

# Inspection of Ashby Willesley Primary School

Packington Nook Lane, Ashby-de-la-Zouch, Leicestershire LE65 2QG

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Inspection dates: 16 and 17 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Ashby Willesley Primary School is an inclusive school. Pupils are happy and confident learners. Leaders have high expectations for every child. Pupils achieve well. The school has effective support in place for pupils with special educational needs and/or disabilities (SEND).

Pupils' behaviour in lessons is mainly calm and orderly. Pupils say that if bullying occurs, teachers deal with it quickly and effectively. One parent echoed the views of many when they stated: 'The children are cared for and well looked after by all staff.'

Pupils have the opportunity to take on leadership roles. This includes being part of the 'Purple Parliament' and acting as sports leaders. Pupils talk positively about their roles and the difference they make to their confidence. Pupils take part in different trips and visits. Older pupils talked with enthusiasm about their residential visit to Norfolk and how it had helped them to start thinking about secondary school.

The school has twelve core values, including communication, empathy, friendship and kindness. Pupils know these values and demonstrate them through their actions towards one another.

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

Pupils study a range of different subjects. Leaders are passionate about reading and it is a high priority. They have adopted the motto of 'learn to read, read to learn'. The school follows a coherent phonics programme which is well sequenced and allows pupils to develop their reading fluency. Teachers encourage pupils to read regularly. Leaders communicate with parents about the phonics programme and how they can support their child. Pupils enjoy talking about reading. Not all staff have received training to support the delivery of the phonics programme.

Subject leaders receive time and training to develop their subject expertise. The science curriculum is well planned and pupils deepen their knowledge over time. This is not yet the case for all subjects. Some pupils find it difficult to recall their learning in some subject areas. This is especially the case in foundation subjects. Leaders have started to consider how teachers can use retrieval activities to ensure that pupils are able to know and remember more in all areas of the curriculum.

Teachers use a range of approaches to check pupils' learning. They use their knowledge of pupils' understanding to address any misconceptions that pupils may have. Many teachers use questioning effectively in order to help pupils to explain their reasoning.

Pupils with SEND are supported well across the school. Staff promptly identify pupils' needs. Leaders ensure that teachers have the information and strategies they need

to help pupils with SEND reach their full potential. Teachers make adaptations where necessary to ensure that all pupils study the same curriculum.

Leaders have ensured that the curriculum extends beyond the study of academic subjects. Pupils benefit from a range of opportunities to develop their skills and talents. For example, some pupils learn to play musical instruments and take part in sporting events. Pupils have 'learning for life' lessons which focus on being safe, staying healthy and understanding the world. All pupils study age-appropriate relationships education. Leaders have created opportunities for pupils to develop their spiritual, moral, social and cultural awareness. However, leaders have not yet linked these opportunities to pupils' learning in the classroom. Pupils understand the school's values. They are not always able to demonstrate their understanding of fundamental British values. Pupils learn about different religions. However, some pupils are not able to accurately recall their learning about people of different faiths.

Children in the early years quickly settle into routines. Leaders have carefully considered what children will learn and when. Children have the opportunity to be curious learners. For example, during the inspection, the children had a visit from a member of the ambulance service. They explored with curiosity the ambulance and the role of a paramedic. The early years leader accurately identifies priorities and takes action to improve children's experience of school.

Leaders at the school feel well supported by those in the multi-academy trust. Trust leaders ensure that staff receive opportunities to develop their practice. Trustees fulfil their statutory duties. They, and members of the local governing body, hold leaders to account. They have developed effective lines of communication between staff and parents at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have clear procedures in place for the reporting of safeguarding concerns. Every member of staff receives regular safeguarding training. Staff know that safeguarding is everyone's responsibility. Leaders record safeguarding concerns in detail. They act swiftly to support pupils and their families.

The emotional literacy support assistant supports pupils with their emotional well-being. All pupils spoken to throughout the inspection stated that they feel safe in school. Pupils know there are worry boxes in classrooms if they need them. Pupils feel confident that they could report any worries or concerns to any member of staff.

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

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

- In some subjects, leaders do not always set out the order in which pupils should learn new knowledge, and teachers do not always help pupils to recall their previous learning. This means that some pupils are unable to recall their learning in depth over time. Leaders should ensure that curriculum planning sets out the order in which knowledge should be learned, and that teachers use strategies which help pupils to know and remember more over time.
- Some pupils do not have a secure knowledge of fundamental British values and the differences between world faiths. These pupils do not have the understanding they need of some aspects of the society in which they live. Leaders should ensure that opportunities are provided to support all pupils to understand and recall their learning of these areas so that they are as well prepared as possible for life in modern Britain.

## How can I feed back my views?

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

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

## Further information

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

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

## School details

<b>Unique reference number</b>	143251
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10227395
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	Board of trustees
<b>Chair of the board of trustees</b>	Nigel Harrison
<b>Headteacher</b>	Chloe Dilks
<b>Website</b>	<a href="http://www.ashbywillesley.org.uk">www.ashbywillesley.org.uk</a>
<b>Date of previous inspection</b>	13 June 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Symphony Learning Trust.
- The school does not use any alternative education provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with senior leaders, including the headteacher, governors and trustees. The lead inspector also met with the chief executive officer of Symphony Learning Trust and the director of the primary phase.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, computing, science and physical education. For each deep dive, inspectors spoke

with subject leaders, pupils and teachers, and visited lessons and looked at samples of work. Inspectors observed pupils reading to a trusted adult.

- Inspectors met with the special educational needs coordinator, spoke to a group of pupils with SEND and checked the provision in place for these pupils.
- Inspectors looked at a range of safeguarding documents, including the single central record. The lead inspector met with the designated safeguarding leader and checked how leaders record and respond to safeguarding concerns.
- Inspectors took into consideration the responses to the surveys for pupils, parents and staff.

### **Inspection team**

Roxanne Fearn-Davies, lead inspector	His Majesty's Inspector
Caroline Stewart	Ofsted Inspector
Janis Warren	Ofsted Inspector
Luella Manssen	Ofsted Inspector

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