

# Bassingham Primary School

Lincoln Road, Bassingham, Lincoln, LN5 9HQ

**Inspection dates** 5–6 December 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Outstanding | 1        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and they leave the school with standards of English and mathematics that are higher than average.
- Teaching is good, with some that is outstanding. Consequently, pupils, including children in Reception, make good progress across the school.
- Pupils' attitudes to learning are very positive and their behaviour is excellent. Their relationships with each other and adults in the school are impressive.
- Leadership and management are good. Senior leaders have effectively maintained the school's notable strengths in pupils' achievement and the quality of teaching since its previous inspection.
- Pupils enjoy coming to school and feel very safe. Their attendance is above average.
- An extensive range of extra and interesting activities, such as sport, music and outdoor activities enriches pupils' learning.
- The school has strong links with parents and it has their confidence.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to speed up progress further, particularly for a few pupils of average or higher ability who could be challenged more.
- Teachers do not always ask pupils enough probing questions to check their understanding during lessons.
- Some comments in teachers' marking are not precise enough to help pupils improve their work.
- Pupils do not always understand the underlying meaning of the texts they read and they occasionally spell commonly known words inaccurately.
- The checks made by senior and subject leaders on teaching and pupils' written work do not focus enough on the progress different groups of pupils make in lessons.

## Information about this inspection

- Inspectors observed teaching in 15 lessons or parts of lessons, two of which were jointly observed with the headteacher. They also reviewed a sample of pupils' written work.
- Meetings were held with a randomly selected group of pupils and the Chair of the Governing Body, as well as senior and subject leaders. The lead inspector talked to a representative of the local authority by telephone.
- Inspectors looked at a wide range of documents, including the school's collation and analysis of pupils' current and recent assessment data, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account the views of 59 parents and carers who responded to the online Parent View questionnaires, together with the school's last survey of parental opinions.
- Inspectors also considered responses to the voluntary Ofsted questionnaire returned by 14 staff.

## Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Joan McPhail

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school. It has one full-time class of Reception age pupils.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average, as is the proportion of those who are supported through school action plus or with a statement of special educational needs.
- The proportion of pupil supported by pupil premium funding is below average. This is extra funding provided by the government to support certain groups of pupils. In this school, it applies to pupils known to be eligible for free school meals and those of service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a pre-school class on the school site, as well as before and after-school clubs. This provision is not managed by the governing body and was not part of this inspection.

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

- Raise the proportion of outstanding teaching so that pupils make rapid and sustained progress in all lessons by ensuring teachers:
  - set challenging tasks for the few pupils of average or higher ability who could do better
  - make effective use of probing questions to check pupils' understanding in lessons and improve the quality of their learning
  - mark written work rigorously and helpfully, so pupils are clear about what they have to do to improve it.
- Ensure that pupils' skills in English are consistently strong across the school by:
  - increasing the opportunities for pupils to develop a better understanding of the text they read and to demonstrate their personal response to it
  - improving the accuracy of pupils' spelling.
- Ensure senior and subject leaders, in the course of their observations of teaching and their reviews of pupils' written work, focus sharply on the progress made by different groups of pupils.

## Inspection judgements

### The achievement of pupils is good

- Children in Reception develop their reading, writing and mathematics skills well. Most of them enter at levels slightly higher than those typical for their age. In 2013, for example, the proportion of children achieving and exceeding the expected level of development compared favourably with the provisional national figures. As a result, children are well prepared for their entry into Year 1.
- Good progress continues as pupils move through Key Stages 1 and 2. Despite slight fluctuations recently, particularly in reading, pupils' attainment has remained consistently above average in English and mathematics. The current picture of attainment is very similar to this pattern.
- Progress in reading is mostly good. Pupils' knowledge of phonics (the sounds that letters make) is getting stronger because its teaching is systematic. As a result, at the end of Year 1 an above-average proportion achieved the expected standard in the phonics screening check in 2013. Pupils enjoy reading and most leave the school as competent readers, but not all of them fully understand the underlying meaning of the text they read or are secure in responding to it.
- Pupils' skills in writing are consistently strong across the school. They write for a wide range of purposes and can express their ideas well. Their grasp of basic punctuation is good. However, spelling shows a lack of consistency. Some pupils spell frequently used words incorrectly and their knowledge of how to go about spelling difficult or unfamiliar words is underdeveloped.
- Progress in mathematics is consistently good. Pupils are confident in handling numbers. They enjoy talking about mathematics and are clearly able to explain how they work out their calculations. They are quick to spot and rectify their own mistakes.
- Disabled pupils and those who have special educational needs make progress similar to their peers. The additional support they receive is carefully matched to meet their individual needs.
- Across the school, a few of the most able pupils and a few of those of average ability make slower progress than they should because work set for them does not demand enough of them. Senior leaders are alert to the need to speed up their progress. An increasing proportion of Year 6 pupils are set to take the highest level (Level 6) national tests in English and mathematics.
- In the 2013 Year 6 tests, the number of pupils for whom the pupil premium provides support is too small to report on their relative attainment without identifying individual pupils. Across the school, pupils in receipt of pupil premium funding are given extra support through one-to-one and small group activities in order to meet their individual needs in English and mathematics accurately.

### The quality of teaching is good

- Teaching is good overall and some of it is outstanding. The quality of its teaching has helped the school to maintain good achievement over time. The school has effectively promoted pupils' positive attitudes to learning, their well-developed social skills and excellent relationships.
- In the Reception class, adults encourage children to try new ideas, and give them time to talk and think. Adults are adept in observing and assessing children at work and play, and use this

information to plan the next steps in children's learning.

- Most teachers and other adults have high expectations of what their pupils can achieve and all teachers successfully gain pupils' commitment to their work. Teachers usually ask searching questions, particularly during introductions to lessons. In some lessons, questioning is not as probing during the middle part of the lesson. As a result, teachers do not gain a full picture of pupils' achievement in order to build on what has already been learned. Not all teaching is as consistently challenging as the best practice observed by inspectors.
- Teachers' marking is typically thoughtful and conscientious. In the best examples, teachers are meticulous in indicating to pupils what they have done well and guiding them on how they could improve their work. This is not a consistent picture across the school, however, so pupils are sometimes not sure how to move their work up to the next level.
- In the best lessons, teachers pass on their own enthusiasm for learning to pupils. They stir pupils' excitement at the start of lessons and give them room for using their own initiative in completing a task. In one such lesson, pupils rose to the occasion and expertly demonstrated what they had to do to persuade others to their point of view through their writing.
- The teaching of phonics contributes well to pupils' increasing confidence in reading independently. Writing is also well taught; the guidance given to pupils contributes to their understanding of features that make writing good. The teaching of mathematics is strong, particularly in equipping pupils to think clearly and explain how they got the answer.
- Teaching assistants are clearly briefed and their contribution to pupils' learning is mostly productive. They know the pupils they routinely work with well, help ensure these pupils are as committed to their learning as the others, and understand the next steps in pupils' learning.
- The teaching of disabled pupils and those who have special educational needs, and the few who are supported through pupil premium funding, takes into account their specific needs and supports them well so that they catch up with other groups.
- The teaching of the most able pupils and those of average ability varies across the school. In the most effective examples, work planned helps pupils make the best possible progress. In some lessons, work is not always hard enough for them to make the good or exceptional progress they are capable of.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour is outstanding. Parents, staff and pupils acknowledge and appreciate the high standards of behaviour in and around the school. Pupils show excellent manners and are consistently courteous. Behaviour is managed extremely well by all adults and ensures pupils' safety and security.
- Attitudes to learning are extremely positive in all lessons and contribute to pupils' consistently good achievement. They relate very well with each other and with adults in the school.
- Children's behaviour in the Reception class is excellent. They displayed natural enthusiasm for learning and resilience during their visit to the Forest School during the inspection and did not let the very strong wind deter them from engaging with the activity.
- Pupils say they feel very safe at school and their parents fully agree with them. Pupils are aware

of the different forms bullying can take, such as name calling or the misuse of the internet or that which is prejudice-based. Pupils say that bullying is rare, and is dealt with firmly.

- Pupils like being at school and their attendance remains above average.

## **The leadership and management** are good

- Senior leaders have successfully maintained pupils' good achievement and the quality of teaching over time. The school's self-evaluation is broadly accurate and leaders have identified the right priorities for its future development.
- The quality of teaching and learning is regularly checked. Observations and reviews of pupils' written work undertaken by the headteacher and other leaders help them pick out some of the effective features of pupils' learning. However, they do not always focus enough on the progress different groups of pupils make, and how some of them among the most-able and those of average ability could be supported further.
- The systems for checking and analysing pupils' progress are extensive. Senior leaders use this information to review the performance of different groups, which is shared with the governing body. It also enables the school to ensure that all groups enjoy equality of opportunity. Extra help allocated for pupils eligible for the pupil premium, as well as for disabled pupils and those who have special educational needs, is making a difference; in general, the progress these groups make is similar to that of other groups in the school.
- The school has adopted robust arrangements for managing the performance of teachers. These are clearly designed to link decisions about teachers' pay with their performance in the classroom. Staff training is suitably linked to the targets set for teachers' performance as well as to the current priorities for improvement.
- The subject leaders play a key role in developing their subjects. Their action plans, particularly those relating to reading, writing and mathematics include priorities for improvement, some of which reflect the findings of this inspection.
- The range of subjects taught and other activities contribute well to the development of pupils' basic skills as well as to their personal development. The school has suitable plans to strengthen the quality of the teaching of physical education and to increase pupils' participation in a wider range of activities. The plan also indicates how the school intends to evaluate the impact of primary sport funding on pupils' physical well-being. Enrichment activities, such as educational visits, visitors to school, sport, music and the celebrations relating to cultural diversity, all promote pupils' spiritual, moral, social and cultural development well.
- The school works well with its parents. They are extremely satisfied with the progress their children make at school.
- The local authority's support for the school has been worthwhile. It maintains an overview of the school's performance and helps refine the senior leaders' view of the school's performance.
- **The governance of the school:**
  - Governors are highly knowledgeable about the school's performance, including the quality of its teaching and pupils' achievement in their basic skills. Their detailed knowledge is based on numerous direct first-hand contacts with the school. The governing body has sufficient

strengths in its ranks to challenge the senior leaders and hold them to account for the school's performance, including its relative weaknesses. Governors maintain a sharp overview on spending, including that relating to pupil premium and primary school sports funding. The governing body ensures that safeguarding arrangements meet requirements. Governors understand and fully support the idea of linking increases in teachers' pay to their performance in the classroom and pupil outcomes.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |              |
|--------------------------------|--------------|
| <b>Unique reference number</b> | 120370       |
| <b>Local authority</b>         | Lincolnshire |
| <b>Inspection number</b>       | 425084       |

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

|  |                                   |
|--|-----------------------------------|
| <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> | 209                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Mike Halloran                     |
| <b>Headteacher</b>                         | Ian Howells                       |
| <b>Date of previous school inspection</b>  | 10 September 2008                 |
| <b>Telephone number</b>                    | 01522 788395                      |
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