



Ashmole Primary School Review

February 2019

Since we opened our school in 2016 we have been constantly monitored by the DfE and various Challenge Consultants. The school has many strong features which have put our school in a very strong position to be judged as outstanding in our future Ofsted inspection. Our pupil results in attainment and progress indicate that we are on track to be outstanding. Our Early Years Foundation Stage Results in the last two years have been well above the national average with 85% of the cohorts achieving a 'Good Level of Development'. In Year 1 our Phonics results were 98.3% which again was well above the national average. Our targets for our current Year 2 cohort in Reading, Writing and Maths are also on track to be outstanding in July 2019, and well above the national average.

Early Years Foundation Stage (EYFS)

EYFS Results 3-year comparison (Targets in brackets)

	2017	2018	2019
National Average: Good Level of Development (GLD*)	71%	72%	-
Ashmole Primary Good Level of Development (GLD*)	85% (85)	85% (85)	(85)

**GLD = At least the expected level in the prime areas of learning (Personal, social and emotional development, physical development & communication and language) & the specific areas of mathematics and literacy.*

Year 1 Phonics Screening Check

Y1 Phonics Results (Targets in brackets)

	2017	2018	2019
National Average: Y1 Phonics Results	81%	83%	-
Ashmole Primary Y1 Phonics Results	-	98% (90)	(90)

From evidence that we have gathered over the last three years, we are very pleased with the overall direction of the school. Here are the key highlights:

- The Head Teacher, leaders and governors have established a strong school with a shared ethos based firmly on the vision that 'Excellence is a habit'.
 - The Head Teacher and his team are relentless in their drive to develop highly effective teaching that meets the changing needs of pupils.
 - Subject leaders make a significant contribution to the development and effectiveness of provision in their areas of responsibility.
 - The school has strong partnerships with other schools and the local authority.
 - Governors bring considerable expertise to their role. They have been instrumental in developing the school's vision and continually challenge the head teacher to meet their challenging targets for pupil performance.
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- Teaching continues to demonstrate many strengths that underpin the pupils' excellent learning and progress. Teachers show considerable subject expertise through the way they plan learning for different groups of pupils. The most effective teaching continually challenges the pupils to think deeply.
 - Pupils know they are expected to explain the reasons behind their answers in mathematics.
 - Writing books show strong progress for pupils. Pupils are developing the stamina to write at length and in different styles. Their use of vocabulary and structure is becoming creative and imaginative.
 - The school has placed very close attention on improving the pupils' handwriting.
 - Pupils are making strong progress in the development of key number skills. They can write simple number sentences.
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- Children make an impressively effective start to their school life in the Reception classes.
 - Early years provision is very well led with drive and determination to provide the best teaching and learning opportunities for the children.
 - Classrooms both indoors and outside are well resourced and full of engaging and interesting activities. Learning outside links carefully with what is going on indoors and children move freely between the classrooms.
 - The team of adults carefully assesses each child's learning so they can identify what they need to do next and whether additional direct teaching is needed. They make sure children select activities to cover all areas of their learning and not just their favourite.
 - Pupils make very strong progress particularly in reading, writing and mathematics. Their attainment is well above average.
 - Progress in the development of phonics is very strong. Phonics teaching continually reinforces key points and uses resources imaginatively.
 - Pupils readily learn new sounds and break down unfamiliar words into their constituent parts before blending them.
 - Pupils read confidently, fluently and with great expression. They are beginning to analyse and take meaning from what they read. They enjoy books, both fiction and non-fiction, with some able to talk about why they like their favourite authors.

- Attendance for pupils has consistently been well above average since the school's opening. The pupils' very regular attendance and minimal absence reflects their enjoyment of school and commitment to their learning.
- All procedures for safeguarding children are in place and their implementation carefully checked. The result is that pupils feel very safe and secure in school.
- Pupils' behaviour and attitudes to learning are often exemplary. They are very keen to learn and treat each other with respect. Pupils talk confidently and maturely about their learning.
- Pupils become thoughtful and caring. They can reflect on school values such as what 'resilience' means to them. Pupils are enthusiastic learners and respond to challenges presented by their teachers. They work hard and try to do their best at all times.

Overall we are very pleased with our new school and we will always aim to offer an outstanding education for all our children here at Ashmole Primary School. Thank you for all your fantastic help and support.

Best wishes.

Mrs Gonul Daniels – Chair of the Primary Governing Committee

Mr Chris Tofallis – Head Teacher