



Current OFSTED inspection grade and school self-evaluation – Previous Inspection June 2023:

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

Nov 2025

NOR – 206 (Gender – Girls = 52%, Boys = 48%)

FSM6 – 28%; SEND = 18% inc. EHCP – 2%; EAL = 12% (increased) Homegrown pupils: 96.8%

School Characteristics – IDSR

	2023	2024	2025
School number on roll	Close to average 229	Close to average 224	Close to average 225
School % FSM6	Close to average 29.95	Close to average 31.82	Close to average 27.92
Local area % FSM6	Close to average 32.49	Close to average 32.65	Above average 34.40
School % SEN support	Well above average 20.96	Well above average 22.77	Close to average 16.44
Local area % SEN support	Close to average 15.81	Above average 16.83	Close to average 15.38
School % EHC plan	Below average 1.31	Close to average 2.23	Below average 1.78
Local area % EHC plan	Close to average 3.60	Close to average 3.97	Close to average 4.08
School % EAL	Below average 5.70	Below average 4.50	Below average 5.30
Local area % EAL	Below average 7.80	Below average 8.60	Below average 8.50
School % CIN	Close to average 3.93	Close to average 4.46	Close to average 3.11
Local area % CIN	Close to average 4.69	Close to average 3.97	Above average 4.55
School % stability	Above average 88.37	Well above average 91.07	Well above average 95.32
School pupil base deprivation	Close to average	Close to average	Above average
Local area pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Above average	Above average	Above average

SIP Key Priorities:

Priorities for: INCLUSION:

1. Impact is demonstrated for implemented SEND interventions across school
2. Impact is demonstrated for implemented adaptations within lessons for learners across school
3. Class Improvement Plans demonstrate impact for vulnerable groups / learners (incl. SEND & PP)
4. Achievement for PP learners demonstrates continued closing of gaps vs. non-PP group
5. Monitoring for PP learners evidences clear understanding of importance of narrowing the vulnerability gap
6. Cascade PP leadership further amongst senior leadership team
7. Maintain effective CPD programme for safeguarding across school for all stakeholders

Priorities for: CURRICULUM:

1. Evolve the curriculum further - (through carefully selected enrichments/enhancements that complement the intended curriculum)
2. Evolve the curriculum further – (through adapting scheme content to meet learners’ needs effectively)
3. Mathematics – (see Maths subject action plan): establish whole-sch approaches to arithmetic, fluency and times tables, Mastering Number implementation and mathematical talk (pause for deeper thinking), manipulatives-based learning
4. English – (see English subject action plan) - Refine current scheme delivery to establish school ‘writing process’ (using rainbow grammar to compliment literacy tree delivery) – Refine editing process

Priorities for: DEVELOPING TEACHING:

1. Ensure consistent application of the Asterdale Teaching Toolkit across whole-school - Lens focus upon: high-quality talk (time to talk – oracy approaches) and effective elements of guided practice
2. CPD for ECTs (x3) – coaching support to grow QfT for recently qualified teachers (YR, Y1, Y3)
3. CPD for both class teachers and support staff in new areas Sept25 to embed within school expectations

Priorities for: ACHIEVEMENT:

1. Refine use of school assessment to positively impact on outcomes (CIPs, PPM structure)
2. Evidencing effective progress using PIVATs for SEND learners
3. Writing outcomes across all year groups evidence increase in pupil progress (as a result of refined teaching of writing and increased writing moderation)
4. MTC outcomes – at least in-line with National (30% sch 24/25 Nat 38%)
5. ELG – increase at least in-line with National (59% GLD 24/25 Nat 69%)
6. KS2 Mathematics outcomes increase at least in line with National (through whole-sch revised teaching of arithmetic) (68% EXS 24/25 Nat 74%)

Priorities for ATTENDANCE & BEHAVIOUR:

1. Pupils continue to display and express a positive outlook towards behaviour attitudes across school (upholding vision of everyday excellence)
2. Further embed school behaviour culture through: zones of regulation & school values
3. Review and refinement of current behaviour ‘system’
4. Coordinated working between attendance leads (HT + Learning Mentor) results in continued high attendance across school
5. Continue current effective approaches to maintain attendance expectations (24-25: Sch: 95.5% Nat 94.8%) (7.8 PA, 13.5 Nat)

Priorities for PERSONAL DEVELOPMENT:

1. Ensure ‘wellbeing is everyone’s responsibility’ is applied in work approach by all staff and stakeholders at Asterdale
2. Raise profile of wellbeing within school (through wellbeing spaces in classrooms for clear safe spaces, profile of wellbeing champions)
3. Evolve current school ‘team colours’ system further to provide wider opportunities for personal development and wellbeing
4. Increased focus on Mental Health and Trauma Informed Practice CPD for staff
5. Broaden school cultural capital offer through: enrichments: varied clubs and activities programme & further refinement of LTPs to incorporate sch values and planned trips/visitors
6. Expand parent engagement through ‘stay & learn events’ - to promote community and sharing of learning amongst wider stakeholders
7. Purposeful playtimes development – (Opal/HappyPlaytimes) – 20% of the school day is maximised (Play Leaders)

Priorities for EYFS:

1. Establish new effective staff teams across EYFS – with understanding of clear EYFS pedagogy and expectations
2. Asterdale Teaching Toolkit for Early Years ensures effective T&L across setting
3. Embed further assessment model into FS2 (from FS1) & refine to meet needs of school
4. T&L quality impacts on GLD outcomes effectively (24-25: 59% GLD)
5. Implementation of Mastering Number provides impact on early mathematics foundational knowledge for all learners
6. Impact of outdoor provision is evidenced (through embedding learning zones and resources into outdoor learning)
7. Continue parent engagement to help boost & maximise NOR (ongoing) – (Days of week/time of day is varied for events)

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%	59%	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%	80%
By end KS1	84%	92%	95%	87%	82%	89%	90%	89%	92%	89%

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%	92%	72%
GDS Reading	28%	25%	14%	18%	11%		26%	28%	24%	19%
EXS+ Writing	60%	69%	55%	58%	50%	60%	65%	72%	60%	64%
GDS Writing	8%	15%	3%	8%	7%		13%	13%	8%	9%
EXS+ Maths	72%	76%	72%	68%	61%	70%	74%	73%	64%	73%
GDS Maths	16%	22%	14%	15%			17%	24%	12%	17%

MTC	2022		2023		2024		2025	
	APS	NA	APS	NA	APS	NA	APS	NA
% scoring full marks	29%	27%	43%	29%	43%	34%	30%	37%
Avg score /25	19	19.8	21.6	20.2	21.4	20.6	20.4	21

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:

- Current SENDCO in post since Jan25
- Increased identification of SEND: current x10 EHCPs across school
- All teachers are teachers of SEND with aspirations for quality first teaching for all within our inclusive ethos
- SEND learners are entitled 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 promoting clear messages of: ‘it could happen here’ and ‘safeguarding is everyone’s responsibility’
- School safeguarding profile has evolved further under new leadership team
- Safeguarding panel within school incl. key staff across varied roles: HT, DHT, LAC, Learning Mentor, Wraparound, DSLMH
- Secure and established 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
- Investment in SIP priority for Opal Playtimes

Teaching and Learning:

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

Pupil Premium – Priorities:

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

KS2 Outcomes	2019		2022		2023		2024		2025	
	APS	NA	APS	NA	APS	NA	APS	NA	APS	NA
%EXS+ RWM	64%	65%	61%	59%	66%	59%	52%	61%	61%	62%
%GDS RWM	10%	11%	65%	7%	3%	8%	4%	8%	6%	8%
%EXS+ Reading	75%	73%	68%	74%	93%	73%	83%	74%	84%	75%
%GDS Reading	28%	27%	16%	28%	38%	29%	26%	28%	35%	33%
Reading APS	104	104	105	105	107	105	105	105	107	106
%EXS+ Writing	78%	78%	74%	69%	69%	71%	65%	72%	87%	72%
%GDS Writing	20%	20%	13%	13%	10%	13%	13%	13%	10%	13%
%EXS+ Maths	76%	79%	71%	71%	79%	73%	74%	73%	68%	74%
%GDS Maths	24%	27%	10%	23%	3%	24%	17%	24%	29%	26%
Maths APS	106	105	104	104	103	104	102	104	104	105
%EXS+ SPAG	78%	78%	81%	72%	79%	72%	83%	72%	94%	73%
%GDS SPAG	34%	36%	26%	28%	28%	30%	22%	32%	39%	30%
SPAG APS	105	106.3	105	105	105	105	104	105	108	105

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

Attendance = 95.3% Persistent Absentees = 17% Exclusions = 0

Things we are proud of:

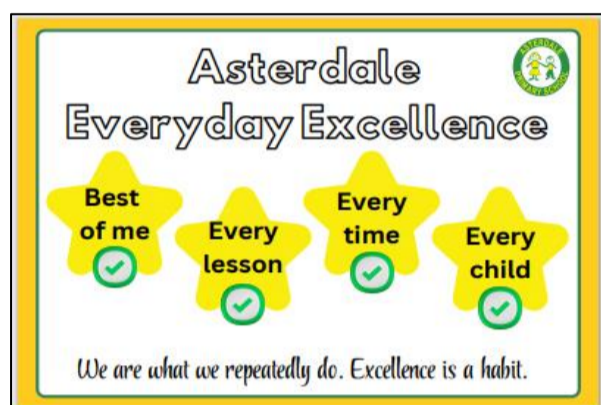
- Everyday Excellence vision –an ambitious shared expectation for all in our school culture & approach
- Driven leaders at all levels who share high aspirations for Asterdale
- Rapid school improvement commitment from all stakeholders
- Excellent behaviour, attitudes, attendance & outcomes
- Nurture 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)
- Personal Development – recognising the value and impact of beyond the classroom to impact on every child
- Incredibly resilient, committed, hardworking staff who all champion Asterdale Primary School
- Growing everyone in our school – staff, children, community
- CPD investment for all staff – growing our staff at all levels

Our next steps:

- Evolving our curriculum delivery model further
- Growing school wider leadership capacity 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 best research-led CPD
- Investment in technology and outdoors to shape whole school teaching approaches

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.