



June 25

Current OFSTED inspection grade and school self-evaluation

Overall effectiveness – R.I; Quality of Education – R.I.; Behaviour and Attitudes – Good; Personal Development – Good; Leadership and Management – R.I.; Early Years – Good, Safeguarding - effective

June 2025

NOR – 217 (Gender – Girls = 55%, Boys = 45%)

FSM6 – 29%; SEND = 18% inc. EHCP – 2%; EAL = 8.3% Homegrown pupils: 96.4%

School Characteristics – IDSR

	2022	2023	2024
School number on roll	Close to average 237	Close to average 229	Close to average 224
School % FSM6	Above average 31	Above average 30	Above average 32
School % SEND support	Well above average 24	Well above average 21	Well above average 23
School % EHC plan	Below average 1.3	Below average 1.3	Close to average 2.2
School % EAL	Close to average 5	Close to average 6	Below average 4
School % stability	Above average 88	Well above average 88	Well above average 91
Pupil base deprivation	Above average	Above average	Above average
School location deprivation	Above average	Above average	Above average

EYFS Outcomes	2019		2022		2023		2024		2025	
	APS	NA	APS	NA	APS	NA	APS	NA	APS	NA
% GLD	79%	72%	79%	65%	64%	67%	73%	68%		

Phonics Outcomes	2019		2022		2023		2024		2025	
	APS	NA	APS	NA	APS	NA	APS	NA	APS	NA
Year 1	79%	82%	68%	75%	86%	79%	73%	80%	85%	~83%
By end KS1	84%	92%	95%	87%	82%	89%	90%	89%	88%	

KS1 Outcomes	2019		2022		2023		2024		2025	
	APS	NA	APS	NA	APS	NA	APS	NA	APS	NA
EXS+Reading	72%	75%	66%	67%	61%	68%	83%	74%		
GDS Reading	28%	25%	14%	18%	11%		26%	28%		
EXS+ Writing	60%	69%	55%	58%	50%	60%	65%	72%		
GDS Writing	8%	15%	3%	8%	7%		13%	13%		
EXS+ Maths	72%	76%	72%	68%	61%	70%	74%	73%		
GDS Maths	16%	22%	14%	15%			17%	24%		

MTC	2022		2023		2024		2025	
	APS	NA	APS	NA	APS	NA	APS	NA
% scoring full marks	29%	27%	43%	29%	43%	34%		
Avg score /25	19	19.8	21.6	20.2	21.4	20.6		

Progress KS1 to end KS2	2019	2022	2023
Reading	+2.1	+0.9	+3.8
Writing	-3.7	-1.7	+0.5
Maths	+1.1	-2.6	-0.4

SEND:

- Recent change in SEND leadership (Jan 25)
- All teachers are teachers of SEND with aspirations for quality first teaching for all within our inclusive ethos.
- SEND learners deserve to think hard
- Adaptations are carefully considered and applied to meet the needs all of learners including subtle scaffolding and support (eg – individual resources/packs, varied adult support, small group / precision teaching)
- Interventions are planned and delivered to close gaps and meet needs of learners

Safeguarding:

- Embedded safeguarding culture: ‘it could happen here’
- Safeguarding panel within school incl. key staff across varied roles: HT, DHT, LAC, Learning Mentor, Wraparound, DSLMH
- Strong practice – monitoring & evaluation: attendance, family support, wider signposting external agencies, working with families in partnership

Sports Funding:

- Providing sports coaches
- Purchase for additional equipment and resources
- After school sports clubs and wider school enrichment
- Staff CPD investment

Teaching and Learning:

- 1 form entry - Primary School & Nursery provision
- Senior Leadership Team: HT, DHT, SENDCO
- Middle Leaders – EYFS Co-Leads, Maths, English
- Asterdale Teaching Toolkit ensures the highest standards for all in our approach and teaching and learning delivery – (evidence informed)
- Teaching support staff are allocated on a need-basis across school.

Our next steps:

- Evolving our curriculum delivery model further
- Growing school wider leadership and subject leaders further in their roles
- Expanding personal development programme linked to Asters vision
- Reviewing our behaviour culture and embedding this across school
- Further growing teaching & learning approaches through research-led CPD
- Investment in technology and outdoors to shape whole school teaching approaches

SIP Key Priorities:

Priorities for the Quality of Education:

- Asterdale Everyday Excellence: Subject expectations are shared, consistently followed & evidenced across curriculum
- Assessment: Raising of attainment and standards in key curriculum subject areas to secure impact from teaching
- Establish and embed new subject leaders for core subjects: English & Mathematics
- Ensure that the quality of provision and delivery of the wider curriculum reflects school non-negotiables
- The Asterdale Teaching Toolkit shows impact in ensuring high quality teaching and learning

Priorities for Leadership and Management:

- Establish all leaders in school (incl. new leaders) to lead with impact: (incl. HT, DHT, SENDCO, EYFS, Subject Leaders)
- All subject leaders lead with demonstrable impact
- Monitoring and evaluation is focussed within a clear whole-school monitoring and evaluation calendar
- Governors effectively both challenge and support leaders in holding the school to account
- Establish robust procedures for behaviour and attendance data collection and analysis
- Performance management processes are redefined and effective in positively driving school improvement

Priorities for Behaviour and Attitudes:

- Monitor behaviour recording processes for consistency across school
- Pupil attitudes for learning: pride drive within classes and articulating learning

Priorities for Personal Development:

- Asterdale Acrostic (Asters) implemented as a key driver for whole-school personal development and woven throughout school curriculum intent (values)
- Broaden enrichment opportunities with an ‘aspirations’ lens throughout the year
- Continue diversity programme (incl. equality agenda and protected characteristics awareness)
- PSHE curriculum is implemented consistently and clearly evidences demonstrable impact
- Pupil roles and responsibilities allows all to be empowered in belonging to the wider school community

Priorities linked to EYFS:

- Establish new effective teams to impact upon school improvement (build skills of the team)
- Monitor and evaluate for effective learning environment expectations and consistency in both R and N
- Outdoor learning improvements programme to implement
- Review of documentation for EYFS to reflect school expectations and needs
- Parent engagement events programme to continue securing NOR for early years
- Curriculum subject starting points in EYFS are clearly mapped within long term plans

Pupil Premium 24-25: £92,700 – Priorities:

- Phonics & early reading – fluency: Closing of phonics gaps for pupils within KS1, reading fluency rates for disadvantaged learners to increase
- EYFS starting points – focussing upon Communication, Speech & Language early identification
- Writing attainment – to increase for disadvantaged in comparison to non-disadvantaged learners
- Removing barriers & vulnerabilities – (wellbeing): increased barriers for disadvantaged learners incl. attendance / SEMH needs
- Reading books – access to quality texts (exposure to sufficient quality texts) to impact on breadth of vocabulary acquisition
- Enrichment opportunities – increasing life experiences, social & cultural capital for disadvantaged learners to increase access to a broad & balanced curriculum

Attendance, PA and Exclusion (as of June 2025):

Attendance = 95.5% (NA: 94.9%) Persistent Absenteeism = 9% (NA: 13.4%) Exclusions = 0

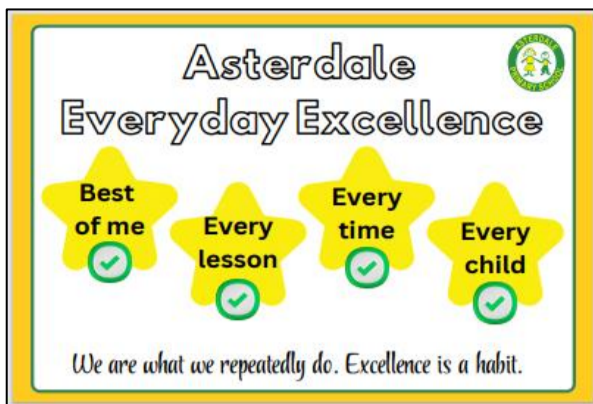
KS2 Outcomes	2019		2022		2023		2024	
	APS	NA	APS	NA	APS	NA	APS	NA
%EXS+ RWM	64%	65%	61%	59%	66%	59%	52%	61%
%GDS RWM	10%	11%	65%	7%	3%	8%	4%	8%
%EXS+ Reading	75%	73%	68%	74%	93%	73%	83%	74%
%GDS Reading	28%	27%	16%	28%	38%	29%	26%	28%
Reading APS	104	104	105	105	107	105	105	105
%EXS+ Writing	78%	78%	74%	69%	69%	71%	65%	72%
%GDS Writing	20%	20%	13%	13%	10%	13%	13%	13%
%EXS+ Maths	76%	79%	71%	71%	79%	73%	74%	73%
%GDS Maths	24%	27%	10%	23%	3%	24%	17%	24%
Maths APS	106	105	104	104	103	104	102	104
%EXS+ SPAG	78%	78%	81%	72%	79%	72%	83%	72%
%GDS SPAG	34%	36%	26%	28%	28%	30%	22%	32%
SPAG APS	105	106.3	105	105	105	105	104	105

Things we are proud of:

- Everyday Excellence vision – highly ambitious and a shared expectation for all
- Driven leaders at all levels who share high aspirations for Asterdale
- Rapid school improvement commitment from all stakeholders
- Excellent behaviour, attitudes and attendance
- Nurture at the heart of our ethos (together we can...)
- Strong curriculum leadership journey and improvement programme
- Excellent parent and community engagement
- Wider opportunities – range of enrichment and afterschool clubs
- Reading is at the centre of the curriculum – we prioritise a love of reading for all
- Forest School provision for ALL learners (dedicated programme)
- Very committed, hardworking staff who all champion Asterdale Primary School
- CPD investment for all staff – growing our staff at all levels

About us:

Asterdale Everyday Excellence (vision)



Asterdale's vision of 'Everyday Excellence' demonstrates high ambition for every pupil, making them realise their full potential:

*We are what we repeatedly do.
Excellence is a habit.*

Together We Can (ethos)



Asterdale's 'together we can' ethos recognises the vital contributions of each and every member of our school community so that our school is a thriving community, reflecting Odyssey Collaborative Trust's wider aims.

ASTERS (values)



Our curriculum places a strong emphasis on the above core values and principles so that through our work we create lifelong learners with an appreciation for the importance of developing the whole child.