

School inspection report

20 to 22 February 2024

Bassett House School

60 Bassett Road,

London

W10 6JP

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Bassett House School is a stimulating environment which enables pupils to enjoy learning and thrive.
2. Governors' oversight is regular and thorough, ensuring that leaders and managers understand and carry out their duties and responsibilities effectively. Governors have high expectations and robustly question leaders to determine their understanding of all regulatory matters and the suitability of the provision. As a result, all standards are met.
3. Leaders are vigilant and aware of pupils' needs and stages of development at all ages. Leaders make decisions based on the intent to provide the best education for pupils. They have introduced and established an innovative and well-delivered curriculum. This enables pupils to become empowered and responsible for their learning and to develop extensive financial and community awareness.
4. Leaders are aspirational and successful in their quest to deliver global citizenship to pupils. Pupils have a wide-ranging knowledge of other civilizations and their way of life. The development of the 'action, skills, attributes' (ASA) curriculum has a highly beneficial impact for all ages and abilities of pupils. Pupils develop the necessary knowledge and skills for learning a range of knowledge and life skills that equips them well for the next stages of life.
5. Leaders in the early years are effective and well informed. The well-organised curriculum meets children's needs. Children are challenged to extend their learning and children's interests are regularly considered. Leaders and teachers in the early years are self-reflective and adapt their planning to suit the children so that there is a range of suitable and stimulating activities.
6. Decisions by leaders to provide additional support and resources have led to improvements in the quality of provision for pupils who have English as an additional language. As a result, these pupils develop their linguistic skills well.
7. Pupils' social and economic education and contribution to society is a significant strength of the school. Leaders plan the curriculum with insight. Their expert knowledge provides a framework that ensures pupils develop economic understanding and skills well in advance of their age. They have well-developed social skills and think of other people with empathy and consideration. Leaders' thinking is based on preparing pupils for the future. This results in pupils being well prepared for life in British society and internationally.
8. The detailed and thorough process of identification, referral and intervention by leaders means pupils who have special education needs and/or disabilities (SEND) are dealt with quickly and effectively. Leaders' decisions to analyse standardised data thoroughly provides a secure framework for identifying and catering for the needs of all pupils. This is well implemented in most subjects. However, the development of practical and investigative skills in science is less well developed.
9. The school has a firmly embedded culture of safeguarding. This is underpinned by the safety and wellbeing of the pupils being at the forefront of all they do. Pupils feel safe at school.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen pupils' practical and investigative skills in science.

Section 1: Leadership and management, and governance

10. The active promotion of pupils' wellbeing by leaders is at the centre of the school's culture. Leaders know pupils well and support their needs. The curriculum is well planned and their oversight ensures it is consistently implemented.
11. Leaders have the knowledge and skills required to fulfil their responsibilities effectively. They are responsive towards implementing change where it is required for the benefit of pupils.
12. Well-developed collaboration and cohesiveness amongst leaders ensure the aims are well known and communicated to parents and pupils. Pupils develop focused learning attitudes and appreciate the school's values of courage, commitment and compassion.
13. The governors maintain effective oversight of the school's provision and policies. Their regular visits and committee structure provides support and challenge for the school. The termly reports on safeguarding provide detailed information allowing governors to question and confirm the correct procedures are in place to protect pupils.
14. Areas of risk are comprehensively managed. Risk assessments effectively identify and mitigate against any potential risks to pupils on the school sites, moving between sites and away from the school. Risk assessments provide clear arrangements for residential visits and day trips as well as getting to and from the local sports facilities. Risk assessments are regularly reviewed and adapted, if necessary.
15. Leaders and staff provide positive role-modelling and pupils respond well to them. From the early years onwards, leaders and teachers provide a clear framework for pupils and young children. As a result, pupils have a clear idea of what is expected of them in all areas of school life.
16. Leaders maintain effective and proactive communication with external agencies. They communicate clearly with speech and language and occupational therapists, and use the advice given to deliver appropriate additional support which meets pupils' needs.
17. The school has a robust complaints policy and procedure in place. Parental concerns are handled effectively. Clear communication with parents helps most complaints to be resolved at an early stage. Complaints are recorded and dealt with in line with policy.
18. Prospective and current parents are provided with plentiful information about the school. Pupils' achievements are reported to parents and there are regular communications about progress as well as an informative website.
19. The school meets the requirements of the Equality Act 2010. Pupils from all backgrounds are included and individual needs are met. They provide pupils with a curriculum that promotes acceptance of diversity and promotes equality. The accessibility plan provides a framework to deliver this equality and inclusivity.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. The curriculum is aspirational, well planned and well taught with clearly articulated expectations for pupils. Children in the early years enjoy a curriculum tailored to their needs and interests. Pupils become learners who value what they are taught and who develop positive attitudes to learning. Teaching challenges and motivates pupils to extend their knowledge in many subjects. In mathematics pupils are expected to select work appropriate to their abilities and solve complex problems. Teachers communicate their well-developed subject knowledge clearly and make effective use of resources.
22. The broad-based curriculum includes a range of extra-curricular activities and facilities the acquisition of new skills and knowledge. Supportive teaching and challenging tasks account for the needs of pupils.
23. The curriculum accommodates the ages, aptitudes and needs of pupils. Teachers provide age-appropriate content and tasks matched to the needs of individual pupils to ensure that they make the progress of which they are capable. Leaders and teachers hold regular meetings to monitor the pupils' progress, review the impact of any additional support provided and adapt the provision to continue to meet pupils' needs.
24. Leaders' analysis of standardised assessment data is used effectively to ensure that the needs of pupils are identified promptly, and suitable support is provided when necessary. Pupils benefit from this action, and those who have special educational needs and/or disabilities (SEND) including those who have an educational, health and care (EHC) plan are effectively identified and supported. Pupils' needs are met with effective teaching that provides support and a clear framework to help pupils make appropriate and often better progress.
25. Pupils with higher prior attainment are provided with challenge and an extensive range of visits and workshops. Pupils who speak English as an additional language (EAL) are catered for by specialist staff who have a thorough and extensive knowledge of these pupils. They receive individual support and develop good speaking and writing skills.
26. Pupils become confident communicators from an early age. Children in the early years express themselves clearly using advanced vocabulary. Leaders provide a programme of activities that develops children's knowledge and skills across areas of learning. The curriculum gives young children a firm basis on which to build communication and numeracy skills for the future. It provides an exciting range of topics for children to study. Teachers provide a range of experiential learning so that children can appreciate the world they live in. Children value and enjoy the lively and stimulating indoor and outdoor areas provided.
27. Older pupils are articulate and speak animatedly about a range of advanced topics. Pupils thrive when given the opportunity to research topics for themselves and take part in practical work. In English they develop skills by writing for a range of audiences and purposes and by experiencing a range of literature. In lessons pupils use subject related vocabulary in the correct context. They describe their learning with enthusiasm and explain topics and concepts informatively.
28. The well-developed curriculum provides pupils throughout the school with a wide range of well-developed skills. In mathematics, pupils employ a variety of methods to solve problems. Children in the early years have an embedded understanding of number and this provides a secure foundation

for future development. Older pupils can apply their skills to advanced mathematical concepts. In English, pupils access advanced texts such as *The Odyssey*. In lessons pupils are self-motivated and enjoy the opportunity to take responsibility for their learning. All pupils acquire knowledge and skills required to enable progress. Pupils speak positively about their work and activities in science. They can explain the journey of a blood cell and how the heart works. However, pupils' practical and investigative skills in science, such as in prediction and forming hypotheses, are not as well developed.

29. Leaders provide a wide selection of extra-curricular activities including comic art, sugar paste, drama and kitchen garden clubs. Pupils, including children in the early years, develop skills such as teamwork, perseverance, appreciation of other pupils' efforts. Pupils enjoy and appreciate the variety and number of activities provided.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 30. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

31. Leaders provide a thought-provoking curriculum for PSHE and relationships and sex education (RSE). They expect pupils to think for themselves and to discuss topics designed to prepare them for the future. Pupils develop a clear understanding of vocabulary and the importance of consent, as well as strategies to avoid harassment and avoid peer pressure. Leaders provide pupils with the experiences of living in a modern society with visitors providing workshops and activities on developing relationships, consent and harassment. As a result, the RSE programme develops pupils' understanding of healthy relationships well. It is delivered effectively, and pupils speak passionately about the high quality of the programme. Pupils speak in a mature and sensible manner about a range of sensitive issues that are raised as part of RSE.
32. The school's emphasis on developing pupils' understanding of their emotions supports them in developing strategies for managing and dealing with these. Leaders encourage pupils to be aware of their own and other people's feelings. Pupils understand how they react, can affect others and so develop strategies based on how they think and the importance of making wise choices. There are clear guidelines for behaviour and how to resolve conflict. Pupils are encouraged to identify their own and others' feelings. Pupils are confident and mature with a well-balanced outlook on life. They are ambitious and keen to learn with a clear self-knowledge. Pupils describe their mental health in a mature and self-reflective manner. They show highly developed levels of self-confidence, self-awareness and an empathetic mindset.
33. Pupils discuss openly and informatively the differences within British society. Pupils express their views about tolerance and acceptance of other people with understanding and empathy. They feel it helps them shape and develop their understanding of the complexities of human dynamics. The well-developed personal, social, health, and economic education (PSHE) support pupils to develop the skills required for today's world. As a result, pupils' have a clear understanding of the diversity within society. Children in the early years develop an understanding of male and female and the basic knowledge for forming positive relationships and making wise choices.
34. The physical development of children in the early years is fostered by opportunities to explore the outside areas. They access the school gardens and outdoor facilities to support and extend their learning. Pupils of all ages benefit from the sport and physical education provided by the school. They develop a range of skills for a variety of sports. Pupils develop an understanding of teamwork and supporting other players. They appreciate that taking part is as important as winning and losing. They access local facilities and engage in a number of sporting events and matches.
35. Pupils' moral understanding is well developed. Pupils understand and appreciate the behaviour policy and the system of rewards and sanctions. Pupils follow the class charters and can explain how they interact with their peers and younger children in a positive manner. They behave positively. Pupils know they are expected to exhibit the school's values in their behaviour and move around the school in an orderly manner, clearly aware of the expectations. Celebration assemblies allow for pupils to be nominated for going beyond the school values. Pupils explore diversity and develop positive values from an early age.
36. Staff implement effective anti-bullying strategies. There is clear and regular communication about the dangers of bullying and the importance of reporting any concerns. As a result, there is a positive

community and pupils have confidence that staff will respond effectively to any bullying incidents that might occur. There are very few repeat offences and bullying is rare. Pupils appreciate how disagreements in friendships can arise and are instrumental in resolving them. They speak articulately about supporting others and understanding how other pupils feel. Pupils are aware of the differences between bullying and unkindness.

37. The curriculum supports pupils' spiritual development. In the early years, children appreciate music played on arrival. They appreciate the life cycle of the butterfly and comment on the creature's colours and wing patterns. Children talk about flowers being pretty and smelling beautifully. Older pupils talk about their studies in religious education lessons and the links with history. They appreciate the history of world religions and their effects throughout the world. They show appreciation for diverse religions and speak confidently about the similarities and differences between faiths and customs.
38. Leaders take their responsibility for health and safety seriously. There are comprehensive systems in place for monitoring and implementing procedures and checks. Leaders and staff understand and follow fire safety procedures and fire risk assessments are acted on effectively. Pupils know the evacuation procedures. The school premises are well maintained. There is effective provision to meet the medical needs of pupils. Staff are appropriately trained for dealing with all ages of pupils. The procedure for administering medicines is thorough and consistently implemented.
39. The admissions and attendance registers are well maintained and show previous and next schools for pupils. Registration is a welcoming time in the day. Teachers conduct registration in a variety of ways, ensuring all pupils are received enthusiastically and the registers are taken and recorded appropriately.
40. Throughout the school, effective deployment of staff ensures effective supervision of pupils. Teachers observe pupils carefully and implement the risk assessments for crossing busy roads and getting safely from one area of the school to another.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing:

- 41. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

42. The pupils' social and economic education is well developed. Due to the skills and knowledge of leaders, pupils understanding of the financial world and their place in the community is well defined. Leaders' implementation of the redefined curriculum incorporating the action, skills, attributes framework ensures pupils have a secure social and economic understanding. Pupils know how to live and contribute to their community and the international community. The programme ensures a collaborative approach and makes pupils aware of what they need to do to be responsible citizens and how to be resilient and responsible learners. Pupils develop their understanding and learning independently and become young people who have an outward looking view. They see the world as a developing place and that they have a part to play in this development. They have the confidence to face the challenges of the wider world and discuss informatively the international conflicts with understanding on the global issues raised by such conflicts. The social and economic education provided by the school successfully develops the personal and social skills needed to enable pupils to become successful individuals and adaptable employees.
43. Leaders provide a curriculum and experiences that develop high-quality social and economic education, giving pupils the opportunity to develop advanced skills and knowledge. The addition of economics to the PSHE curriculum means pupils become highly aware of all aspects of finance. Pupils discuss with ease and substantial understanding the concept of inflation, bank interest rates, debt, mortgages and savings accounts. The development of pupils' practical digital literacy and financial awareness runs throughout the curriculum and age range. Pupils develop a positive understanding of the effects of finance on communities across the world and how lifestyle is affected by income.
44. Pupils develop cultural literacy and understand how communities are affected and informed by the cultures they represent. Pupils appreciate the varied celebrations and food in a range of cultures through visits to places of worship and speakers in assembly. This gives them a global understanding and empathy for people in other countries with different economic conditions. The development of pupils' practical digital literacy and financial awareness runs throughout the curriculum and age range.
45. The curriculum is effective in developing the school's core values of courage, compassion and commitment. These values are understood by pupils and promoted through assemblies and the curriculum. They enjoy their free time and ensure everyone is included and involved. Pupils appreciate the need to treat each other well.
46. The curriculum for PSHE provides pupils with a developed understanding of British values. They have a clear understanding of how the laws of the country are made. They show respect and tolerance for those of faiths different to their own and exhibit a high regard for cultural diversity. Pupils have a well-developed understanding of liberty and freedom of speech. The PSHE programme equips pupils to become confident, responsible members of society. Pupils are encouraged to express their views and show respect and consideration towards everyone, whether or not they share the same opinions. Pupils show tolerance and understanding towards people from diverse cultures and faiths. They take the opportunity to learn from each other. The school's international community are encouraged to celebrate their diversity including during 'international day'. The family culture

created by leaders, cultivates a sense of self-awareness and an appreciation of community and the needs of others.

47. Pupils have a well-developed sense of justice and discuss how laws are made, appreciating the need for them in modern day Britain. They speak emphatically about everyone being included and encouraged and explain how the prefect system works and how they know their efforts are valued by teachers. Pupils take on roles of responsibility with enthusiasm and commitment. They appreciate that their contributions support other pupils. They value the work they do with the buddy system and visiting children in the early years to read to them or help with their games lessons.
48. Pupils are well prepared for the next stage of their education. They receive useful information from their teachers and are guided to making suitable choices. They are supported in preparing for tests and entry examinations. The feedback from teachers provides pupils with areas for developing their skills to ensure success. Pupils find the mock interviews they experience in preparation for applications to be helpful and informative. The regular communication with parents about their child's next steps ensures both parents and pupils are supported and guided appropriately when making decisions about future directions.
49. Pupils are actively engaged in community projects. They contribute to the maintenance of the urban garden that is sometimes used by local residents. Pupils engage actively with the international community and raise funds for charities chosen by the pupils themselves. They support the local hospice, an elderly residents' home and a local foodbank. The active citizens council were instrumental in getting the school toilet facilities refurbished and regularly raise funds to develop sanitary and water provision in Afghanistan and Nigeria.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

50. All the relevant Standards are met.

Safeguarding

51. Safeguarding is effective. Leaders have a clear understanding of what is required to ensure pupils are safeguarded appropriately. They promote and maintain a culture of safeguarding whereby all staff are fully aware of their safeguarding responsibilities and the importance of carrying these out.
52. Governors maintain an effective oversight of safeguarding. They review the school's work in this area regularly and have in-depth discussions with leaders to ensure that the school follows appropriate procedures whenever a safeguarding concern arises. The school's logs show a clear chronology and the actions taken when responding to concerns.
53. Leaders have a secure understanding of local agency safeguarding arrangements for reporting concerns. The school has robust and effective procedures in place to support and promote the safeguarding of pupils. The school's written safeguarding policy reflects current statutory guidance and is implemented effectively.
54. Staff receive regular and thorough safeguarding training, including that offered as part of new staff induction. This ensures that all staff know how to report and record concerns.
55. The school teaches pupils how to keep themselves safe, including how to protect themselves when using internet technology. Leaders have a clear understanding of the need for secure filtering and monitoring to reduce the risk to pupils using internet technology.
56. Leaders provide pupils with a variety of ways in which to share any concerns or worries. Regular surveys allow pupils to express how they feel. Pastoral audits inform leaders' and teachers' overview of every individual. Pupils know who to speak to and are aware of the 'speak up, stay safe' campaign.
57. The record of appointments is well maintained. All required pre-employment checks are conducted and recorded, ensuring effective safer recruitment of all staff.

The extent to which the school meets Standards relating to safeguarding

58. All the relevant Standards are met.

School details

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| School | Bassett House School |
| Department for Education number | 207/6095 |
| Address | Bassett House School 60 Bassett Road London W10 6 JP |
| Phone number | 020 8969 0313 |
| Email address | info@bassetths.org.uk |
| Website | www.bassetths.org.uk |
| Proprietor | Dukes Education |
| Chair | Mrs Libby Nicholas |
| Headteacher | Mrs Kelly Gray |
| Age range | 3 to 11 |
| Number of pupils | 153 |
| Date of previous inspection | 19 to 21 November 2019 |

Information about the school

59. Bassett House School is a co-educational day school situated in Notting Hill, London. The school consists of three sites. Bassett Bear House includes the nursery and reception classrooms, and a music and drama studio. St Helen's church houses the hall, Year 1 and art studio. The main house, rebuilt in 2001 houses ten classrooms, science room and library. The school is administered by Dukes Education.
60. There are 40 children in the early years comprising the Nursery and two Reception classes.
61. The school has identified 26 pupils as having special educational needs and/or disabilities. Eight pupils in the school have an education, health and care plan.
62. English is an additional language for 56 pupils.
63. The school states its aims are to create a nurturing environment to challenge, encourage and nourish the pupils' growing minds through innovative teaching. It intends for the teaching and learning to be magical so that pupils can innovate, ideate, create and thrive in an ever-changing world. The school seeks to provide a strong pastoral, familial environment with small class sizes, and ensure that the pupils enjoy a wide range of educational, physical, artistic and extra-curricular opportunities.

Inspection details

Inspection dates

20 to 22 February 2024

64. A team of three inspectors visited the school for two and a half days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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