

Ashmole Primary School

Inspection report

Unique Reference Number	100556
Local Authority	Lambeth
Inspection number	335558
Inspection dates	9–10 February 2010
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Claire Holland
Headteacher	Jane Wood-Chambers
Date of previous school inspection	8 March 2007
School address	Ashmole Street London SW8 1NT
Telephone number	020 77352419
Fax number	020 77355554
Email address	info@ashmole-primary.lambeth.sch.uk

Age group	3–11
Inspection dates	9–10 February 2010
Inspection number	335558

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Over seven hours of inspectors' time was spent looking at learning in the classroom and at the evidence of the progress pupils are making. Inspectors visited 14 lessons and observed seven teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 85 parents and carers.

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

- how effective is the provision for more-able pupils
- whether attendance has risen significantly
- how effective is the current interim leadership team.

Information about the school

This average-size primary school serves a multi-ethnic inner-city community. The largest groups of pupils are from Black African and White British origins. The percentage of pupils who speak English as an additional language is much higher than in most schools. The percentage of pupils eligible for free school meals is above average. The school has an above-average proportion of pupils who have special needs and/or disabilities covering a wide range of needs. Among the awards obtained are the Arts Mark and the Advanced Healthy School status. The Early Years Foundation Stage provision is in one Reception class and a Nursery. The governing body provide extended day provision with a breakfast club and an after-school club. Since September 2009, the school has been led by an acting headteacher and an acting deputy headteacher.

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?

2

The school's capacity for sustained improvement

2

Main findings

Ashmole Primary provides its pupils with a good education. By the end of Year 6, attainment is broadly average in all key subjects and this represents good progress from pupils' lower-than-expected starting points. Teaching is good and pupils say they enjoy their work as a result of good relationships with teachers and each other. Pastoral care is good in the school and the school works well with external agencies to support pupils. This contributes to pupils' overwhelming view that they are safe in school. The overall outcomes for pupils are good, including their behaviour. Most pupils attend school regularly and eagerly, but a small minority do not. Action taken by the school to improve attendance has been effective and it has improved from low to become average.

Teachers plan their lessons well to make them interesting. In all lessons, work is well matched to pupils' ability so that the vast majority all make the same progress. The use of support staff is very effective and well directed within the classroom to ensure that those who need extra help get it. This includes those pupils who are developing their language skills and those with special educational needs and/or disabilities. The more-able pupils do not always get the opportunity to extend their knowledge further. Marking of pupils' work is regular but does not always give sufficient guidance on how to improve. Whilst pupils are aware of targets for their group, they do not have individual targets to give them the challenge to attain higher levels. Pupils are not consistently involved in assessing their own progress and do not follow up teachers' written comments by amending their work. Children make less progress in the Early Years Foundation Stage because the curriculum is not engaging them sufficiently and encouraging them to make their own choices.

The leadership and management of the school are good and since September 2009, there has been good progress on the actions from the last report although there is still more to do. The role of middle managers has been clarified but is not yet fully effective. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Standards are still rising and uneven progress across year groups is being reduced by providing extra support where it is needed. The acting headteacher was the previous deputy and provides continuity of leadership in the school. Her vision and determination to drive the school forward have already had an impact, as seen by the increased progress now being made. She has improved the provision of care by ensuring that safeguarding requirements are met and attendance has risen significantly. These outcomes, supported by an effective governing body, demonstrate that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

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

- Raise standards by
 - ensuring teachers consistently give pupils advice on how to improve their work and reach challenging individual targets
 - ensuring assessment data is used consistently to support the more-able pupils throughout the school.
- Ensure that the Early Years Foundation Stage curriculum provides more stimulating opportunities, including those initiated by the children.
- Develop the role of middle managers.
- Work with parents to increase the attendance of the small minority of pupils who do not come to school as often as they should.

Outcomes for individuals and groups of pupils**2**

All pupils make good progress and all year groups are making similar progress over time. Achievement is good, with no significant variations across the areas of the school's work. An example of pupils making good progress was in a Year 1 music lesson, where visiting expert musicians enriched the children's experience and their faces and expressions showed how much they enjoyed it. Pupils with special educational needs and/or disabilities make good progress overall. Many pupils also make very good progress during periods of targeted support. Pupils with English as an additional language quickly gain sufficient language skills to make good progress. All pupils are well prepared for their future well-being because of their secure knowledge of key skills, including information and communication technology, supported by their good personal skills and average attendance. The few who do not attend well enough do make steady progress but poor attendance hampers better attainment and progress.

The overwhelming majority of pupils say they enjoy their learning in all subjects. They particularly like practical activities and sport. Pupils work very well together and listen to each other's contributions. Their behaviour is good both in and out of lessons, ensuring that all pupils can learn and enjoy school. They say bullying is extremely rare but dealt with effectively by staff. The majority of pupils eat healthy food and participate well in sport. They make a good contribution to the school community through the school council and by helping in classrooms, although leadership of activities by pupils is less well developed. They interact well with the local community through joint activities associated with sport or the arts. Pupils' overall spiritual, moral, social and cultural development is satisfactory. Pupils know about different faiths and cultures but have relatively limited direct contact with a wide range of people from different backgrounds to further extend their understanding.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Within the classroom, pupils benefit from good teaching supported by a good curriculum. Teachers demonstrate good subject knowledge and skilful classroom management and are strongly focused on helping all pupils learn by matching the work to their ability. Teachers make good use of praise to encourage learning, as was seen in a Year 6 literacy lesson on persuasive writing where the teacher commented to a pupil: 'I really liked that point ' I had not thought of that.'

The curriculum caters for the vast majority of pupils, including those with special educational needs and/or disabilities. Provision for the most able is not fully developed. At present, the use of cross-curricular links in teaching is still being developed. There is a good focus on encouraging healthy lifestyles, which has led to the school being awarded the Advanced Healthy School status. The curriculum is supported by visitors, for example from different cultures and faiths. There is a very good range of extra-curricular clubs and visits. Pupils described with excitement the range of trips and visits they go on, and the residential trip to Devon is a special opportunity for them. The curriculum is greatly enriched through partnerships reflecting its Arts Mark award. The opportunity for professional musicians to join the school in an assembly is a really good example of this. Good procedures are in place to encourage high standards of behaviour. Transition arrangements with the playgroups and the secondary schools are effective. Pupils say they are given good information and feel confident about moving to secondary education. The pastoral care in the school is good, with all staff strongly committed to the concepts of equal opportunities and that every child matters. All requirements of health and safety are met. The extended school provision is well

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

managed and pupils are provided with a wide range of well-supervised activities in a safe environment.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides good leadership and is well supported in her determined vision to improve the school further by staff at all levels This is demonstrated by their willingness to take on the more distributed leadership style to help move the school forward. All levels of management are involved in monitoring pupil progress and identifying where additional support is needed but the involvement of middle managers is very recent and not yet fully embedded. The effectiveness of leadership and management of teaching and learning is satisfactory overall but that of the senior leadership team is good. Resources are well managed and good value for money is demonstrated by the outcomes for pupils.

The school's good work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. Leaders are helping to make sure that attendance is rising to aid equal opportunities but there is still more to do on this for a few pupils.

Governors have a wide range of skills and provide good support and challenge. Some governors are very active within the school and, as part of the new leadership approach, a day is scheduled for all to spend a whole day in school. They understand what needs to be done in the school and have an effective partnership with the current leadership team.

The effectiveness with which the school promotes community cohesion is satisfactory. Leaders know the community well and much has been done to successfully promote good relationships with parents. Links with the local community are in place and plans to develop effective links with more distant communities are being enthusiastically pursued. Safeguarding procedures meet requirements. The extended day provision is well managed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	3

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

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Satisfactory leadership ensures that children are well cared for well in a safe environment where they have good relationships with adults and with each other. Links with parents are good. Behaviour is good and all groups of children are happy and play and learn well together in a caring environment. Children in the Nursery really enjoyed role play and gardening activities. Staff know the children well and are aware of any specific needs, and all procedures to support the welfare of children are in place.

Standards on entry to the Early Years Foundation Stage are below those expected in social development and literacy, and children make satisfactory progress to enter Year 1 with average standards except in social development, which is still low. Progress is regularly monitored but the effectiveness of using this information for ongoing assessment is variable. Work is not therefore always matched to pupils' needs. In a writing session in Reception, for example, some more-able children who could already write were given very basic writing tasks. Children benefit from an exciting range of resources which are usually well set out for the lesson, although the current curriculum does not always take full advantage of these facilities. Teaching is satisfactory rather than good because the use of assessment is variable. Learning in the classroom is not always linked to that experienced outdoors to reinforce the children's understanding. Adults provide a broad range of activities to promote all areas of learning but the balance between purposeful play and active learning is not consistent. The balance of adult-directed activities and those that children choose for themselves is also variable, mainly because the curriculum itself is not sufficiently stimulating and matched to abilities.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Over one third of parents and carers expressed their views and are overwhelmingly satisfied with the school. The general feeling from written comments is that the school is extremely welcoming, friendly and a safe environment, where the individual needs of pupils are met. A very few had individual concerns which were considered as part of the inspection process.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ashmole 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	79	17	20	1	1	0	0
The school keeps my child safe	60	71	21	25	2	2	0	0
The school informs me about my child's progress	55	65	26	31	2	2	1	1
My child is making enough progress at this school	43	51	35	41	5	6	1	1
The teaching is good at this school	48	56	30	35	4	5	1	1
The school helps me to support my child's learning	44	52	35	41	2	2	2	2
The school helps my child to have a healthy lifestyle	45	53	36	42	1	1	1	1
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)	37	44	34	40	2	2	1	1
The school meets my child's particular needs	40	47	33	39	6	7	0	0
The school deals effectively with unacceptable behaviour	39	46	33	39	6	7	2	2
The school takes account of my suggestions and concerns	31	36	43	51	4	5	3	4
The school is led and managed effectively	42	49	29	34	5	6	3	4
Overall, I am happy with my child's experience at this school	56	66	27	32	0	0	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



11 February 2010

Dear Pupils

Inspection of Ashmole Primary School, London, SW8 1NT

Thank you for welcoming us and helping us when we came to your school. It was good to look at all your comments on the questionnaires that many of you filled in. We really enjoyed visiting you in your school and seeing you learning and playing together. Your school is giving you a good education. You are making good progress in your work and are able to do the things that we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them.

- You feel extremely safe in school and you behave well.
- Adults look after you well.
- You have good relationships with your teachers and with each other.
- You get some really good opportunities to do new things, including playing a musical instrument and going on exciting trips together.
- You have a good understanding of how to keep fit and healthy.
- School leaders work extremely well with other specialists to support your learning and care.

There are a few things we have asked the school to do to make it better.

- Provide more stimulating learning opportunities for those in the Early Years Foundation Stage, including those they can choose themselves.
- Ensure that when teachers mark your work, they always give you advice on how to improve to reach individual targets they have set you.
- Ensure that teachers always provide suitable work for the most able pupils.
- Involve all of the leaders in the school in monitoring the quality of teaching and how well you learn.
- Work with parents and carers of those of you with poor attendance records to ensure that everyone attends school as often as possible.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.