

School Self-Evaluation Form (SEF)

2025-26



School Self-Evaluation: Ashgate Primary School

Evaluation Statement: Ashgate Primary School

Ashgate Primary School is a highly inclusive and effective setting that leverages its strong community engagement and trauma-informed approach to establish a calm, positive, and safe learning environment. Core strengths lie in its outstanding safeguarding practices (supported by 96.38% of parents agreeing their child is safe) and robust Early Years and Key Stage 1 (KS1) provision. This positive environment is reinforced by high staff confidence in the leadership team, where staff report feeling safe and trusted as professionals, and a Persistent Absence (PA) rate that is better than the national average.

However, the school's trajectory is challenged by the need to secure consistent pedagogical practice and address a critical bottleneck in reading progression beyond early decoding. Specifically, the inconsistent application of Guided Reading strategies and a lack of systematic comprehension instruction are impacting pupil reading stamina and attainment in Key Stage 2. Furthermore, the increasing complexity and volume of high-level SEND needs (C&I) is stretching internal capacity. Moving forward, the school must strategically allocate resources to build greater consistency in reading fluency and comprehension, and actively advocate for more effective and reliable external support partnerships to ensure sustainable well-being and academic success for all pupils.

Executive Summary

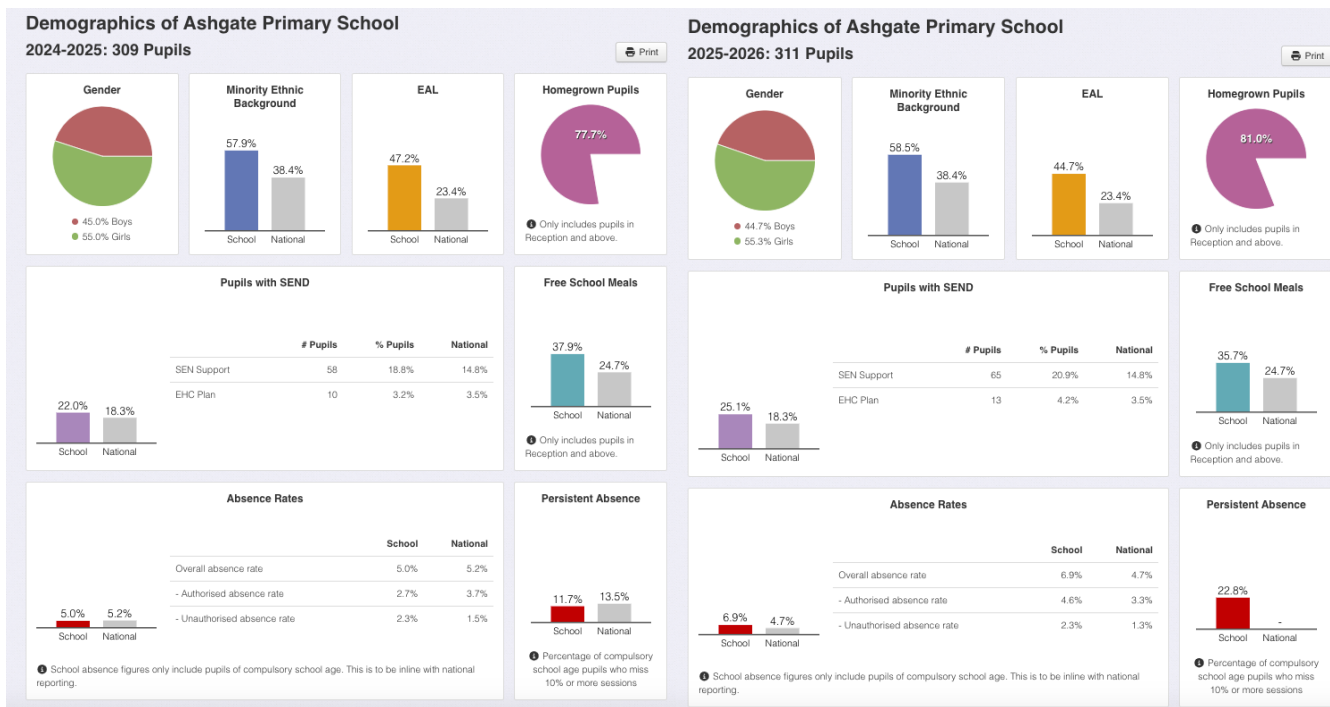
Category	Key Strengths	Opportunities for Development
Curriculum and Teaching / Achievement (requires attention)	Strong phonics provision and early decoding skills in EYFS and KS1; ELG outcomes exceed LA average. 93.90% of parents agree their child achieves well	Requirement for accelerated reading progression beyond decoding, notably in Years 3/4; Systematic comprehension and Guided Reading strategies need development; build reading stamina in KS2.
Attendance and Behaviour (Strong Standard)	Calm, positive behaviour culture (97.53% of pupils are happy at school); trauma-informed approach leading to low exclusion rates; better-than-national Persistent Absence figures	Further reduce Persistent Absence cohort; ensure attendance for targeted pupils consistently exceeds the whole-school figure.
Personal Development/ Wellbeing and Inclusion (Strong Standard)	Robust safeguarding practices (96.38% of parents agree their child is safe); highly inclusive ethos; 86.75% of parents agree the school supports wider development.	Enhance consistency and accessibility of external third-party support for families to strengthen well-being mechanisms. Manage increasing complex SEND (C&I) demands stretching resources; enhance consistency of external third-party support for families.
Leadership & Management	High staff (100% confidence in support) and parent confidence (96.34% confident in approaching school); strong staff retention; reading is a key strategic priority.	Address capacity challenges in delivering planned reading interventions; reinforce escalation protocols; improve governor attendance consistency. Address capacity challenges in delivering planned interventions; reinforce escalation protocols; advocate for more effective external SEND management.

Context

Ashgate Primary School serves a highly diverse intake with approximately 45% EAL and 36% disadvantaged pupils (41% in Year 6). Cohorts are small (45 pupils), meaning each pupil represents 2.2% of outcomes, highlighting a degree of volatility of attainment data over time

Persistent absence (PA) at the end of 2025 was approximately 9.5%, which is significantly better than national averages. Persistent absence in 2025/6 is higher, but the metric for collection is significantly smaller. Attendance is currently 93%, however, this figure is significantly influenced by a minority of pupils who are impacted by part time timetables or where absence is a result of parental disengagement with education. Despite consistent 'good' progress measures from starting points in all core subjects across the school, recent KS2 SAT outcomes indicate a fall in attainment in reading, primarily attributed to limited reading stamina and inconsistent fluency/comprehension progression. SWOT analysis highlights core strengths in early reading and safeguarding, but identifies weaknesses in reading stamina and Guided Reading consistency. Opportunities include targeted CPD and parental engagement; threats include capacity constraints resulting in unfulfilled planned interventions and the high EAL complexity and variety.

The school has seen a significant shift in its cultural diversity in recent years with an increase in range of nationalities, languages and cultures; the most recent shift being an increase of families from Nigeria. As such, the number of pupils who attend Ashgate Primary School throughout their early education is lower than previously seen. 59% of pupils now fall into the category of a minority ethnic background.



Curriculum and Teaching / Achievement (requires attention)

Strengths

The school demonstrates several key educational strengths, particularly in its foundational years and overall curriculum design. Provision within the Early Years Foundation Stage (EYFS) is strong and well-established, consistently leading to ELG outcomes that exceed the Local Authority average. Phonics provision remains a

significant strength in EYFS and Key Stage 1 (KS1), showing high fidelity to the chosen scheme and ensuring pupils generally secure decoding skills early. Progress outcomes across the school are strong, with limited variation across vulnerable or protected characteristic groups. Year on year the vast majority of pupils make good progress from their starting points. The overall curriculum is well-structured, broad, and balanced, with 98.80% of parents agreeing with this statement. This structure allows for enhanced learning experiences like popular 'History Days.' Curriculum leadership is a strength in some subjects, where leaders have established clear progression and high expectations, contributing positively to pupil attainment in those areas. Core subject outcomes are broadly in line with Local Authority outcomes year on year, with 93.90% of parents agreeing their child achieves well at the school.

Opportunities for Further Development

Opportunities for development exist to further refine pedagogical consistency and enhance reading progression beyond early decoding. While pupil engagement remains high, monitoring indicates potential to further enrich learning by making activities more active and investigative. Similarly, there is scope to develop a more consistent and effective staff strategy for deeper questioning to consistently encourage pupils to question and evidence statements and findings. In reading, we recognise that the progression from early phonics to fluent, independent, and sustained reading can be strengthened. This can be achieved by enhancing the consistency of Guided Reading strategies and ensuring the systematic, explicit development of comprehension instruction. Analysis of statutory assessments (SAT and NTC) suggests that building pupils' stamina during extended texts and timed assessments is an area for collective focus to positively impact Key Stage 2 (KS2) reading outcomes. Finally, there is an opportunity to further enhance the subject profile and strategic oversight across all curriculum areas, especially where leadership continuity has been affected by recent staffing changes.

Overview of attainment

Date of latest Ofsted	June 23	Statutory Assessments Most recent (2025)	KS2 School Attainment		Comparative and Trend	
Overall Ofsted Grade	Good				Derby	Nat
		Reading	53	N	69	75
Learning Outcomes	Good	Writing	63	N	65	72
Quality of Teaching and Learning	Good	Mathematics	66	N	68	74
Pers Devp't, Behaviours and wellbeing*	Good	Combined RWM)	NYK		54	61
		Other Statutory assessment				
		EYFS GLD	81	N	62*	68*
Quality of L and M	Good	Phonics Screening (Y1)	78	N	76*	81*
		Phonics resits 2)	78	N	56*?	*
EYFS Provision	Good	Spelling and Grammar	75	N	72	68
Pupil wellbeing	Good	Tables check (Y4) av score	19.2/25		NK	20.6/25

Better than average

In line with or where below the difference is not statistically significantly different (typically less than 1 pupil)

Below average

In the first instance comparisons are with Local Authority Outcomes – N= National comparison

Figures for Local and National Averages are set by the most recent available figures which may be that of the previous assessment period. These are marked with *

There is not set pass mark issued by DfE for the multiplications check in year 4.

Attendance and Behaviour (Strong Standard)

Strengths

The school maintains consistently calm and positive pupil behaviour observed through learning walks and positive stakeholder feedback. 97.53% of parents agree their child is usually happy at school. Our clear and well-established behaviour practices are applied consistently across the school via a bespoke RESPECT AGENDA. 92.68% of parents agree that expectations for behaviour at the school are high. Operating with a trauma-

informed approach, recent professional development has successfully enhanced staff responses to complex needs, resulting in more effective interventions and low exclusion and suspension rates. Parent trust in the school's behaviour systems is high, with the vast majority recognising the effectiveness of actions taken. Our strong and established pastoral team is highly effective in working closely with parents and the wider community to support pupil well-being and engagement. Furthermore, bullying incidents are reported as low, and parent confidence in the actions taken to address incidents reflects the transparent and consistent application of our safety policies. Regarding attendance, the overall rate for all pupils is closely monitored, and while a small cohort is affected by Persistent Absence (PA), the PA rate has been significantly reduced this year and is now better than the current national average.

Opportunities for Further Development

Opportunities for development relate primarily to building upon the strong foundations of our behaviour and attendance practices. While Persistent Absence (PA) has reduced, there is scope to further reduce the PA cohort through continued intensive and personalised support for targeted individuals and families. The current monitoring of attendance for targeted individuals is effective, and the figures remain broadly in line with the whole-school average, but we aim to explore further proactive strategies to ensure attendance for this group consistently exceeds the whole-school figure. These efforts will build upon the success of our established pastoral team and trauma-informed approach to ensure maximum access to education for every pupil.

Personal Development/ Wellbeing and Inclusion (Strong Standard)

Strengths

Safeguarding practices in the school are a key and outstanding strength, evidenced consistently in positive outcomes at both informal and formal levels, including successful liaison and appropriate action in court proceedings. This effectiveness is reciprocated in high confidence levels demonstrated in questionnaires across all stakeholders, with 96.38% of parents agreeing their child is safe at school. Our school effectively supports our multiculturally diverse pupil and family community through a dynamic and inclusive approach. A variety of workshops and regular coffee mornings are successfully utilised to engage families, offer practical support, and build strong home-school partnerships. This commitment is underpinned by our pupils' strong sense of pride in their own identities, which is actively celebrated through a rich array of activities embedded throughout the curriculum. 86.75% of parents agree the school supports their child's wider, personal development, and 90.00% agree the school supports their child's mental health and well-being. Annual events, such as our Diversity Week, further strengthen these connections. Crucially, the well-established RESPECT agenda forms the foundation for delivering British Values, creating an ethos of mutual understanding and respect. Furthermore, our internal work to support families dealing with trauma-based behaviours and environmental factors is ongoing and strengthening

Opportunities for Further Development

Opportunities for development lie in enhancing the consistency and accessibility of external support for families and managing the increasing complexity of pupil need. While our internal work with families is strengthening, the consistency and effectiveness of support available from qualified third-party partners varies. This creates an opportunity to audit and strengthen external partnerships to ensure families receive reliable and high-quality supplementary care. Consequently, a number of families do not yet have the full range of support mechanisms in place to consistently maintain wellbeing and behaviour levels that enable their children to achieve independence.

Additionally, the rising demands for SEND support, particularly related to Communication and Interaction (C&I), presents complex challenges. While these needs are currently managed effectively, the intensity of intervention is placing considerable strain on existing internal resources and capacity. This mirrors a national trend and is

a priority action for the Local Authority. However, the effectiveness and consistency of external support beyond the school gates is not consistently managed effectively, impacting the holistic care for these pupils.

Leadership and Management (Expected Standard)

Strengths

The Leadership structure consists of a co-headship position, part time assistant headteacher/SENDCO a EYFS/KS1 lead, a KS2 lead and a School Business Manager. All are established in their roles. Leadership at all levels demonstrates a clear commitment to school improvement and staff confidence. Reading is identified as a key strategic priority, which is clearly reflected in the school development plan and monitoring schedule. Staff confidence in the leadership team is strong, with 100% of staff confident that senior leaders would provide support and staff reporting that they feel safe in the workplace. Staff retention remains high. Parents also demonstrate strong support and confidence in the leadership team across various categories in recent questionnaires, with 96.34% feeling confident in approaching the school for guidance and support. Middle leadership has significantly strengthened, evolving into a more dynamic and self-managed team, which greatly benefits staff support and development. Governance is informed and highly supportive, receiving regular updates on key outcomes, such as reading, attendance, and safeguarding. Governor numbers are now more consistently in line with the requirements of the school. Staff also feel they have a clear understanding of their role and responsibilities and are aware of the current school priorities.

Opportunities for Further Development

Opportunities for development primarily focus on embedding consistency in operational delivery and organisational structure. While strategic intent is strong, as confirmed by SWOT analysis, there are capacity challenges in consistently delivering broader reading and fluency interventions across the school. The rising demands for high-level SEND intervention (C&I), while managed effectively internally, is stretching school resources and staff capacity, creating a systemic challenge that requires partnership with the Local Authority. The perception of the Co-Headship that external SEND support is inconsistent and poorly managed beyond the school also presents a leadership opportunity to advocate for better services. Within the leadership structure, staff occasionally fall into the habit of missing key steps in escalation. This practice can, in turn, subtly undermine their own contributions and skills, as well as those of middle leadership. Therefore, there is an opportunity to reinforce established protocols to ensure appropriate levels of ownership and escalation. While governor numbers are stable, governor attendance in meetings remains somewhat inconsistent, presenting an opportunity to review engagement strategies to ensure greater continuity of oversight.

Summary of Findings

Evaluation Statement: Ashgate Primary School

Ashgate Primary School is a highly inclusive and effective setting that leverages its strong community engagement and trauma-informed approach to establish a calm, positive, and safe learning environment. The school's core strengths lie in its outstanding safeguarding practices and robust Early Years and Key Stage 1 (KS1) provision, evidenced by phonics success and ELG outcomes that exceed the Local Authority average. This positive environment is reinforced by high staff and parent confidence in the leadership team and a Persistent Absence (PA) rate that is better than the national average.

However, the school's trajectory is challenged by the need to secure consistent pedagogical practice across the curriculum and address a critical bottleneck in reading progression beyond early decoding/reading. Specifically,

the inconsistent application of Guided Reading strategies and a previous lack of systematic comprehension instruction are impacting pupil reading stamina and attainment in Key Stage 2. Furthermore, the increasing complexity and volume of high-level SEND needs (C&I) is stretching internal capacity. Moving forward, the school must strategically allocate resources to build greater consistency in reading fluency and comprehension, and actively advocate for more effective and reliable external support partnerships to ensure sustainable well-being and academic success for all pupils.



ASHGATE PRIMARY – WHERE EVERY CHILD THRIVES!



At Ashgate Primary School, we believe every child deserves a safe, happy, and inspiring place to learn. Our strong community spirit makes our school a special place where pupils feel valued and supported.

Our Strengths

- ✓ **Safety First** – 96% of parents say their child feels safe at school
- ✓ **Brilliant Early Learning** – Our phonics and early reading results exceed local averages
- ✓ **Happy, Respectful Learners** – 97% of pupils enjoy school, thanks to our calm, positive behaviour culture
- ✓ **Trusted Leadership** – Our attendance figures beat national averages.

Looking Ahead

We're focusing on:

- ✓ Improving **reading** stamina and comprehension in Key Stage 2.
- ✓ Strengthening SEND support through better partnerships.
- ✓ Continuing to celebrate diversity and inclusion while maintaining high expectations for every child.

Thank you for being part of our journey!