

Inspection of an outstanding school: Ashmole Primary School

Ashmole Street, London SW8 1NT

Inspection dates:

28 and 29 June 2023

Outcome

Ashmole Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils take pride in this happy, vibrant and exceptional school. Pupils talk with excitement and interest about their learning. Leaders and staff have created a culture of respect and kindness where everyone feels included. All pupils achieve well, and this is because ambition and inclusion are at the heart of the school's ethos.

Staff seek out exciting opportunities to enrich pupils' learning and wider personal development. Pupils talked enthusiastically about the motivating range of visits and activities they experience at school. All pupils learn to play musical instruments from a young age. Many go on to play these to a highly competent level.

Pupils' behaviour is excellent. From an early age they understand adults' high expectations, which they respond to very positively. Pupils trust staff to look after them. Bullying is rare and pupils know staff will deal with any concerns. Pupils described school as a happy, friendly and safe place.

Parents are overwhelmingly positive about the school and the community spirit leaders have created. They value the focus leaders place on pupils' personal as well as academic development. Pupils have many opportunities to take on different responsibilities across the school. These roles include 'Learning Ambassadors', who promote learning, 'Anti-Bullying Ambassadors' and 'Healthy Eating Heroes'.

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

Leaders have worked with teachers to design an ambitious and inclusive curriculum. They have given careful thought to the content and the order in which this is taught. Teachers have thought about which areas of learning need to be revisited carefully. This means all pupils learn the most important knowledge they need, deeply. For example, in early years, staff helped children to explain accurately why a repeated pattern was incorrect. In Years 1 and 2, pupils use their mathematical reasoning skills to talk about why different coins

could make the same amount. Pupils' behaviour in lessons is exemplary. This supports high levels of independence and focus so learning continues uninterrupted.

Staff encourage pupils to develop their knowledge and understanding across different subjects. For instance, pupils in Year 4 used their knowledge about crime and punishment in history to help them with their wider reading. All pupils achieve highly and develop a strong range of subject-specific vocabulary. They use this confidently when talking about their learning. For example, teachers helped pupils to explore the word 'adaptation' in a science lesson about how animals have changed over time.

Teachers have excellent subject knowledge and understanding of how their pupils learn. They check carefully that all pupils are keeping up with learning and make skilled adjustments where needed. All staff provide high-quality support while ensuring pupils grow in their independence. Teachers have high expectations of pupils' achievement.

Pupils with special educational needs and/or disabilities (SEND) access the curriculum successfully. High-quality support and training for staff help them to understand pupils' individual needs. This helps staff know how best to adapt their teaching to ensure pupils with SEND thrive.

Reading is a high priority. Pupils make exceptional reading progress, from the Nursery. Almost all pupils enter Year 3 as fluent readers, allowing them to access new knowledge across the curriculum successfully. Phonics is skilfully taught, with highly effective assessment. High-quality targeted support means pupils catch up quickly if they fall behind. All staff across the school read books to pupils in assemblies and during daily story times. Teachers expose pupils to high-quality texts and encourage discussions. Pupils in Year 6 run the school library, while those in Year 5 manage the outdoor 'Reading Chalet'. Pupils enjoy reading the school's newspaper, 'The Ashmole Argus', written and produced by pupils.

Leaders aim for pupils to build an individual sense of self. Through lessons, assemblies and extra-curricular clubs, pupils have a wealth of opportunities to develop their interests and understanding of the world beyond school. The school's exemplary music programme helps pupils build confidence, resilience and a sense of pride. Partnerships with London museums, theatres, universities and the local police provide pupils with experiences that prepare them for their next steps. Year 6 pupils spoke enthusiastically about being ready for secondary school because of the great friends they had made and the memorable learning experiences they have had at the school.

Staff are proud of their school and share leaders' and governors' high aspirations for the school community. Along with leaders, staff recognise that a constant drive for improvement has ensured the school's success. They value the professional support and consideration of their workload that leaders provide.

Safeguarding

The arrangements for safeguarding are effective.

All leaders have ensured that there are rigorous systems in place to identify pupils who need extra support. Staff receive regular training and briefings, so that they know how to identify and report any concerns. This enables staff to fully understand their responsibilities.

Leaders work closely with local agencies to refer any concerns quickly when needed. They follow up referrals and check for progress. Across the curriculum, pupils are taught how to keep themselves safe. This includes in online safety, preparation for secondary school, awareness of local risks and developing positive relationships.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in November 2016.

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

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| Unique reference number | 100556 |
| Local authority | Lambeth |
| Inspection number | 10240565 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 228 |
| Appropriate authority | The governing body |
| Chair of governing body | Eloise Hecimovic |
| Headteacher | Cordelia Cooper |
| Website | www.ashmoleprimaryschool.org.uk |
| Dates of previous inspection | 9 and 10 November 2016, under section 5 of the Education Act 2005 |

Information about this school

- No pupils attend any alternative provision.
- The school is part of the Wyvern Federation.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders and a range of staff. Meetings took place with members of the governing body, the school improvement partner from the local authority and the executive headteacher.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with the subject leaders, visited a sample of lessons, spoke to teachers, talked with pupils about their learning and considered samples of pupils' work. The inspector considered the curriculum in other subjects.

- The inspector considered information provided about safeguarding arrangements. This included a scrutiny of safeguarding records and staff pre-employment checks. The inspector reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- The inspector considered the views of parents, staff and pupils, including through Ofsted's online surveys.

Inspection team

Nick Flesher, lead inspector

Ofsted Inspector

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