

# Asquith Primary School

## Inspection report

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<b>Unique Reference Number</b>	132250
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	341326
<b>Inspection dates</b>	12–13 July 2010
<b>Reporting inspector</b>	Terry Elston

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Oldknow
<b>Headteacher</b>	Anne Daffern
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Asquith Street Mansfield Nottinghamshire
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## Introduction

This inspection was carried out by three additional inspectors who observed all 11

- teachers and a total of 23 lessons. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the assessment and tracking of pupils' progress, attendance data and information from questionnaires completed by pupils, staff and 54 parents and carers.

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

- boys' attainment, and whether it continues to lag behind that of girls
- the effectiveness of teachers' use of assessment to track pupils' progress and identify those whose progress is too slow
- pupils' attendance and whether it is improving.

## Information about the school

This is a large and expanding school where the vast majority of pupils are from White British backgrounds and speak English as their main language. An increasing number of pupils come from families originating from Bangladesh and Eastern Europe. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above average, as is the number known to be eligible for free school meals. The school has Healthy Schools Gold status and the Investor in People and Activemark awards. The children in the Early Years Foundation Stage start school part time in the Nursery. There is a breakfast club managed by the governing body for up to 12 pupils.

**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

This is a good school held in high regard by the local community. Comments from parents such as, 'totally committed staff' and 'lovely family atmosphere' are commonplace. Parents and carers appreciate the way the staff take such good care of their children and help them feel safe and happy at school.

Pupils make good progress from their low starting points. They make a good start in the Early Years Foundation Stage and build well on their skills through Key Stage 1.

Nevertheless, their attainment is a little below average in reading, writing and mathematics by the end of Year 2. At Key Stage 2, pupils flourish, and their attainment by the end of Year 6, is above average in reading and average in writing, mathematics and science. While boys do well, their attainment is below that of girls in nearly all classes. Girls tend to get down to work faster than boys, particularly when writing as they have often written a few sentences before boys have considered what they are going to write.

Pupils enjoy school, work hard and are rightly proud of their good achievements. While attendance rates are broadly average, they are improving significantly because of energetic efforts by the school to discourage the few unnecessary absences. Pupils relish taking responsibility for their community, whether as members of the school council or a part of a pressure group to improve road safety around the school. They reflect deeply on important issues, and show a good awareness of the diverse faiths and cultures in the world.

Pupils are right to feel that their teachers do a good job. They appreciate the way that they make learning enjoyable and, as one said, 'teachers give you really good help when you don't understand things.' Teachers explain new work clearly, and give pupils confidence by valuing all of their contributions in class. They assess pupils' work rigorously, and their marking gives pupils helpful guidance to improve their work. Not all teachers, however, use the data on the performance of pupils in their class well enough to identify those who are falling behind and give them extra help.

The good curriculum has a strong focus on basic literacy and numeracy skills while providing many opportunities for pupils to enhance their creative talents. The topics in the curriculum draw together all subjects, and provide some good opportunities for pupils to enhance their reading, writing and number skills when learning about the Tudors, for example. However, the school is rightly looking at themes that will better capture boys' imagination. There is a very good range of popular clubs at lunchtime and after school, some organised by the pupils, to enhance the curriculum. An increasing number of pupils take advantage of the very well organised breakfast club that gives

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them such a good start to school.

The headteacher, supported very well by others with management responsibilities, provides strong leadership. She has created a very good sense of teamwork among staff and pupils which helps make it a happy and successful school. The school has done well since the last inspection, and made significant improvements in pupils' attainment and the quality of teaching. It has a good capacity for further improvements because the leaders employ effective self-evaluation systems, build well on the school's strengths and are very good at rectifying any weaknesses.

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

- Enable boys to make the best possible progress by:
  - including more topics in the curriculum that capture their imagination
  - ensuring that they make a faster start to their work and cover the same amount of work as girls.
- Improve the use of assessment data by:
  - ensuring that teachers make more regular checks on the progress of different groups of pupils
  - using this information to provide prompt support to those who are falling behind.
- Work more effectively with parents and carers to reduce unnecessary absences.

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

Children's skills when they enter the Early Years Foundation Stage are well below average, and they make good progress to attain slightly below average standards by Year 2 and average standards by the end of Year 6. At Key Stage 1, while most pupils read fluently, they sometimes struggle with unfamiliar words. They persevere well though, and often recognise the word next time. Their writing is lively, but few were seen writing at length. In mathematics, most pupils are confident when calculating in their head, and achieved well in practical activities such as using number fans or showing their working out on the interactive whiteboards. At Key Stage 2, pupils make rapid progress and thoroughly enjoy their work. They achieve very well when scanning books and internet pages to gain information, writing sensitively about poverty in Africa and using a thesaurus skilfully to improve a dull piece of writing. Their scientific skills are well developed, and some of their detailed research into food groups and the importance of a healthy diet are of a high standard.

While both boys and girls make good progress, girls do slightly better than boys in nearly all classes. Girls are often the first to answer questions and generally work faster than boys. Pupils with special educational needs and/or disabilities do well. Their reading and writing skills improve particularly strongly and this helps their attainment in all subjects. Those who speak English as an additional language benefit from good support, often from bilingual staff, and make good progress in their use and understanding of

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English.

Pupils develop their personal and social skills well and this helps them learn quickly. They develop a good sense of right and wrong from an early stage and behave well, both in lessons and outside in the playground. They feel safe and free from any form of harassment. Pupils reflect deeply on the plight of people around the world who struggle to find food and water, and raise funds enthusiastically for local and global charities. Their good awareness of how to look after their bodies is evident in the way most choose healthy options at lunchtimes and take part energetically in sporting activities. Despite the poor attendance of a few pupils, they are satisfactorily prepared for the future by the way they make good progress in their literacy, numeracy and computer skills and learn so much about their rights and responsibilities in the world.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

In the large majority of lessons, teachers make a brisk start to lessons and make the learning expected very clear. There is usually a good balance between whole class teaching and pupils working at tasks matched well to their abilities. Occasionally, pupils

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

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have to sit for too long listening to the teacher, and boys in particular start to fidget and lose concentration. The good, well structured, teaching of basic reading, writing and number skills ensures that pupils do well in these areas and this gives them the confidence to tackle any subject. Teachers assess pupils' work regularly, and use the information well to revisit topics that pupils find difficult.

The curriculum is planned well to provide interesting and challenging work for pupils of all ages and abilities. Recent improvements in the content of the curriculum are starting to have a positive impact on boys' attainment. Their excellent work on the football World Cup, showed just what boys are capable of when subjects capture their imagination. These developments are at an early stage, however, and not all of the topics provide enough interest to develop boys' learning. The provision for personal, social and health education is good, and teaches pupils much about how to stay safe and keep fit. The curriculum is enhanced by a wide range of visits and visitors that make learning enjoyable for pupils.

The good quality of care, guidance and support is the reason why pupils feel safe and enjoy school so much. Adults know the pupils very well, and are quick to help those who may be unwell or sad. Pupils, whose circumstances make them potentially vulnerable, benefit from sensitive support and flourish as a result. The systems for rewarding pupils for their good behaviour and achievement are effective because pupils understand them well and believe they are applied fairly. Pupils who are new to the school or moving on to the next one benefit from good guidance on what to expect. The breakfast club is valued highly by parents and carers because it gives their children a good start to the day. The school works closely with the few families whose children have poor attendance, and with some success.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher leads the way in striving towards ambitious whole school academic targets while ensuring that pupils develop as confident and caring citizens. She is supported well by her leadership team in driving improvements forward. Together they have developed the school improvement plan, which has clear goals and effective means of measuring its success. The well-chosen priorities for improvement in this plan are the result of the leaders' detailed analysis of pupils' attainment and progress, and have helped raise standards significantly over recent years. The leadership team are

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right to see teachers' use of this data as the next step for development; so that pupils who are falling behind part way through the year can be more speedily supported.

All leaders observe teachers regularly and provide helpful guidance to improve the quality of learning in their class. The headteacher works closely with all staff to establish equal opportunities for all pupils, whatever their background, and ensure they are free from any form of discrimination. The gap in the attainment of boys and girls is narrowing as teachers provide more tasks to stimulate boys' interest but senior leaders acknowledge this remains a priority for improvement.

Staff communicate effectively with parents and carers and provide valuable guidance on how parents can help their children at home. Other partnerships, including those with local schools and businesses, do much to enhance the curriculum and provide cost-effective training for staff. The school works effectively to promote community cohesion. Pupils benefit from extensive involvement in the local community, and the curriculum provides many opportunities for them to learn about the lives of others in the United Kingdom and the world. This learning is enhanced by fruitful links with contrasting schools in this country and South Africa, which gives pupils first hand experiences of other faiths and cultures.

Governors are enthusiastic and provide good support to the school. They have benefited from useful training and have the skills and confidence to hold the leaders to account. They work effectively with the leaders to ensure that safeguarding procedures are robust and monitored regularly. Thorough attention to health and safety and rigorous measures to ensure the security of the site mean that pupils are kept safe and feel secure.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children in the Early Years Foundation Stage benefit from good provision. They make good progress, and their skills are broadly typical of their ages in most areas of learning by the end of Reception. The school prepares children well for starting in the nursery class so they settle quickly to school routines, feel very safe and learn quickly. The teaching and learning in the nursery and reception classes are consistently good, and children enjoy many opportunities to discover things for themselves in the classroom and out in the playground. Children choose happily from the range of activities on offer, and make equally good progress in their academic, social and practical skills. For example, they enjoy writing about their families as much as planning imaginary holidays and deciding what to pack when visiting a hot country. Staff observe children's learning and development carefully, but the records of children's work are not sufficiently comprehensive to provide a clear picture of their progress.

Children do particularly well in their personal and social development because adults give them responsibility for taking care of themselves and ensure they know how to stay safe and live healthily. Children work in a secure environment and are supported effectively by adults who know their individual needs well. They learn the rules quickly and behave well. Good leadership and management ensures effective communication between the classes and provides a clear focus on how to make improvements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers' views of the school are positive. They particularly appreciate the way their children feel happy at school, make good progress and make such close friends. They value the good teaching, and the way teachers do so much to prepare their children for later life. They feel the school is well led, and appreciate the way all staff make them feel welcome. These views are consistent with the inspection findings. A small minority of parents and carers commented that unacceptable behaviour was not handled well, but inspectors found no evidence of this.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Asquith 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	48	25	46	1	2	1	2
The school keeps my child safe	27	50	25	46	1	2	1	2
The school informs me about my child's progress	16	30	33	61	4	7	0	0
My child is making enough progress at this school	24	44	28	52	2	4	0	0
The teaching is good at this school	23	43	29	54	1	2	0	0
The school helps me to support my child's learning	17	31	35	65	2	4	0	0
The school helps my child to have a healthy lifestyle	17	31	33	61	4	7	0	0
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)	20	37	32	59	1	2	0	0
The school meets my child's particular needs	20	37	33	61	1	2	0	0
The school deals effectively with unacceptable behaviour	16	30	31	57	2	4	2	4
The school takes account of my suggestions and concerns	12	22	35	65	5	9	0	0
The school is led and managed effectively	15	28	33	61	4	7	0	0
Overall, I am happy with my child's experience at this school	26	48	25	46	3	6	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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



14 July 2010

Dear Pupils

Inspection of Asquith Primary School, Nottinghamshire, NG18 3DG

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons, play so happily outside and sing so beautifully in assembly. Many of you who were kind enough to speak to us showed how proud you are of your school. You say yours is a good school, and we agree.

This is what we found out about your school. You work hard, but while boys make good progress, girls do slightly better. You behave well, and you are a credit to your school. Most of you attend regularly, although a few have too much time off. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people who are not as fortunate as you. Your headteacher and other leaders do a good job, and help to run the school smoothly. You have an interesting range of activities provided for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun, and are really good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe.

There are three things we would like the school to do now

- make sure boys make the same progress as girls - you boys can help by getting on with your work more quickly and always trying your hardest
- check on your progress though the year so your teachers can give extra help to those who need it
- make sure you all attend regularly.

Best wishes for the future and always try your hardest.

Yours faithfully

Terry Elston

Lead inspector

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