

# Ashgate Primary School

Ashbourne Road, Derby, DE22 3FS

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Progress in English and mathematics has improved strongly and is now good.
- Senior leaders and governors have ensured that teaching has improved. Teachers now use a wider range of approaches to help children learn.
- Pupils enjoy lessons and listen carefully to teachers. They are keen to do well.
- Pupils are encouraged to think about their work and to discuss it with their peers. This helps them understand their work better.
- There are good relationships between pupils and adults in school. Pupils feel safe and say that they have somebody to turn to in times of trouble.
- Pupils behave well in lessons and around the school. Lessons are rarely disrupted by poor behaviour.
- The headteacher, along with her senior team, know the strengths and weaknesses of the school well and have clear plans for further improvements.

### It is not yet an outstanding school because

- Progress in English and mathematics has improved but is not yet outstanding.
- There is not enough outstanding teaching.
- Though some marking is very helpful to pupils, other marking does not tell them how to improve. Incorrect spelling, punctuation and grammar are not always corrected.
- Teaching in subjects other than English and mathematics is sometimes too superficial and lacks challenge.
- Curriculum leaders do not monitor and evaluate pupils' progress clearly which means they cannot plan effectively for improvement.
- Attendance, though improving, is still too low.

## Information about this inspection

- The inspectors visited 20 lessons or parts of lessons and looked at work in pupils' books, including four lessons observed jointly with the headteacher and deputy headteacher. They listened to pupils read, visited an assembly and observed playtime and lunchtime activities.
- Meetings were held with the headteacher, members of the governing body, a local authority representative, key staff, lunchtime supervisors and pupils.
- Documents looked at included the school's self-evaluation summary, governors' minutes, information on pupils' progress and documents relating to safeguarding, school management and the curriculum.
- Parents' and carers' views were taken into account through the 35 responses to the Ofsted online survey (Parent View), meeting parents and carers on the playground and the school's most recent survey of parents' and carers' views. The inspection team considered 34 staff questionnaires.

## Inspection team

Mary Le Breuilly, Lead inspector	Additional Inspector
Christopher Parker	Additional Inspector
Lesley Sanderson	Additional Inspector

## Full report

### Information about this school

- Ashgate Primary School is larger than the average sized primary school.
- The proportion of pupils from ethnic minority backgrounds is above average and the proportion of those who speak English as an additional language is average.
- The proportion of pupils known to be eligible for pupil premium funding (additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and those from service families) is about twice the national average. There are two children in local authority care and no children from service families in the school. Numbers of children in care are too small to comment meaningfully on their progress in this report.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The numbers of pupils joining and leaving the school outside normal times is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Some pupils in Key Stage 1 and all pupils in Key Stage 2 are taught in mixed age classes.
- A new headteacher has been appointed since the previous inspection.
- A major building programme has been under way during this academic year and will finish in the Autumn term 2013.

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

- Move progress and quality of teaching from good to outstanding by:
  - Improving the rigour and depth with which subjects other than English and mathematics are taught
  - ensuring greater consistency in marking.
- Strengthening the monitoring and evaluation by curriculum leaders so that they plan for improvements more effectively.
- Ensuring that pupils' attendance continues to improve.

## Inspection judgements

### The achievement of pupils is good

- Pupils start school in Reception with skills that are, on average, lower than those expected for their age. By the time they leave school at the end of Year 6 they have caught up in both English and mathematics and they leave with average standards.
- The progress of children in Reception has improved this year and they are making good progress. By the time they enter Year 1 they are closer to the standards expected for their age.
- The progress of pupils in Key Stage 2 is good in both English and mathematics, though progress in English is a little stronger than in mathematics. This represents a big improvement during the past two years.
- Last year's phonics (linking letters and sounds) screening check showed that by the end of Year 1 pupils' reading was below average. However, they learn to read quickly and by the end of Year 2 they have caught up. Attainment in reading has risen over the past two years. The systematic teaching of phonics (letters and sounds) helps most pupils to learn to read quickly and accurately. Pupils told inspectors that they enjoy reading.
- School information shows that pupils who attend regularly make much better progress than those who are frequently absent.
- Pupils eligible for additional support from pupil premium funding make similar progress to their peers because of the additional attention they receive. They leave school about one and a half terms behind other pupils in English and nearly two terms behind in mathematics. This is a narrower gap than that seen in the average primary school.
- Pupils from minority ethnic backgrounds reach similar standards to their White British classmates. Those who speak English as an additional language receive good support and their progress accelerates as soon as they are able to speak and write English well.
- Disabled pupils and those who have special educational needs make good progress in both English and mathematics. This is because the school provides effective support and intervention to help them succeed.
- The school's progress information shows that pupils' progress has now accelerated, particularly in year 6, as a result of careful intervention and support. Work in books and the school's information confirms that these pupils are on track to make nationally expected levels of progress by the summer and that many will exceed them. A new system of monitoring progress in detail is being used to help teachers understand the gaps in the knowledge of the pupils and they are able to take actions to address these areas of weakness.

### The quality of teaching is good

- Teaching is good. Work in pupils' books show that they are making good progress.
- The recently introduced system for looking at the strengths and weaknesses of each individual

child in English and mathematics is helping teachers plug gaps in pupils' knowledge and skills. Pupils are very aware of what they need to do to improve because teachers talk to them about this regularly.

- The school's records show that teaching is improving. The headteacher has made the improvement of teaching and learning a high priority for the school, and teachers and teaching assistants have risen to the challenges she has given them. As a result pupils' progress is improving quickly.
- Teachers in Reception are effective in planning activities and choices that allow children to explore and improve their knowledge and skills. Children learn both indoors and outside and have opportunities to develop their communication skills and physical dexterity and to use their imagination.
- Pupils engage well with learning. They look up to their teachers and are keen to please them. They work well in groups and on their own, for example using word lists independently and helping each other when they get stuck.
- The teaching of phonics is well-structured and effective. Pupils are developing a love of reading though they do not all read widely yet.
- Some marking, particularly in English, helps children understand what they need to do to improve. In other books, however, marking is much less detailed and does not clearly identify where pupils are going wrong. Spelling, punctuation and grammar are not always corrected.
- In lessons other than English and mathematics, teachers have been developing a new approach to subjects based on themes. While pupils enjoy these lessons they are too often lacking in rigour and do not provide enough depth or challenge. This is because teachers are not thinking carefully enough about how to help pupils make progress in these subjects.
- Pupils develop good communication skills through discussion and note-taking and they are able to research topics independently.
- Although most of the teaching is good there is little outstanding teaching evident.

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

- Pupils generally behave well in lessons and around school. They are friendly and welcoming to visitors and work and play well together.
  - Lessons are rarely disrupted by misbehaviour. Teachers manage behaviour well and teaching assistants make a strong contribution to both the good behaviour and the progress of pupils.
  - Pupils say they feel safe in school. They are able to talk about their understanding of the different forms of bullying and they know the difference between bullying and other forms of misbehaviour. They reported that bullying and any incidents of unacceptable behaviour are infrequent and are dealt with effectively when they occur.
  - Attendance is improving but it remains below average.
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- Concerns about levels of supervision and health and safety issues at lunch time were raised by lunchtime supervisors. Inspectors investigated these issues and judged that the number of adults on duty during lunch times is adequate to ensure the safety of pupils and to support good behaviour.
- The school pays very good attention to equality of opportunity by keeping a close eye on the progress and well-being of every child, whatever their circumstances. Discrimination of any kind is not tolerated.

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

- The headteacher and the governors have a very clear view of the strengths and weaknesses of the school. The headteacher is ambitious for the school and leads with clarity and purpose.
- Careful monitoring by senior leaders has helped them to identify the strengths and weaknesses of the school. The headteacher, her senior team, and the governors, have a realistic view of the school, based on evidence. Because of this they are able to plan for improvements in an accurate and effective way.
- Teachers are appraised for their performance against targets which include how much progress pupils make and the standards they reach. Training for staff is linked to their individual needs and to the school's priorities.
- The systems the school has put in place to support its smooth running and to identify and tackle areas of weakness are robust and effective and as a result the school runs efficiently and demonstrates the capacity to improve further.
- The majority of parents are very happy with the school. They feel that teachers are approachable and that their children are making progress. Several parents said they felt the school had improved since the last inspection.
- The school curriculum is undergoing change at present and the school has bought a commercial scheme that links some subjects together into topics in an attempt to help make learning more coherent and more relevant to the pupils. A range of visits, visitors and special activities in school help to bring learning to life. Whilst the school meets the legal requirements that set out what a school should be teaching, some work is needed to ensure the curriculum is sufficiently rigorous.
- Some curriculum leaders do not monitor their areas of responsibility closely enough to have a clear view of strengths and weaknesses and they rely too heavily on senior leaders for direction. As a result their planning for improvement is not specific enough.
- The local authority has provided some effective support for this improving school. It recognises the improvements that have been made recently and consequently is gradually withdrawing this support as the school's leadership capacity strengthens.
- **The governance of the school:**
  - Nearly all members of the governing body have been in post for less than two years. They are

very supportive of the school and are increasingly challenging as they develop understanding and expertise in their roles. In general, they know the school well and are aware of its strengths and weaknesses. Their understanding of data is developing strongly.

- Governors' lack of experience means that they are not always fully aware of the level of monitoring and challenge that is needed. For example, although governors know how the pupil premium is spent they are not fully aware of its impact on the progress of vulnerable children.
  - There has been a significant restructuring of the way the governors carry out their business, and as a result they are playing a more strategic role in school.
  - Governors know about the quality of teaching in the school. They have a clear understanding of the link between pay and performance and have ensured that an appropriate appraisal process is in place.
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## 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>	131685
<b>Local authority</b>	Derby
<b>Inspection number</b>	402496

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>	293
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eryl Prentice
<b>Headteacher</b>	Ceri Hammond
<b>Date of previous school inspection</b>	8 July 2010
<b>Telephone number</b>	01332 343928
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