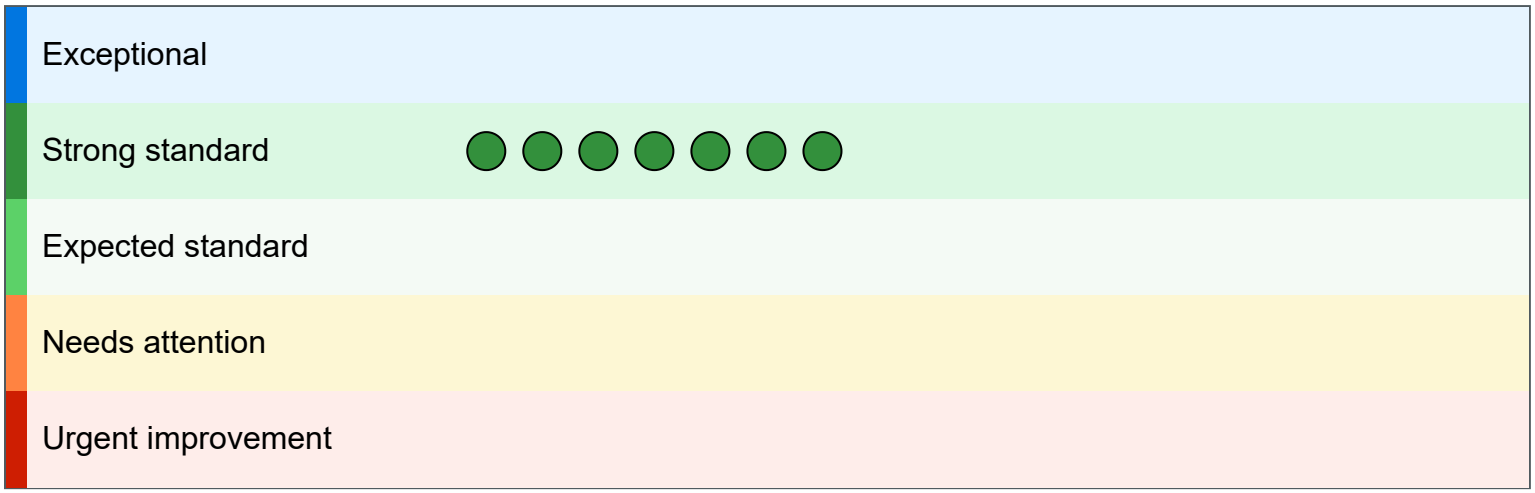
Asfordby Hill Primary School

Address: Melton Road, Asfordby Hill, Melton Mowbray, Melton Mowbray, Leicestershire, LE14 3QX

Unique reference number (URN): 139340

Inspection report: 6 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

The school continues to achieve excellent national outcomes. Published data shows that the school's attainment is sustained above national averages. Disadvantaged pupils perform as well as their peers. This reflects the school's commitment to equity and inclusion. Across all key stages, pupils build secure foundational knowledge. This supports their success in reading, writing and mathematics and supports them to access wider subject content. They are very well prepared for their next stage of education.

Pupils achieve well across the wider curriculum too. They gain secure knowledge and skills in subjects such as science, history, art and PE. As a result, pupils are confident, well-rounded learners. In lessons, teachers focus on essential skills, such as vocabulary, punctuation and spelling. Pupils edit and improve their work. Pupils' work shows clear progression through the curriculum. They apply their individual targets, such as using correct letter formation, use of capital letters and spelling of common exception words. Higher-attaining pupils are appropriately challenged. Pupils show confidence when explaining their thinking and working with others.

Attendance and behaviour

Strong standard

Attendance is a strength. Whole-school attendance is consistently above national figures and persistent absence is low. This is because leaders work closely with families to overcome any barriers. Records show significant improvements for a number of pupils with anxiety or additional needs. The school ensures that pupils can attend regularly and thrive.

The school has a positive and respectful culture in which pupils feel safe, happy and ready to learn. Behaviour in lessons and around school is excellent. Pupils show self-discipline, concentrate well and enjoy their learning. In lessons, pupils work with enthusiasm and respect. They listen carefully and support each other, for example when giving feedback during a PE dance activity.

Relationships between pupils and staff are warm and supportive. Clear routines are consistently embedded from the Reception Year onwards. Younger children learn to be calm and settled through structured carpet sessions and sensory activities. This helps them to start every day positively. Pupils say that bullying is rare. Any form of unkind or unsafe behaviour is dealt with quickly. As a result, pupils feel confident that adults will take their concerns seriously. Staff support pupils to resolve problems and learn from them. Leaders track behaviour with precision. They provide tailored support for pupils who need it. This includes personalised plans and effective family engagement.

Curriculum and teaching

Strong standard

The school provides a broad, balanced and ambitious curriculum that helps pupils build strong foundations for future learning. The curriculum is well designed and delivered effectively. As a result, pupils gain the knowledge and skills they need to succeed. Leaders have carefully designed and sequenced the curriculum. Key knowledge, skills and

vocabulary are mapped across all subjects to support pupils to build knowledge over time. The curriculum integrates various personal development elements in response to the school's predominantly white British context. This ensures that pupils' knowledge of diversity prepares them well for life in modern Britain.

Reading and phonics are prioritised from the start. Staff receive regular training and demonstrate expert subject knowledge. Additional support is provided promptly for any pupil at risk of falling behind. Across subjects, teaching is purposeful and well structured. Teachers model new concepts clearly. They use precise subject vocabulary. Teachers provide effective scaffolding for pupils with special educational needs and/or disabilities (SEND) without limiting independence. Teachers use assessment and retrieval strategies to check pupils' understanding and address any gaps quickly. Pupils, including the most vulnerable, access learning confidently. They enjoy extension tasks that deepen their thinking. Teachers provide opportunities for the highest attaining pupils to reason and use higher-order comprehension skills.

Early years

Strong standard

The school's early years provision is a real strength. Children get off to an excellent start to their education. Leaders have a clear vision for high-quality early learning. The curriculum is carefully sequenced across all seven areas of learning, with clear milestones each term to support progress through the curriculum. Assessment is used effectively in order to identify any child at risk of falling behind. Targeted support through small groups and individual sessions helps to close any gaps quickly.

Staff engage in high-quality interactions with children that develop their early language and vocabulary. Adults model new words and use labelled resources to reinforce key vocabulary. Reading is a clear priority from the start. Children learn phonics daily and apply their knowledge in 'star tasks' which include writing words and building sentences. These tasks also provide additional challenge for those who are ready. Children enjoy a wide range of activities in continuous provision, such as practising jumps to consolidate their maths learning. Transition arrangements into school and into Year 1 are thorough. This ensures that children feel confident and ready for their next stage. Vulnerable children are very well supported. Communication and relationships with parents are highly positive.

Inclusion

Strong standard

The school has a highly positive, inclusive culture, where pupils are valued and supported to achieve, belong and thrive. Leaders and staff know pupils as individuals. They work closely with families and external agencies to remove barriers to learning and wellbeing. Vulnerable pupils, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils, and those known to children’s social care, benefit from carefully planned strategies. This ensures that they have equal access to the curriculum.

Individual needs are identified promptly through regular assessment. For example, in the Reception Year, daily and termly checks help staff target gaps through small-group and continuous provision activities. In phonics, pupils are supported through careful adult positioning and catch-up sessions when needed. Some older pupils receive additional support. This helps to secure their phonics knowledge and other foundational skills in writing

and mathematics. In lessons, activities are adapted so that all pupils can access the core knowledge alongside their peers. For example, in reading sessions, vocabulary tasks are carefully tailored to meet different needs.

Leaders monitor progress, attendance and participation rigorously and evaluate the impact of interventions. Staff receive regular training on inclusive practices. This ensures that consistently effective approaches and resources are used across the school. Additional support, such as regulation stations, help some pupils to manage their emotions and stay engaged. Inclusion is a real strength of the school. Pupils are supported to succeed academically and socially. Pupil premium funding is used thoughtfully and effectively. This ensures that disadvantaged pupils receive the right support at the right time.

Leadership and governance

Strong standard

Leadership and governance at the school is highly effective. As a result, the school's culture allows pupils to feel safe, supported and able to achieve their full potential. There is a focus on ensuring that every pupil thrives academically and personally. Leaders have a clear understanding of the school's strengths and priorities for improvement. Since the last inspection, they have introduced robust monitoring systems, including team teaching, pupil voice and work scrutiny, to drive continuous improvement. Subject leaders are well supported and given time to develop their areas. This ensures a well-designed and ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND) and other vulnerabilities.

Staff speak highly of the school's inclusive and collaborative culture. They feel involved in decision-making and appreciate that leaders consider their workload. Professional development is a real strength. The staff training programme is comprehensive, evidence-informed and tailored to individual staff needs. Opportunities for classroom visits and collaboration help staff share best practice and build expertise. Leaders also work closely with other schools and trusts to strengthen provision for the most vulnerable pupils.

Governors meet their statutory duties and hold leaders to account through rigorous monitoring and evidence-based decision-making. They provide both challenge and support. This ensures that resources are managed well and decisions are always in the best interests of pupils. Leaders' commitment to pupil success is clear. They work strategically to sustain improvement. Parental feedback about the school is overwhelmingly positive.

Personal development and wellbeing

Strong standard

The school provides a highly effective and well-designed personal development programme that prepares pupils for life beyond primary school. It is broad, coherent and meets statutory requirements. This ensures that pupils develop the knowledge, skills and values they need for success in later life. Pupils learn how to manage emotions, resolve conflicts and make positive choices. They say they are taught how to deal with fallouts and are clear that everyone is treated equally. Pupils are proud of their school's inclusive ethos, explaining that they would always make sure someone with a disability felt included.

Online safety is a key part of the curriculum. Pupils understand the importance of age-appropriate use of apps and the reasons behind these rules. The school promotes pupils'

spiritual, moral, social and cultural development. Pupils reflect on their beliefs and learn to respect others' faiths and values. They write to young people in Zambia, raise funds for them and link with an inner-city school to learn about diversity.

Pupils understand British values well. They know why it is important to treat everyone fairly. They show respect for different cultures. This helps them get along with others and feel confident in school. Pupils enjoy a wide range of clubs and trips. Many of these are based on their own ideas. These experiences help them discover new interests and build important skills. Music, art, sport and school productions help pupils work together and develop creativity. Community projects like 'Melton in Bloom' help pupils feel proud of their local area. Disadvantaged pupils are encouraged to join in through a voucher system. This means all pupils can benefit from the same opportunities.

Careers education and age-appropriate health and relationship lessons help pupils to prepare for the future. Personal development and wellbeing are a real strength of the school. The personal development programme ensures that pupils thrive socially and emotionally as well as academically.

What it's like to be a pupil at this school

Pupils feel safe and happy. They know who to talk to if they have a worry and say that adults help them when required. Safeguarding is the school's top priority, and staff are vigilant and well trained. Leaders work closely with families and external agencies to remove barriers so that pupils can thrive. Behaviour is excellent. Pupils show self-discipline and positive attitudes in lessons and around school. They respect one another, listen carefully and enjoy working together. When disagreements happen, pupils are taught how to resolve them. As a result, bullying is extremely rare. Pupils are confident that staff deal with issues quickly and fairly.

Vulnerable pupils benefit from tailored support. This helps them to start their day calmly and to be successful in their learning. Pupils enjoy learning. They talk enthusiastically about lessons, trips and clubs, including in music, sports and creative arts, which help to develop their talents and interests. They have a range of opportunities to take part in performances and community projects which help to prepare pupils well for life in modern Britain. Pupils are proud of their leadership roles.

The curriculum is broad, ambitious, and sequenced to build knowledge over time. There is a strong emphasis on securing foundational knowledge in reading, writing and mathematics. Reading is prioritised from the start. Achievement is very positive. Published outcomes are consistently above national averages. Pupils particularly achieve well in mathematics, and disadvantaged pupils perform as well as other pupils. Staff have high expectations of pupils, who take pride in their work. Pupils enjoy a rich range of experiences that prepare them for the next stage of education and life.

Next steps

• Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

This school is a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by Philippa Millward and Nicola Bailey, and overseen by a board of trustees, chaired by Jenny Smith.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the co-headteachers, senior and middle leaders, and those with responsibility for governance, including the chair of the board of trustees.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Co-headteachers: Philippa Millward and Nicola Bailey

Lead inspector:
Luella Dhoore, His Majesty's Inspector

Team inspectors:
Simon Mosley, Ofsted Inspector
Ann Davey, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 6 January 2026

School and pupil context

Total pupils

189
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

189
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.17%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.17%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.34%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25 (revised)	85%	62%	Above
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	92%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	72%	Above
2024/25 (revised)	96%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	88%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	73%	Above
2024/25 (revised)	96%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	96%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	68%	7 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	92%	80%	12 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	78%	6 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	92%	80%	12 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.5%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below
2022/23 (3 term)	3.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	2.4%	13.3%	Below
2023/24 (3 term)	3.6%	14.6%	Below
2022/23 (3 term)	6.1%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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