

Inspection of Ashgate Primary School

Ashbourne Road, Derby, Derbyshire DE22 3FS

Inspection dates: 6 and 7 June 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils feel happy and safe in Ashgate Primary School. They know that teachers have high aspirations and want the very best for them. Staff are determined that all pupils, including pupils with special educational needs and/or disabilities (SEND), are 'moving forward and aiming high'.

Pupils' behaviour in school is good. Pupils do not disrupt their lessons. They learn happily together. They share the enjoyment of learning. Routines are well established. They are well understood, particularly by children in the early years.

Pupils are respectful to each other. They wholeheartedly welcome visitors to the school. Relationships with adults are warm and positive. Bullying is rare. Pupils learn about the different kinds of bullying and harassment. They said that they have many staff to turn to in school if they have a problem. They express great trust and confidence in their teachers.

Pupils and children in the early years really appreciate the rewards they receive for their good behaviour. They are particularly pleased to receive their 'RESPECT' tickets. They enjoy using the tickets to 'buy' exciting treats in the RESPECT shop.

Many pupils and their families are continuing to recover from the significant impact of the COVID-19 pandemic. School staff are supporting this recovery well.

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

Leaders have constructed a curriculum with high academic ambition. They are determined to ensure that all pupils, particularly pupils with SEND, experience a broad curriculum. They are addressing the learning gaps that many pupils developed due to the pandemic. Curriculum planning is expert in many subjects but not in all. In some foundation subjects, the planning does not yet pinpoint the knowledge that pupils need. Leaders have plans in place to address this.

Published outcomes in 2022 were a disappointment. Leaders recognise that although many pupils made progress socially and emotionally, they did not make the academic progress needed to achieve well in national tests. Leaders have acted swiftly. The curriculum has been adapted and is much improved. Many more pupils are now prepared for their next stage of learning.

The curriculum is planned and sequenced so that pupils can connect their learning across the subjects that they study. The learning about the solar system in science, for example, supports pupils' understanding of the 1969 moon landings studied in history. The curriculum ensures that pupils revisit important learning. Pupils can confidently recall the knowledge they have learned.

The leadership of the provision for pupils with SEND is expert. Pupils with SEND receive impressive support, particularly in The Hive. Their needs are skilfully met. In

class, teachers carefully adapt learning. Pupils with SEND experience the same ambitious curriculum as their peers. Pupils with SEND thrive at school.

Teachers have strong subject knowledge. They use questioning effectively to check that pupils acquire the knowledge that they need. Leaders ensure that teachers access high-quality training and development. Staff appreciate these opportunities.

The quality of phonics teaching has improved. Leaders enjoy the support and expertise of the local English hub. A well-planned and sequenced reading curriculum is now in place. A consistent approach to the teaching of phonics is developing. Pupils learn to read as soon as they enter the early years. The books pupils read match the letters and sounds that they are learning. Many more pupils are quickly learning to read. Leaders recognise that these improvements need to embed further.

Pupils' attendance has improved. Some families continue to struggle to ensure that their child attends school regularly. Leaders have effective strategies in place. Reducing pupils' persistent absence remains their key priority.

The RESPECT agenda informs much of the school's work. It is threaded throughout pupils' personal development. Pupils express passion about the importance of equality and diversity. They proudly show the array of flags in the school hall. These represent the country of origin of every pupil in the school. Parents of children in the early years come together to teach the children about their lives in other countries. Pupils are keen to celebrate their community.

Pupils benefit from many wider opportunities. They take part in trips and residential. They enjoy celebration days, picnics, parades and fairs. Leaders raise pupils' aspirations through links with local industry and universities. Pupils take seriously the imaginative approaches given to take responsibility, through the pupil council, well-being ambassadors and other in-school jobs. Pupils relish these opportunities.

Leaders are committed to improve the life chances of pupils. Parents and carers value these efforts. Staff welcome leaders' actions to support their well-being. They appreciate the professional development opportunities they receive. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the learning mentor play a significant role in keeping pupils safe. Their work to keep the 'dialogue open' helps to ensure that pupils and their families have someone to turn to if they need help. They are described as a frontline service for their community.

Leaders have stringent safeguarding arrangements in place. Records are kept well. There is effective partnership with external agencies. Staff receive high-quality training and support.

Staff recruitment checks meet statutory guidelines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in a few foundation subjects is not carefully enough planned and sequenced. This limits the progress that pupils can make. Leaders must make sure that the curriculum in all foundation subjects is expertly planned so that pupils acquire the knowledge and skills that they need to progress to the next stage.
- Although the phonics curriculum has improved significantly, some early readers do not learn to catch up with their peers quickly enough. Leaders must make sure that they continue their work to improve the quality of phonics teaching and that early readers receive the expert help they need to read with accuracy and fluency.

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

Unique reference number	131685
Local authority	Derby
Inspection number	10267947
Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair of governing body	Drew Keavey
Headteacher	Peter Seargent
Website	www.ashgate.derby.sch.uk
Dates of previous inspection	13 and 14 February 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative 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 school leaders and have taken that into account in their evaluation.
- The lead inspector met with the headteacher and senior leaders to discuss their evaluation of the quality of education. She met with the chair and vice-chair of governors and a further member of the governing body. She spoke with a representative of the local authority by telephone.
- Inspectors carried out deep dives in reading, mathematics, writing, science and history. For each deep dive, the inspector met with subject leaders, looked at the curriculum plans, visited lessons, spoke to teachers, spoke to pupils and looked at samples of pupils' work. Inspectors heard pupils read.

- Inspectors observed pupils during lunchtime and playtime. They spoke to groups of pupils.
- Inspectors visited The Hive. They spoke with some of the pupils that receive support within this school-based provision.
- The lead inspector met with the designated safeguarding leader and learning mentor to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils.
- The views of members of staff, pupils and parents were considered.

Inspection team

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