

# Inspection of Bassett Green Primary School

Honeysuckle Road, Bassett, Southampton, Hampshire SO16 3BZ

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Inspection dates: 10 June and 6–7 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils live and breathe the Bassett Green motto of 'be brave, be brilliant, be our best'. They beam with pride when they talk about their school. Since the previous inspection, teachers have expected a lot more of pupils. They have risen to the challenge. Pupils behave well in school and are polite and respectful towards each other. One group of pupils told us that behaviour is now 'eight or nine out of 10'. Others explained that they can concentrate in lessons without distractions. Pupils feel safe because their classmates are calm and kind. Pupils trust that when they report problems such as bullying staff will take this seriously, protect and help them.

Pupils love the curriculum because it teaches them interesting things they did not know before. As pupils know more, they think about and discuss new knowledge more confidently. Pupils feel proud of this and enjoyed telling inspectors about the topics they have studied. Pupils feel well prepared for their next steps in education. They learn about friendships, mental health and personal safety. One Year 6 pupil told us she was 'pumped' for secondary school because of the support she has received.

## **What does the school do well and what does it need to do better?**

Leaders have rewritten the curriculum to reflect their high ambitions for all pupils. Teachers build pupils' knowledge gradually, making links with what they already know. For example, children in Reception learn about plants by sowing and tending to their vegetable patch. In Year 2, pupils use this experience and knowledge to help them to classify plants. Nevertheless, leaders plan to make further improvements to the curriculum in some subjects, such as art and music, and to strengthen links between learning in the early years and key stage 1.

Leaders have identified the most important knowledge that pupils need to know at each stage. However, they have not fully developed strategies for checking that pupils have remembered key knowledge in learning beyond reading, writing and mathematics. This means that staff do not always know if pupils are fully prepared to learn new content.

Children are taught to read as soon as they start school in Reception. They learn to recognise and pronounce letters and the sounds they represent. Staff check children's understanding accurately. They make sure that children practise the sounds they find tricky until they have really grasped them. Children read often at home and enjoy the rewards they receive for this. Those that need a little extra help also read with their teachers regularly to help them master the basics. The constant focus on reading means that pupils read well. They love reading for pleasure and are taught to think deeply about the books they read.

Pupils learn to be responsible for their actions and respectful towards others. They describe the school as a 'family' and are proud of their own and others' successes. Pupils develop a strong understanding of important concepts such as friendships and

consent. They learn about and understand the consequence of their own actions, rights and responsibilities. 'Big questions' help pupils to think about complex topics such as animal rights and power.

Leaders ensure that pupils who may be struggling are assessed accurately to identify barriers to their learning or development. Staff are well trained to support pupils with special educational needs and/or disabilities (SEND) effectively. Leaders and staff write plans for individual pupils with SEND that reflect their strengths and interests as well as addressing their needs. This approach has been particularly helpful in supporting pupils with social, emotional or mental health needs. Staff support these pupils to manage their feelings and to stay calm when things get hard. The attendance of pupils with SEND, however, remains too low. This prevents these pupils from benefiting fully from the support that is available to them.

Leaders expect all pupils to behave and work as hard as they can. Staff monitor behaviour carefully, which helps them to notice and address the small things before they get out of hand. Pupils appreciate the praise they receive and try their best. They enjoy the rewards of postcards sent home and the chance to cash in their house points at the school shop. Incidents of poor behaviour have reduced significantly.

Leaders and governors have reviewed and improved their ways of working. They know the school well because reports and the reviews they conduct are accurate and focused. This helps leaders to identify their key priorities and governors to check on leaders' work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive extensive safeguarding training and use this well. They keep a close eye on the welfare of pupils and families and report any concerns to leaders quickly and sensitively. Leaders use this information to guide their work with families and external agencies. They make sure pupils are safe and support families when they need it. Pupils, including those who speak English as an additional language, learn how to stay safe in school and in the local area. Pupils know how to seek help and advice from staff and do so because they trust the adults in school.

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

### **(Information for the school and appropriate authority)**

- With the exception of reading, writing and mathematics, the strategies that staff use to check pupils have learned the curriculum are not fully developed. This means that pupils sometimes move on to new tasks before they have the knowledge they need to understand these. Leaders should ensure that staff know how and what to assess before pupils move on to new learning.

- The attendance of pupils with SEND is too low. This means that these pupils miss too many lessons and interventions that support their learning and development. Leaders should improve the attendance of this group of pupils.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	131839
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10184406
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	497
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Vikki Maxwell
<b>Headteacher</b>	Charlotte Stillwell
<b>Website</b>	<a href="http://www.bassettgreen.net">www.bassettgreen.net</a>
<b>Date of previous inspection</b>	23 March 2021, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, the headteacher and two deputy headteachers have joined the school. A member of staff who was already employed by the school was also promoted to deputy headteacher.

## Information about this inspection

This inspection began on 10 June 2021 as a monitoring inspection under section 8(2) of the Education Act 2005. Having found that the school's performance appeared to be improving, we deemed the inspection to be a section 5 inspection under the same Act. As a section 5 inspection requires more inspector time to complete than a monitoring inspection, we returned on 6 and 7 July 2021 to complete the full inspection.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation of the school.

- The inspectors met with senior leaders and three governors, including the chair. An inspector met with an officer from the local authority and two representatives of the Aspire Community Trust.
- The inspection team did deep dives in these subjects: reading, mathematics, history, modern foreign languages and personal, social, health and economic education. Inspectors talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. The inspectors then considered a wider range of subjects.
- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspectors considered the views of parents shared through the Ofsted surveys and by meeting parents during the inspection. They gathered the views of staff through surveys, interviews and discussions conducted throughout the inspection. The inspectors met with pupils during the inspection to gather their views.

### **Inspection team**

Daniel Lambert, lead inspector

Her Majesty's Inspector

Laurie Anderson

Her Majesty's Inspector

Alison Bradley

Her Majesty's Inspector

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