

# Ashgate Primary School

## Inspection report

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<b>Unique Reference Number</b>	131685
<b>Local Authority</b>	Derby
<b>Inspection number</b>	341195
<b>Inspection dates</b>	8–9 July 2010
<b>Reporting inspector</b>	Lois Furness

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

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<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>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Marshall
<b>Headteacher</b>	Maria Lammond (Acting)
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Ashbourne Road Derby Derbyshire
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## Introduction

This inspection was carried out by three additional inspectors. Twenty-two lessons were visited and 10 teachers observed. Meetings were held with staff, groups of pupils, parents and carers, and two members of the governing body. School documentation, including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent reports of the School Improvement Partner were scrutinised. In total, 68 parents' and carers' questionnaires were analysed. The team also analysed 119 responses to the Key Stage 2 pupil survey, and 28 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- if the improving trend in attainment at the end of Year 6 has continued in 2010, especially in English
- how well teaching and the curriculum, address the needs of boys, more-able pupils and those pupils with special educational needs and/or disabilities
- the impact leaders have had on identified priorities such as writing, weaknesses in Key Stage 1, and the development of problem-solving, reasoning and number in the Early Years Foundation Stage
- the opportunities children in the Early Years Foundation Stage have to develop their learning in the outdoor environment.

## Information about the school

Although the majority of pupils who attend this above average sized primary school are from White British backgrounds, 10 other ethnicities are represented. A few pupils are at the early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. A well above average proportion of pupils are known to be eligible for free school meals. There are 10 classes, of which five have pupils from two year groups. Provision for Early Years Foundation Stage is in a Reception class and in a class of Reception and Year 1 pupils. There have been significant changes in staffing over the last two years, and leadership since September 2009 has been provided by an acting headteacher and an acting deputy headteacher. A new substantive headteacher will take up her post in January 2011. The school has received a number of awards including the 'Be Active' award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a satisfactory quality of education. Pupils feel safe, have a good understanding of leading a healthy lifestyle, and are keen to help around school. Parents and carers are supportive with almost all saying that their children enjoy school and are kept safe. Pupils' positive attitudes and good behaviour help to ensure that pupils, including those with special educational needs and/or disabilities, and those who are at the early stage of learning English, make satisfactory progress. By the end of Year 6, attainment is broadly average. Attainment is rising, and the improvements in English and mathematics noted in 2009 have continued. This year, more Year 6 pupils than in the past are working at the level expected for their age in reading, writing and mathematics. In addition, more pupils are working above the level expected in all three subjects.

Even though pupils' attainment is rising and their progress is satisfactory, the rate of progress is uneven. Tracking and target-setting systems do not provide an accurate view of pupils' progress term-by-term. Assessment information is not used consistently well enough to plan lessons. Although planning is detailed, in some year groups it focuses too much on what pupils are doing rather than what they are expected to learn. Good lessons were seen, where pupils were well motivated, encouraged to be involved in their learning and teachers had high expectations of the amount of work completed. However, in other lessons, where teaching was satisfactory, there was too much teacher talk with limited opportunities for pupils to plan and develop their own ideas. Time was wasted as pupils were given low-level activities, such as colouring shapes. The acting leadership has started to rectify weaknesses through meetings where pupils' progress is discussed and interventions implemented. However, there has been insufficient time for these to have been effective in ensuring pupils' consistently good progress. Staff are not held fully accountable for the progress of pupils.

Children join the school in the Early Years Foundation Stage with skills and abilities that are broadly similar to those expected for their age. They enjoy their learning and play happily together. Progress is satisfactory but the lack of a secure designated area for outdoor learning limits children's learning opportunities. Also the indoor environment does not explicitly promote learning in the six curriculum areas expected for these young children. Planning is carried out conscientiously but, at times, it is too focused on activities rather than the learning experiences that staff aim to promote. During activities which children choose for themselves, staff miss opportunities to extend learning by asking appropriate questions.

The acting headteacher and acting deputy headteacher, working closely together, have been successful in maintaining staff morale during a period of staffing turbulence. They

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have successfully implemented strategies to improve provision. For example, the 'Every Child a Writer' initiative is helping to raise attainment in writing. Provision in Key Stage 1 has also improved. Self-evaluation is accurate and the leadership has a secure understanding of strengths and development areas. The plan for community cohesion is recognised as not being sharp enough to enable the leadership to evaluate the impact of its work on pupils' development. Links with communities within the United Kingdom and the wider world are insufficiently developed. However, improvements in English and mathematics demonstrate that leaders can successfully raise attainment, and therefore the capacity for further improvement is satisfactory.

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

- Eliminate the uneven progress of pupils and increase the proportion of good lessons by
  - refining the existing tracking and target setting system so that the leadership can measure accurately pupils' progress
  - ensuring staff use information rigorously to plan tasks that focus clearly on pupils' learning rather than the activities to be carried out
  - raising teachers' expectations of the amount and level of work pupils are capable of completing in a lesson
  - ensuring teachers provide more opportunities for pupils to take a more active role in their learning
  - holding regular meetings whereby pupils' progress is carefully checked, swiftly taking any necessary action, and holding staff accountable for pupils' progress.
- Improve the quality of provision in the Early Years Foundation stage by:
  - establishing indoor and outdoor environments that promote all six areas of learning, ensuring that children have sufficient opportunities to learn in both environments
  - improving the quality of planning to ensure there is a clear focus on learning
  - developing staff expertise in questioning children and in using their answers to extend learning further.
- Increase the effectiveness of the school's work in promoting community cohesion by:
  - tightening up the action plan and evaluation procedures so leaders are able to evaluate the impact of their work on developing pupils' understanding of community cohesion
  - making links with communities, within the United Kingdom and globally, that are different from those found within the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy school and listen attentively in lessons. Achievement is satisfactory, although progress is good in lessons where assessment information is used well. This was seen in a good Year 5/6 science lesson and a good Year 4/5 English lesson. In both lessons, pupils were actively involved and tasks were well matched to the range of ability within the classes. However, in too many lessons, the pace of learning is no better than satisfactory and activities do not provide sufficient challenge. Pupils with special educational needs and/or disabilities make similar progress to their peers, and no significant difference in attainment between boys and girls was observed during the inspection. Those pupils who are at the early stage of learning English, and those who are known to be eligible for free-school meals, make satisfactory progress. The sound and improving attainment in literacy and numeracy, alongside competent information and communication technology (ICT) skills, satisfactory attendance and good personal skills, ensure that pupils are prepared satisfactorily for later life.

Good relationships exist between pupils. These are based on a mutual respect for each other's cultures, beliefs and interests. Pupils welcome opportunities to help others within school and the local community. Older pupils receive training as 'mini-leaders' to enable them to support pupils who feel vulnerable and help younger ones to resolve their conflicts. The school council is effective, implementing a series of initiatives to improve lunch times through playground football pitches and friendship benches. Pupils know how to keep safe, showing a good understanding of internet safety and actions to take if trapped by fire, for example. They have good knowledge of how to keep healthy, and enjoy the variety of physical activities provided within the curriculum and after school. The 'Be Active' award shows commitment to this aspect of pupils' development. Pupils are proud of their contribution to promoting healthy lifestyles through the growing, preparing and cooking of fruit and vegetables.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers manage calm and well-organised classrooms and successfully encourage pupils to behave well and enjoy lessons. Good teaching was seen, mainly in Key Stage 2, but this is not consistent throughout the school. In good lessons, teachers use a range of strategies to ensure pupils take an active part and planning is matched well to pupils' needs. These features were seen in a good English lesson, as Year 5/6 pupils worked well collaboratively, enthusiastically identifying humorous words in the poem Jabberwocky. However, in other lessons, teachers expect all pupils to follow the same plan, especially during introductions, and opportunities are missed for pupils to make decisions about their methods of working to enable them to develop independence. Marking is satisfactory, but is better in English than in other subjects. Pupils are not given sufficient time to respond to the constructive comments made, which limits the impact of marking.

The curriculum meets pupils' academic and pastoral needs. Key aspects of pupils' personal development, for example, understanding a healthy lifestyle and knowing how to keep safe, are prominent features of learning. Boys are becoming more interested in the curriculum as teachers try hard to link subjects together to make learning more relevant to pupils' interests. Extra-curricular opportunities are good, and many pupils take up the chances for learning beyond the classroom. For example, pupils appreciate the opportunities to learn a musical instrument and take part in school productions. Although the curriculum has strengths, the opportunities for outdoor learning are insufficient for the Early Years Foundation Stage children.

Adults take good care of pupils who are confident that adults will always help them if they are worried or concerned. Good connections with many external agencies contribute to giving pupils the support they need, especially those with special educational needs and/or disabilities, and those that may become vulnerable. Good links with the secondary school ensure smooth transition and induction procedures make sure children settle quickly into school life.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher, acting deputy headteacher and governing body are committed to the drive to accelerate the rate of pupils' progress. Improvement planning is focused appropriately on raising attainment and accelerating progress and this is starting to have an impact, as seen by assessment information throughout the school. The quality of teaching is improving as a result of monitoring and good quality advice about how to make teaching more effective. The governing body discharges its statutory responsibilities satisfactorily. Governors regularly visit the school and are starting to develop appropriate procedures to hold the school to account for its performance. Procedures for safeguarding were good at the time of the inspection and all staff are trained well to meet the health and safety needs of pupils, including the most vulnerable.

A range of good partnerships with agencies and other schools contribute to the school achieving sound value for money. Sports and music partnerships extend pupils' learning opportunities well and links with agencies, such as the police and fire services, are supportive of pupils' health and safety. Pupils have equal opportunities to participate in activities, and the school is already improving the chances of the gifted and talented pupils to make the most of their learning. These pupils regularly visit a local secondary school to enhance their knowledge and understanding of a range of subjects, including mathematics and ICT. In the past, boys have not attained as highly as girls but this is no longer evident.

The school is a harmonious community, with all groups of pupils getting on well together. There is a developing understanding of difference, and of tolerance of different communities but not enough has been done to extend pupils' understanding of different societies within the United Kingdom and abroad.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children are well cared for and relationships with adults are good. Although activities are interesting, such as playing in the vets' surgery or making models of different animals, children make satisfactory rather than better progress. This is because planning does not identify with sufficient precision the learning intended from each activity or lesson. There have been some successes, and children's progress has improved in problem-solving, reasoning and number, as a result of adults specifically focusing on this area of development. On entry to Year 1, children have skills that are broadly average. Assessments of children's learning are accurate but this information is not used consistently enough to reshape children's thinking, for example, through questioning. Satisfactory use is made of the resources in the classroom, encouraging children to explore and learn through stories and role play. This, however, is not replicated in the outdoor learning environment. While it is recognised that there is restricted access, this aspect of provision is underdeveloped. The leadership of this key stage is aware of the weaknesses in provision, and a satisfactory action plan is in place to improve it.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Almost all parents and carers who returned the inspection questionnaire have positive opinions of the work of the school. All are pleased with their children's experience of school. They think they are kept well informed about their children's progress, the quality of teaching is good and that the school listens to their suggestions and concerns.

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Although agreeing that parents and carers are provided with a range of information about progress, inspectors evaluated teaching as satisfactory, even though some of the teaching is good. However, inspectors agree that pupils are kept safe in school and the school does much to help parents and carers to support their children's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ashgate Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	66	21	31	2	3	0	0
The school keeps my child safe	47	69	20	29	1	1	0	0
The school informs me about my child's progress	43	63	25	37	0	0	0	0
My child is making enough progress at this school	40	59	24	35	3	4	0	0
The teaching is good at this school	46	68	21	31	0	0	0	0
The school helps me to support my child's learning	39	57	28	41	1	1	0	0
The school helps my child to have a healthy lifestyle	39	57	26	38	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	50	31	46	1	1	0	0
The school meets my child's particular needs	38	56	27	40	2	3	0	0
The school deals effectively with unacceptable behaviour	33	49	33	49	2	3	0	0
The school takes account of my suggestions and concerns	27	40	38	56	0	0	0	0
The school is led and managed effectively	36	53	29	43	2	3	0	0
Overall, I am happy with my child's experience at this school	43	63	25	37	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 July 2010

Dear Pupils

Inspection of Ashgate Primary School, Derby, DE22 3FS

Many thanks for the welcome you gave us when we visited your school for its recent inspection. We enjoyed talking with you and seeing all that you do. You clearly enjoy school and we were very impressed with your good behaviour and friendliness towards each other. You are very polite, and your parents and carers must be very proud of your good manners. We think your school is satisfactory which means some things are done well and others could be better. Here are some of the good things we found out.

You have a good understanding of how to keep safe and you also feel safe in school, saying your teachers will always help you if you have a problem.

Your understanding of leading a healthy lifestyle is good, and you know the importance of regular exercise.

Relationships are good and everyone is willing to help each other.

The school council does a good job and we think they are helping to make your school a better place to be.

The leaders of your school want you to achieve well and do your very best. They know what needs to be done next, and, from our findings, we have asked them to do some things to make your learning even better.

Make sure that all of you learn as well as you can in every class, and that your teachers try hard to involve all of you more in how and what you are learning.

Provide lots of opportunities for Reception children to learn outdoors, and for adults to use information about the things Reception children know already to plan lots of exciting things for them to do.

Help you to learn more about different communities in the United Kingdom and in the world.

You can all help by continuing to work hard and by asking your teachers for time to follow up the very useful comments they make when marking your work. We wish you all the best for the future and thank you again for your help.

Yours sincerely

Lois Furness

Lead inspector

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