food. For example, last term pupils grew a wide

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range of salads and fruits and during the summer the whole school had lunch on one particular day using the produce they had grown. Pupils recycle rigorously and compost all food waste. The eco-council is working hard to initiate walking or cycling to school. There are satisfactory links with the local community, and good links with schools that promote some effective opportunities for transition, leading to pupils being well prepared for their futures. Pupils regularly perform for the community and raise funds for different charities, although they do not always have the opportunity to make choices about which charity or local aspect they want to become involved with.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Though satisfactory at present, the new curriculum is beginning to provide a rich and exciting range of learning opportunities for all pupils. It is starting to have a positive impact on many areas of learning, particularly on developing links between subjects. This is helping to provide increased opportunities for pupils to develop their writing skills and is helping standards in writing to improve. However, its overall impact is limited because curriculum planning is not yet fully complete and as a result there is a lack of a

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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clear overview of what each child receives. The curriculum does not yet offer sufficient provision for the more-able pupils on a regular basis, resulting in a lack of challenge for some of these pupils.

Positive relationships and good-quality support are having a successful impact on pupils' learning. As a result pupils behave well in lessons, work happily together and are fully responsive to adults. In a few lessons where interactive boards were used well to extend pupils' thinking, pupils made some exceptional gains in learning. For example, in one lesson in Year 2 pupils were required to find answers to addition problems using an interactive approach that kept them fully focused and helped them to achieve very well. In another lesson in Year 4, an animated presentation was used very effectively to help pupils understand the importance of publicity to sell a brand. Teaching assistants offer good support to pupils with special educational needs and/or disabilities and to those who speak English as an additional language, helping them to achieve well. Though there is sometimes a lack of challenge for the more-able pupils, most groups are clear about what is expected of them because assessment and marking of pupils' work is good, providing clear ideas about how they could improve.

Good care for all pupils, particularly those who are vulnerable, ensures that pupils enjoy school and quickly settle. Pupils are safe and secure at school because of robust safeguarding procedures including for health, safety and child protection. Strong support and guidance for various groups means that their targets are regularly reviewed and shared with parents. Clear strategies to improve attendance are working well and attendance is now above average.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The new headteacher has a clear vision and ambition for the future of the school. Together with other more established leaders she has already put several good new procedures in place to improve provision and raise standards. Monitoring of teaching and learning has been a key focus of her leadership since she took office and she has a clear view of the strengths and weaknesses of the provision. Leaders ensure that pupils have equal opportunities to all the activities offered at the school. Governors are very supportive and take their roles seriously. They fully meet their statutory duties and challenge the headteacher well about her decisions. Their management of the budget is rigorous. Governors are regular visitors and know the strengths of the school well.

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Parents are very supportive of the new leadership and are pleased with their children's progress. Safeguarding procedures, including child protection, are good. The strategy for community cohesion, though satisfactory, is improving well because many links with schools across Britain and the wider world are emerging. These are just beginning to have an impact on pupils' cultural awareness in particular. Links with other local schools are strong, resulting in shared initiatives for the older pupils that prepare them well for the next stage of their education.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children have lots of fun with their activities and have many exciting tasks which help them to enjoy school. Excellent relationships with each other and with staff are the basis for good learning and as a result children make good progress during their time in the Reception class. On entry many have skills that are below the levels typically seen in children of this age, particularly in communication, language and literacy and in mathematical development. Because of good progress they quickly catch up, and though skills sometimes lag behind, many attain the expected levels by the time they enter Year 1 and a few exceed them. Resources are plentiful and of good quality and are utilised very effectively by the staff team. There is good balance of teacher-led and child-initiated activities. For example in one session some children happily painted, played with building bricks, puzzles and mathematical games as the teacher led a pre-planned writing activity for others. The outdoor area is just as exciting as the indoor classroom and children eagerly take part in the many physical challenges and outdoor



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tasks that are available

Leadership and management of the Early Years Foundation Stage provision are good. Routines are well established, partnerships with parents and external agencies are strong and planning ensures equality and diversity. Effective displays of past work show a rich variety and helps to improve children's understanding. Safeguarding procedures are good and ensure that children are safe at school. Good annotated assessment helps staff to keep track of how each child is progressing.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents are very supportive of the school. They are pleased with the way the school takes care of their children and with the progress that their children make. 'This is a good school because all the staff look after the children very well', commented one parent. Another wrote 'I am really pleased with the way the school helps my child make progress. I have noticed lots of improvements recently.' Parents regularly come to school for 'Happy Hour' activities in which pupils and parents share their learning for an hour on a regular basis. These sessions are very well attended and parents think they are valuable. They enjoy working alongside their children and undertaking simple tasks like making models and resources and solving problems. The vast majority of parents say their children enjoy school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bassett Farm primary school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 119 completed questionnaires by the end of the on-site inspection. In total, there are 287 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	60	45	38	2	2	1	1
The school keeps my child safe	75	63	43	36	0	0	1	1
The school informs me about my child's progress	55	46	63	53	1	1	0	0
My child is making enough progress at this school	52	55	57	48	7	6	1	1
The teaching is good at this school	67	56	47	39	3	3	0	0
The school helps me to support my child's learning	60	50	57	48	2	2	0	0
The school helps my child to have a healthy lifestyle	63	53	51	43	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	35	66	55	2	2	1	1
The school meets my child's particular needs	51	43	59	50	6	5	0	0
The school deals effectively with unacceptable behaviour	46	39	61	51	5	4	0	0
The school takes account of my suggestions and concerns	48	40	62	52	4	3	0	0
The school is led and managed effectively	44	37	66	55	1	1	0	0
Overall, I am happy with my child's experience at this school	60	50	56	47	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 December 2009

Dear Pupils,

Inspection of Bassetts Farm Primary School, Exmouth, EX8 4GB

Thank you for your help during our recent visit to your school. We enjoyed meeting you and talking to you about the things you do at school. We were pleased to learn that you enjoy school and that you are all making a real effort to come to school every day. This letter is to tell you some of the other things we found out during our visit.

- Bassett Farm is a good school and you achieve well during your time there.
- You behave well and work well together.
- Most of you achieve well so that you reach levels that are above average.
- Those of you who find learning easy do not always achieve as well as you could.
- You are particularly good at recycling and we think that your eco-council is doing a good job in helping you all to understand how important recycling is.
- Your teachers help you to know how well you are doing.
- Your new curriculum is beginning to provide some exciting things for you to do although it is not yet fully finished. It does not yet provided you with enough ideas about how you could do more work with your local area.
- Your leaders keep you safe at school. You told us that you feel safe.

We are asking the school to develop the curriculum fully so that it provides lots of ideas for all the different pupils at the school, particularly the pupils who could do more work, and so that it provides more things for you to do with your local community. We hope you will help with this by making suggestions about what you would like to do and which charities you want to support.

Thank you again for your help and good luck for your futures.

Yours sincerely

Denise Morris

Lead Inspector

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