

Inspection of Ashford Park Primary School

Station Crescent, Ashford, Surrey TW15 3HN

Inspection dates: 6 and 7 February 2024

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 Good

What is it like to attend this school?

All pupils, including the most disadvantaged, are fully included and well cared for. Pupils and staff are inclusive of others at all times. Pupils relish the care and support provided, especially in quieter spaces such as 'The Cove'. The school has a calm and orderly environment where pupils are well behaved and supportive. This enables all pupils to participate in the school's community and to learn alongside their peers effectively.

The school has high expectations of pupils. The motto of 'Achieving Potential, Producing Success' is understood and used by pupils across the school. They are proud to be part of the school and recognise the high expectations the school has for them. They live up to these expectations, demonstrating the school values in how they behave and also in their learning. Pupils love the different subjects they learn. Consequently, all pupils achieve well.

Pupils value the opportunities the school provides. They enjoy a wide range of experiences, including sports fixtures, museum trips and being part of regional music festivals. This results in pupils' improved understanding of the world around them. Pupil leaders make an effective and positive contribution to the school community.

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

The curriculum is ambitious for all pupils. Pupils study a broad and balanced range of subjects and build on their knowledge and skills across the curriculum. From Reception onwards, the school has precisely considered what key content pupils must learn and when in most subjects. The sequenced learning in most subjects includes helpful adaptations for pupils with special educational needs and/or disabilities (SEND).

Staff have expert knowledge of what, and how, to teach. The school has provided routine, high-quality professional development. Staff are positive about their training and its impact on their workload and well-being. From Reception onwards, staff check what pupils understand and what their gaps in learning are effectively. They use this information to inform future teaching. Staff are swift to identify pupils who may have additional needs. This information is used to help pupils through high-quality interactions and individualised support. Staff typically support pupils well to learn the intended curriculum. Consequently, all pupils usually achieve well, and they are well prepared for the next stages of education.

The teaching of reading is highly effective. From the start of Reception, high-quality training ensures that staff closely follow the detailed and sequenced phonics programme. Staff check what pupils know accurately. This information is used to ensure that the books that pupils read closely match the sounds that they know. The school has provided a culturally diverse and engaging selection of books for pupils to enjoy and to have read to them. Pupils across the school appreciate the daily adult-

led reading sessions and genuinely love reading. Consequently, all pupils develop into fluent and accurate readers.

Pupils behave well. The school uses clear policies and systems to promote positive behaviour. From the start of Reception, children are encouraged to use their words to resolve disagreements and explain their feelings. The school has made helpful adjustments to ensure that pupils with additional needs are welcome and included in classrooms. Pupils interact positively and respectfully in lessons, and learning is rarely disrupted. As a result, pupils are eager to engage, and enjoy a keen interest in learning.

Pupils' attitudes to school are positive, and the school has implemented an approach that is improving pupils' attendance. However, too many pupils, including those from disadvantaged backgrounds, are not attending often enough. This means that pupils are missing out on important learning, which is slowing their progress over time.

Leaders are passionate about providing a broad range of additional opportunities for pupils. The school carefully chooses experiences, including extra-curricular clubs, to inspire disadvantaged pupils. All pupils benefit from opportunities such as career-focused media production visits from large companies. They are well informed about fundamental British values, such as democracy and the importance of law. Pupils put these concepts into practice with their 'Smart School Council'. Student leadership groups are passionate advocates for their peers. As a result, pupils build a real sense of informed and active modern citizenship.

Leaders at all levels are effective. The local governing body members are well informed and trained. They carefully ensure that they meet their statutory duties, and champion the school's improvement. The school has supported a wide range of effective professional development for all staff, including new-to-career teachers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum requires further refinement. As a result, the content does not build in a precise, logical sequence, and pupils' learning is variable. The school should precisely identify the essential knowledge and skills it intends pupils to learn, as it does in other subjects. It should then review how well pupils can recall the essential content over time.
- Persistent absence for some groups of pupils is too high. This means that some pupils are missing out on important learning. Leaders must continue to refine their approaches to rapidly reduce persistent absence for pupils, including those who are disadvantaged.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125113
Local authority	Surrey
Inspection number	10296299
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	629
Appropriate authority	The governing body
Chair of governing body	Margaret Bird
Headteacher	Pete Boulton
Website	www.ashford-park.surrey.sch.uk
Date of previous inspection	26 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school has a specially resourced provision for pupils with SEND. It provides for pupils in Reception and key stage 1 with communication and interaction needs and pupils in key stage 2 with cognition and learning needs. All pupils who attend the provision have an education, health and care plan.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspection team met with the headteacher, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors, and representatives of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, science, geography, mathematics, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team observed behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted Parent View.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

Inspection team

Toby Martlew, lead inspector	His Majesty's Inspector
Clare Morgan	Ofsted Inspector
Gary Regan	Ofsted Inspector
Lorraine Greco	Ofsted Inspector

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