

Inspection of Ashbourne Primary School

Cokayne Avenue, Ashbourne, Derbyshire, DE6 1EJ

Inspection dates: 19 and 20 January 2022

| | |
|------------------------------|--|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

Pupils enjoy coming to this friendly and welcoming school. They treat each other with respect and are well mannered. Pupils say that they feel safe in school. Older pupils take pride in looking after the younger ones, for example through the school's buddy system. Bullying is rare, but when it does happen pupils say that it is dealt with by teachers and it stops.

Relationships between staff and pupils are very positive. The adults in the school are good role models for pupils. Staff have high expectations for all pupils. Pupils are encouraged to think about new concepts and to link them with what they already know.

Pupils behave well in lessons and around the school. They are happy to discuss their learning and to support others both in the classroom and around the school. In most lessons, pupils are enthusiastic about what they are learning and enjoy discussing new things. On the playground, pupils play well together. They enjoy spending time with their friends.

Leaders have reintroduced some after-school clubs which pupils enjoy. 'Glow-in-the-dark dodgeball' is a firm favourite.

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

Leaders and other staff have improved the curriculum. Staff understand the barriers to pupils' learning and have designed a curriculum with these in mind.

Leaders have prioritised reading. A new reading programme helps pupils to become accurate and fluent readers. Pupils are well supported in the early stages of learning to read. Children begin to learn the sounds that letters make as soon as they start school. Staff pay close attention to how well pupils learn sounds. They provide support when they need to. The books used by pupils to help them learn to read are well matched to the sounds they know. Pupils say that they enjoy reading and listening to stories at the end of each day.

Teachers have good subject knowledge. They use this to clearly explain new things to pupils. Curriculum planning for most subjects is well sequenced. For example, in mathematics and physical education (PE) teachers plan learning that builds on what pupils already know. In these subjects, pupils are clear about what they are learning. However, geography is not as developed as the rest of the curriculum.

Pupils enjoy their lessons and are able to explain their learning in some detail. They reflect on their learning and understand how it helps them to learn new things. Pupils explained how the skills they have learned in PE have contributed to their success in sporting events. However, in other subjects pupils struggle to recall things

they have been taught in the past. They feel that more opportunities to revisit past learning would help them remember more.

Pupils with special educational needs and/or disabilities (SEND) are well supported in school. Teachers make sure that all pupils are included in lessons. Parents and carers of pupils with SEND shared their appreciation of the support they had received during the national lockdowns, for example.

Children in the early years get off to a good start. The curriculum is well planned and sequenced, and based on their needs. Children practise basic number skills and phonics throughout the day. They were keen to tell us about what they were learning. They show enjoyment and persevere when completing activities designed to spark their curiosity.

Leaders have worked hard to develop pupils' knowledge, understanding and tolerance of cultural differences. There is a wide range of activities to teach pupils about the world around them. Pupils spoke positively about their recent visits to a mosque and a gurdwara. Leaders support pupils to become good citizens in modern Britain.

Governors regularly visit the school and ensure that they are well informed. They use this knowledge to hold leaders to account. Governors know the views of parents. Staff are proud to work at the school. They say that senior leaders have everyone's well-being at the heart of all they do.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained. Staff know how to recognise and report concerns. Leaders respond to concerns quickly and work with external agencies when they need to. Pupils and families are well supported by the school. The family support worker is trusted by pupils and families.

Pupils say they feel confident in reporting any concerns or worries they may have. Staff teach pupils how to stay safe in various situations, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in a few foundation subjects. However, it is clear that leaders have already taken action to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.
- Leaders have ensured that the school's curriculum is broad and enriching. However, it does not currently offer the same quality in all subjects. Plans for

geography for example, are not yet fully developed. There is not enough information for teachers about what the pupils should be taught and when to teach it. Teaching does not always build on pupils' prior knowledge in these subjects. Leaders should ensure that all subjects have an appropriately planned curriculum in place.

- Teachers do not consistently make sure that pupils revisit prior learning. In some subjects, some pupils do not remember the knowledge and skills they have been taught well enough. Leaders need to check that teachers are helping pupils to know more and remember more across all subjects.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 | 112678 |
| Local authority | Derbyshire |
| Inspection number | 10199829 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 199 |
| Appropriate authority | The governing body |
| Chair of governing body | Ashley Tabony |
| Headteacher | Paula Whysall |
| Website | http://www.ashbourneprimary.co.uk |
| Date of previous inspection | 23 March 2017, under section 8 of the Education Act 2005 |

Information about this school

- Ashbourne Primary School converted to become a primary school in September 2017. When its predecessor school, Parkside Junior School, was last inspected by Ofsted it was judged to be good overall.

Information about this inspection

The inspectors carried out this 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 of the school.
- The inspectors met with the headteacher and other leaders.
- The lead inspector met with four members of the local governing body, including the chair. She also spoke with a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and PE. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a

sample of pupils' work. They also looked at the curriculum plans for computing, religious education, science and music.

- The inspectors spoke with parents. Account was taken of the responses to Ofsted's online questionnaire, Ofsted Parent View. Inspectors also spoke to groups of pupils and staff.
- The lead inspector met with the headteacher, the deputy headteacher and the family support worker to discuss safeguarding. The inspectors also met with staff to discuss their understanding of the school's procedures to keep pupils safe. They also considered documentation relating to safeguarding, the school's single central record and the system for undertaking checks on new staff.

Inspection team

| | |
|-------------------------------|------------------|
| Heidi Malliff, lead inspector | Ofsted Inspector |
| Paul Lowther | Ofsted Inspector |

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022