

# Bassett Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	131839
<b>Local Authority</b>	Southampton
<b>Inspection number</b>	341229
<b>Inspection dates</b>	17–18 November 2009
<b>Reporting inspector</b>	Ann Henderson

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>	304
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	D Lushlick-Williams
<b>Headteacher</b>	E Filer
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Honeysuckle Road Bassett Southampton SO16 3BZ
<b>Telephone number</b>	02380 676262
<b>Fax number</b>	02380 570444
<b>Email address</b>	head@bassettgreen.southampton.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies including safeguarding procedures, data the school had collected to monitor pupils' progress, minutes of meetings, strategic planning and pupils' work. In addition, 37 parent and carer questionnaires and 27 staff questionnaires were returned and scrutinised by the inspection team.

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

- the impact of leaders' efforts to raise attainment
- how well assessment information is used to help improve pupils' progress
- how effectively the school prevents discrimination against all groups of pupils
- the extent to which the school promotes community cohesion
- the effectiveness of provision in the Early Years Foundation Stage and the impact it has on children's progress.

## Information about the school

Bassett Green is a larger-than-average primary school. Most pupils live in the surrounding area and the proportion of pupils who are eligible for free school meals is significantly above the national average. The percentage of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language are higher than the national average. The proportion of pupils with special educational needs and/or disabilities is well above the national average. These include moderate learning and specific and severe learning difficulties, speech and language difficulties, hearing difficulties, physical difficulties, behavioural, emotional and social difficulties and autistic spectrum disorder. The school has a high number of pupils starting at the school during the school year, many from countries outside Great Britain.

The school has gained the Healthy School award, the silver Eco Schools award and the Financial Management Standard in Schools. A Sure Start Children's Centre is on the school site, which is not managed by the governing body.

**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?**

**3**

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

**2**

## Main findings

Bassett Green is a satisfactory school which is quickly improving, as evident in the good progress being made by pupils currently in the school. The school has recovered well from previous staffing difficulties, which had hampered better levels of attainment in the past. When looking at a three-year trend, standards are low. However, standards for pupils currently in the school are rising rapidly. The trend for higher standards has been coming through Years 3, 4 and 5 for the last two years. This improvement reflects the good teaching pupils receive. The school remains focused on helping pupils to do better still in English, mathematics and science. The school provides good care for pupils and the strong partnership with parents and others is helping the school to develop.

Leaders carry out evaluations of the school's effectiveness well and use this information to plan for further developments. Leaders accurately judge the quality of teaching and learning and have taken decisive steps to improve teaching in basic skills. They recognise that marking is not yet helpful enough. They also know that, in a few lessons, learning intentions are not always explained clearly to pupils, so that all ability groups know what is expected of them. As yet, not all pupils have a clear enough understanding of their targets for improvement. Leaders are keen to improve these features in the drive to lift achievement still further.

Leaders demonstrate a good capacity to improve. Good teaching has led to accelerated progress, so that achievement has risen from inadequate to become satisfactory. The better use of assessment and tracking information is aiding self-evaluation and contributes much to the pace of improvement. Since the last inspection, provision in the Early Years Foundation stage has also improved well.

Governors have a satisfactory understanding of the school's strengths and weaknesses. However, the monitoring responsibilities of the governing body lack rigour. Leaders show a limited understanding of how to promote community cohesion. In particular, governors have not evaluated how well they are raising awareness of religious, cultural and socio-economic features of the neighbourhood and the wider world.

Pupils have a good understanding of how to live a healthy lifestyle. Their understanding and appreciation of cultural differences and similarities are less well developed, as is their spiritual development and the way in which they talk and reflect upon beliefs or religion. Pupils' attendance is not high enough and, although improving, it remains an important area for further development.

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

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

- Raise attainment in English, mathematics and science by:
  - planning explicit learning intentions for all groups of pupils
  - ensuring pupils understand their targets and the next steps in their learning
  - making sure that marking and feedback to pupils are consistently good to support the pupils' understanding of how they can improve their work.
- Improve pupils' attendance and punctuality, so that by 2010 the attendance target is met and punctuality has improved significantly.
- Improve the effectiveness of governors by:
  - systematically monitoring and evaluating the performance of the school.
- Promote community cohesion by:
  - improving pupils' understanding of other cultures and lifestyles, through the development of links with wider national and international communities
  - evaluating the impact of this work by the end of 2010.

**Outcomes for individuals and groups of pupils****3**

Progress of pupils as they move through the school has improved, and it is now good in lessons and in pupils' work. Some good learning was evident in a mathematics lesson where pupils were able to use a range of methods to solve problems. Good teaching helps pupils to make up lost ground because activities provide appropriate challenge and assessment is used well to ensure pupils have the support they need. A significant proportion of pupils arrive at the school during the school year. The school quickly identifies support for these pupils and ensures they progress well in their learning. This was seen in lessons where well planned activities provided high levels of participation and pupils were developing good speaking and listening skills. Pupils with special educational needs and/or disabilities make the same progress as other pupils; rigorous tracking identifies them early, so that they get good additional support. Test results for 2009 show that attainment at the end of Year 6 was too low. However, the detailed school systems for tracking pupil progress show that current Year 5 and 6 pupils are on track to reach the standards expected.

Pupils enjoy taking on additional responsibilities, through such things as the school council and the 'Green Team', which they enjoy. Behaviour in lessons and around the school is safe and calm and learning proceeds appropriately. They reflect appropriately on their experiences and the beliefs and values of those around them. In the recent past, pupils' application of work-place skills was inadequate, but currently pupils are developing basic skills satisfactorily.

*These are the grades for pupils' outcomes*

<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.

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Inspectors observed much good teaching where the teachers used their secure subject knowledge to make learning interesting and challenging. The pupils were enthused to learn everyday skills and knowledge in English and mathematics. Teaching assistants provide good support. In a music lesson, pupils made outstanding progress because they were given every chance to work together and organise their activity independently. In satisfactory lessons, teachers' learning intentions for pupils are not explicit enough and work is not planned effectively to meet the individual learning needs of all pupils. The curriculum is brought to life by visits, theme weeks and additional activities. Interactive whiteboards and laptops are used well in all classes and the recently introduced project approach to the curriculum promotes the development of skills and enjoyment. The programme of out-of-school activities is good.

Pupils' welfare and personal, social and health needs are catered for well. The school's very good partnerships with external groups and agencies contribute strongly to this provision. Some pupils encounter particular challenges which can be barriers to their learning and well-being. The school makes very good use of expertise within the school to support these vulnerable pupils and those in need of additional support. A powerful example of this is the nurture group. The school is working hard to improve pupil attendance rates; although improving, actions have not had sufficient time to have had a positive impact on current rates of attendance.

*These are the grades for the quality of provision*

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders are driving improvement well. They hold staff accountable for standards and pupils' progress through termly meetings that focus on how well pupils are doing. Accurate monitoring of teaching and learning has highlighted strengths and weaknesses, which have been shared by staff and improved. There is a clear commitment to continue to secure the best progress for pupils through effective monitoring and evaluation by senior leaders and subject leaders. Effective partnerships with the local schools enhance learning and support pupils' transition to secondary school. The school takes satisfactory steps to ensure that all pupils have an equal opportunity. Any known racist incidents between pupils are quickly and effectively dealt with. Safeguarding procedures are satisfactory and all staff have a comprehensive knowledge of processes and procedures and receive regular training; consequently, pupils know that they are safe.

The school is aware of the diversity of its own community, which is constantly changing. Leaders analyse how well different groups of pupils are doing. They know the challenges some of its pupils and their families face and they do some good local work to support them. Opportunities to celebrate explicitly the wide range of cultures and religions within the school are improving, but governors are still working on this to improve community cohesion still further. The development of pupils' appreciation of what it means to be part of Great Britain and the international community is so far only satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	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>3</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>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children enter the Reception class with skills well below the levels usually found. Many children are new to learning English and have fairly limited previous experiences outside their homes. Good induction arrangements, including home visits and close links with the children's centre, help children to settle into school and begin to develop friendships, independence and good patterns of behaviour. Partnerships with parents are good. Children are well cared for and usually eager to participate in activities. They enjoy the snack bar!

Teaching and learning are good overall. Children benefit from the opportunities to share experiences across the setting both indoors and outdoors. Children make good progress across the areas of learning. Standards are rising but the proportion reaching expected levels at the end of the Reception Year remain below national figures. This is particularly so in writing and linking sounds and letters. Involvement in a recent project to improve children's communication skills is beginning to show a positive impact and good leadership is helping to raise standards. Staff assess children's learning regularly and provide a good range of activities and the right balance between adult-led and child-initiated learning. In some lessons, however, more could be done to provide greater challenge and more stimulating experiences.

*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 overwhelmingly positive about all aspects of the school, although the number of questionnaires returned was low. The large majority of parents are happy with their child's experience of school. With one or two exceptions, parents hold very positive views of the school. A small proportion of parents have reservations about the way the school deals with unacceptable behaviour. Inspectors found, however, that the school manages behaviour well.



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

Ofsted invited all the registered parents and carers of pupils registered at Bassett Green 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 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	68	12	32	0	0	0	0
The school keeps my child safe	17	46	17	46	2	5	1	3
The school informs me about my child's progress	23	62	12	32	2	5	0	0
My child is making enough progress at this school	20	54	14	38	3	8	0	0
The teaching is good at this school	25	68	10	27	2	5	0	0
The school helps me to support my child's learning	20	54	14	38	3	8	0	0
The school helps my child to have a healthy lifestyle	17	46	19	51	1	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)	18	49	14	38	4	11	0	0
The school meets my child's particular needs	15	41	19	51	3	8	0	0
The school deals effectively with unacceptable behaviour	11	30	18	49	3	8	5	13
The school takes account of my suggestions and concerns	14	38	19	51	3	8	1	3
The school is led and managed effectively	20	54	14	38	2	5	1	3
Overall, I am happy with my child's experience at this school	23	62	11	30	2	5	1	3

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.**



19 November 2009

Dear Pupils

Inspection of Bassett Green Primary School, Southampton SO16 3BZ

Thank you for welcoming us, and special thanks to those of you who took the time to talk to us about your school. We were very interested to hear your views. We found the following things, which we would like to share with you.

- Your school is improving because teachers are working hard to give you good lessons.
- You enjoy your learning and particularly the recently introduced projects. You are making good progress.
- Most of you know how to live healthy, safe lives and behave appropriately in lessons; you do much for the community.
- You understand about your own school community, but have a limited understanding of different cultures.

To make sure that your school improves we have asked the headteacher, governors and staff to do the following important things.

- Help you to do as well as possible in English, mathematics and science. We would also like teachers to help you understand how well you are learning and what you need to do to learn even better.
- Help you find out more about other people across Britain and the wider world.
- Make sure that your attendance improves.
- For governors to check the progress of plans within the school and make sure these plans support your school to improve even further.

For your part, you can help by continuing to try hard to give of your best and by attending regularly and on time.

Thank you once again, and best wishes for the future.

Yours sincerely

Ann Henderson

Lead Inspector

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