

# Bassett Green Primary School

**Address:** Honeysuckle Road, Bassett, Southampton, Hampshire, SO16 3BZ

**Unique reference number (URN):** 131839

## Inspection report: 20 January 2026

|                    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Exceptional        |                                                                                    |
| Strong standard    |                                                                                    |
| Expected standard  |   |
| Needs attention    |  |
| Urgent improvement |                                                                                    |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Overall, pupils achieve well. They accumulate appropriate knowledge and skills across the curriculum from their individual starting points. Pupils' attainment in the most recent national tests showed an improvement and is now more in line with national averages. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. Pupils are generally well prepared for the next steps in their education.

Most pupils remember their learning well. This is particularly the case in reading, writing and mathematics, where pupils' work shows that they develop the knowledge they need. Pupils enjoy time to read and being immersed in books. This begins in early years where children act out the stories that they listen to. Pupils apply their growing phonics knowledge in their reading and writing. They know the expectations for the presentation of their work and many show improving transcription and handwriting skills.

### Curriculum and teaching

Expected standard 

The curriculum is broad and sets out the knowledge and skills that pupils need to learn. Leaders have appropriate oversight of the quality of teaching. They ensure that staff receive the training they need to deliver the curriculum effectively.

The school prioritises developing pupils' foundational knowledge in reading, writing and mathematics. Pupils improve their reading skills through the school's focus on phonics. Across the curriculum, key vocabulary and concepts are identified so that teachers know what to teach and in what order. Most pupils who need help to catch up receive appropriate support. For example, staff support pupils to read with increasing fluency and confidence.

Overall, the curriculum is taught effectively. Staff benefit from regular professional learning, which builds their expertise. They model how to use resources to aid learning, such as phonics word mats and mathematical equipment. As a result, pupils use resources across the curriculum with confidence and independence. Teaching staff use their subject knowledge well to explain new content clearly. They adapt their teaching appropriately so that pupils with special educational needs and/or disabilities and disadvantaged pupils access the full curriculum successfully. Staff check pupils' prior knowledge and understanding, for example, through recap and retrieval exercises. In a few wider curriculum subjects, this information is not used with enough precision to shape and inform the curriculum and subsequent lessons.

### Inclusion

Expected standard 

Leaders are highly ambitious for pupils. There are clear processes to identify the barriers that disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), face to their learning and wellbeing. This information allows support to be carefully tailored to meet pupils' needs. Leaders routinely check the impact of the support that pupils receive and make amendments as necessary.

Pupils with SEND access the full curriculum. They experience targeted interventions when they need help to keep up with their learning. Leaders promote inclusive practice through ongoing professional learning for staff. As a result, teachers make appropriate adjustments and adaptations to the curriculum and through the use of resources. There are positive relationships established between the school and families. Leaders ensure that pertinent information is gathered and shared with pupils' parents and carers. Leaders consult and take advice from external expertise when needed. For example, leaders work closely with the local authority to ensure that children in care receive the support they need.

Leaders use additional funding to ensure that disadvantaged pupils make progress through the curriculum and in their personal development.

## **Leadership and governance**

**Expected standard** 

Leaders and governors share high ambitions for pupils. They have an accurate and well-informed picture of the school's strengths and the areas that need to be developed further. Leaders share this information with the governing body, who provide appropriate support and challenge. Governors scrutinise the impact of leaders' work on pupils' outcomes and wellbeing. They fulfil their statutory duties. Every decision is reviewed with pupils' best interests at heart.

Staff benefit from their interactions with other schools in a local trust and with the local authority. Leaders have ensured that staff benefit from a professional learning programme, which includes coaching. This is supported and reinforced by high-quality research and an evidence-based approach. Staff value being part of the 'school family' and their many professional learning opportunities. They appreciate the consideration given to their workload and wellbeing.

Leaders actively engage with parents and carers. They ensure that families benefit from the school's inclusive and welcoming ethos. Opportunities for parents to attend school events are carefully considered in terms of their timing and content, with attendance building over time. For example, the recent Year 1 reading session, where parents read alongside their children, was well attended. Leaders use the school's regular newsletter to communicate key messages and to celebrate pupils' academic and wider achievements. Parents are appreciative of the information they receive.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have designed a personal development programme that takes into account pupils' context and the locality. The curriculum is supplemented with a well-considered assembly programme, which is responsive to need and events. Pupils know how to recognise risks when using the internet and to be road and water safety aware. Through an appropriate relationships education programme, pupils learn why it is important to look after their physical and mental wellbeing.

Pupils show an appreciation of diversity and difference. They benefit from interactions with community groups, such as local churches and the police. This helps to give them a sense of belonging and to know who in the community can help them. Pupils develop an understanding of right and wrong. They learn how to behave in the community through the

school's status as a 'school of sanctuary'. Most pupils show interest and empathy towards others when they learn about a range of faiths and cultures.

Leaders have recently introduced routines to give pupils opportunities to acknowledge and express their feelings. Pupils develop resilience and independence. They show confidence in being able to resolve any minor conflicts and work collaboratively towards shared rewards. Through learning about the fundamental British values, pupils understand that democratic processes make elections fair.

Pupils represent their classmates well and lead initiatives such as baking competitions, clean air and recycling events. The school council representatives ensure that everyone has a voice through the 'ask it baskets'. Pupils benefit from wider opportunities through regular trips and residential. They enjoy attending school clubs and the many sporting events on offer. For example, many pupils participate in the school's sports teams, such as racket skills, football and basketball. These opportunities help pupils to have pride in their teams and their achievements.

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## Needs attention

### Attendance and behaviour

Needs attention 

The school's strategies for improving attendance and reducing persistent absence are not reaching all groups of pupils. Some of this work is in its infancy. Consequently, it has not had a positive impact on improving attendance for some pupils. Leaders recognise this through their robust oversight of the attendance of all pupils, individually and as groups. They promote the importance of school attendance and work with families to provide support and share clear expectations. Leaders have improved punctuality for most pupils by making adjustments to the routines at the start of the school day.

The school's culture is rooted in care and kindness. Leaders have high expectations for pupils' behaviour through the school rules to be ready, respectful and safe. Staff model these expectations and apply the school's procedures consistently. Pupils know the rules and why they matter. Generally, they enact them in their learning and social interactions. In lessons, pupils show enthusiasm for their learning and take pride in their work. When socialising over break and lunchtimes, most pupils act in a polite and considerate way. Newly introduced systems help staff to identify pupils who need extra help in regulating their emotions so that they are well supported.

### Early years

Needs attention 

There is variability in how well children are supported with their language and vocabulary development across all areas of their learning. At times, children do not have the opportunity to rehearse and consolidate new sounds and vocabulary. Leaders are aware of this and have made recent changes to the curriculum and staff training. However, these changes are not embedded.

Children are happy and settled in the school's early years provision. They feel comfortable with the familiar routines. Children are well cared for by kind staff.

Teachers ensure that the curriculum prepares children for Year 1 as well as taking into account their prior experiences. For example, children's experience with reading and English language is taken into account when teachers deliver the school's phonics programme. Children learn to read from the start of Reception Year. They enjoy learning songs and rhymes. This helps promote a love of reading.

From the start of early years, staff establish positive relationships with parents and carers. This helps to ensure that children's needs are identified quickly. Children with special educational needs and/or disabilities receive the support they need from the start. All families receive useful information about what their children learn through an online system and through regular invitations to attend school events and workshops.

## **What it's like to be a pupil at this school**

Pupils are proud of their diverse school community. They are kind and considerate to each other. Pupils feel safe and well-cared-for by staff, knowing that they are supported to resolve any minor friendship disputes. Pupils move around the school site in a calm and orderly manner. They hold doors open for each other and offer polite and friendly greetings. Many pupils attend regularly. Most arrive at school punctually and ready to learn. However, the school's work to support the attendance of some groups of pupils has not led to sustained improvement.

Many pupils join at different points in the year. These pupils and their families receive a warm welcome. Positive relationships are established quickly. Families receive a wealth of communication about school life, including information about what their child is learning and how well they are doing. Pupils who need extra help are identified and supported. For example, pupils and families who speak English as an additional language are supported well.

Children settle well in early years. They are happy and enjoy their learning. However, there is some variability in how well children's language and communication needs are identified and supported. This means that children do not always hear and use high-quality vocabulary and grammar in conversation.

On the whole, pupils achieve well and are prepared for their next steps in education. Most pupils achieve in line with national expectations in tests and assessments. They benefit from wider opportunities that help to prepare them for life beyond school. For example, pupils enjoy leadership opportunities such as on the school council, as head pupils and house captains. This helps them to develop confidence and independence.

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## Next steps

- Leaders should continue with their oversight and promotion of school attendance to ensure that there is a positive impact on the attendance of all groups of pupils.
  - Leaders should continue strengthening staff expertise to ensure that high-quality interactions support children's language and communication skills across all aspects of the early years curriculum.
  - Leaders should ensure that teachers use assessment and checks on pupils' learning to inform subsequent teaching and adaptations to the curriculum so that pupils progress well across all subjects.
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## About this inspection

The chair of the board of governors in this school is Vikki Maxwell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders. They met with representatives from the governing body, the local authority and members of a local trust.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

The school has well-above-average numbers of pupils who speak English as an additional language.

The school has well-above-average numbers of pupils who qualify for the pupil premium.

The school has higher than average pupil mobility.

Headteacher: Lucy Bannister

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### Lead inspector:

Kate Fripp, His Majesty's Inspector

### Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Phillip Blagg, Ofsted Inspector

Julia Roberts, Ofsted Inspector

# Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

## School and pupil context

### Total pupils

**448**

Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**450**

Above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**42.63%**

Well above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**3.79%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**13.62%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Above average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 51%         | 61%              | Below                          |
| <b>2024/25 (revised)</b>     | 58%         | 62%              | Close to average               |
| <b>2023/24 (final)</b>       | 51%         | 61%              | Below                          |
| <b>2022/23 (final)</b>       | 44%         | 60%              | Below                          |

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 63%         | 74%              | Below                          |
| <b>2024/25 (revised)</b>     | 69%         | 75%              | Close to average               |
| <b>2023/24 (final)</b>       | 63%         | 74%              | Below                          |
| <b>2022/23 (final)</b>       | 58%         | 73%              | Below                          |

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 69%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 72%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 74%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 60%         | 71%              | Below                          |

**Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 67%         | 73%              | Below                          |
| 2024/25 (revised)     | 72%         | 74%              | Close to average               |
| 2023/24 (final)       | 65%         | 73%              | Below                          |
| 2022/23 (final)       | 63%         | 73%              | Below                          |

**Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 41%         | 46%              | Close to average               |
| 2024/25 (revised)     | 53%         | 47%              | Close to average               |
| 2023/24 (final)       | 35%         | 46%              | Close to average               |
| 2022/23 (final)       | 33%         | 44%              | Close to average               |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 55%         | 62%              | Close to average               |
| 2024/25 (revised)     | 65%         | 63%              | Close to average               |
| 2023/24 (final)       | 44%         | 62%              | Below                          |
| 2022/23 (final)       | 56%         | 60%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 62%         | 59%              | Close to average               |
| 2024/25 (revised)     | 65%         | 59%              | Close to average               |
| 2023/24 (final)       | 74%         | 58%              | Above                          |
| 2022/23 (final)       | 47%         | 58%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 55%         | 60%              | Close to average               |
| 2024/25 (revised)     | 63%         | 61%              | Close to average               |
| 2023/24 (final)       | 56%         | 59%              | Close to average               |
| 2022/23 (final)       | 47%         | 59%              | Close to average               |

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 41%         | 68%                              | -27 pp                  |
| 2024/25 (revised)     | 53%         | 69%                              | -17 pp                  |
| 2023/24 (final)       | 35%         | 67%                              | -32 pp                  |
| 2022/23 (final)       | 33%         | 66%                              | -33 pp                  |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 55%         | 80%                              | -24 pp                  |
| 2024/25 (revised)     | 65%         | 81%                              | -16 pp                  |
| 2023/24 (final)       | 44%         | 80%                              | -36 pp                  |
| 2022/23 (final)       | 56%         | 78%                              | -23 pp                  |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 62%         | 78%                              | -16 pp                  |
| 2024/25 (revised)     | 65%         | 78%                              | -13 pp                  |
| 2023/24 (final)       | 74%         | 78%                              | -4 pp                   |
| 2022/23 (final)       | 47%         | 77%                              | -30 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 55%         | 80%                              | -24 pp                  |
| 2024/25 (revised)     | 63%         | 81%                              | -18 pp                  |
| 2023/24 (final)       | 56%         | 79%                              | -24 pp                  |
| 2022/23 (final)       | 47%         | 79%                              | -32 pp                  |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 5.7%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.8%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 7.4%        | 5.9%             | Above                          |

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 15.3%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 17.2%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 22.9%       | 16.2%            | Above                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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