

Inspection of Ashton Gate Primary School

Ashton Gate Road, Bristol BS3 1SZ

Inspection dates: 5 and 6 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2012.

What is it like to attend this school?

Ashton Gate Primary School is an inspirational school where pupils flourish and 'rise high together'. The school is highly aspirational for all pupils. Pupils are proud to be 'Ashton Gaters', demonstrating independence and resilience. They leave the school well equipped for the challenges of secondary education. Pupils receive an excellent start to their education.

The school believes there are no limits or barriers to what pupils can achieve. Staff have high expectations. Pupils live up to these. All pupils achieve exceptionally well across the curriculum. Published outcomes are high for all pupils and groups of pupils.

The school prepares pupils to be curious and enthusiastic learners. Children learn this from the moment they start school in Reception. The school has designed a curriculum that is ambitious. Pupils develop a deep breadth of knowledge as they move through the school. Parents and carers are overwhelmingly positive about the education their children receive.

Pupils' behaviour is exemplary. The school is a purposeful place in which to learn. Pupils are focused and respectful. They are polite to each other and to visitors. Pupils are passionately opposed to any form of discrimination. They celebrate difference and socialise happily together.

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

The school strives for continual improvement through rigorous self-evaluation. There is a collective drive to make the school the best it can possibly be. The school's ambitious curriculum meets the needs of all pupils well. The essential knowledge and skills that pupils should learn are clearly identified. Subject content is carefully broken down into small steps. There are regular opportunities for pupils to recap on previous learning. The school helps pupils to make links between the curriculum's essential knowledge. For example, pupils compare powerful leaders from different historical periods.

Learning builds progressively as pupils move through the school. For example, children in Reception learn how to mix colours. In Year 4, pupils gain a deeper understanding of secondary and tertiary colours and of tints in art. In geography, younger pupils learn about weather. They can recognise how this prior knowledge helps them to develop a deeper understanding of biomes.

Children get off to an excellent start to their education in the Reception Year. They transition smoothly into school from a variety of settings. Staff get to know children as individuals. They use this knowledge to tailor learning. Children develop excellent learning behaviours, high levels of concentration and resilience. They concentrate on tasks for sustained periods. Staff support children to develop a rich vocabulary. Ongoing assessment ensures all pupils are supported to build their knowledge well.

The school prioritises pupils learning to read. Children in Reception start to read as soon as they start school. They learn early sounds very well. The books they read match the sounds they have learned. All staff have the expertise needed to teach phonics well. They use assessment effectively to check pupils' phonics progress. If pupils fall behind, they receive the support they need to help them to catch up quickly. Pupils develop an understanding of diversity through the reading curriculum. They develop their fluency and reading skills as they move through the school.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Information about how to support these pupils is shared effectively with teachers. Consequently, pupils with SEND make strong progress throughout the curriculum in line with their peers. They participate in all aspects of school life in this very inclusive school.

The school's programme for personal development is exceptional. Pupils learn how to explore and express their feelings well. They understand the attributes needed to be an 'Ashton Gater' and how these characteristics relate to their daily lives. Pupils know what healthy relationships are. They care for their own and others' mental and physical well-being. They know how to stay safe online, as well as the importance of keeping safe in the local area. Pupils are reflective and show a deep understanding of diversity.

Pupils have many meaningful opportunities to develop a sense of responsibility. For example, they take on leadership roles on the school council and as gender champions. School councillors share their opinions with staff. Their views have led to improvements, for example menu changes at lunchtimes. Pupils enjoy the many extra-curricular clubs, trips and enrichment opportunities on offer.

Governors are highly skilled. They rigorously ensure the school provides a high-quality education for all pupils. Staff appreciate the steps that the school takes to support their well-being and workload. Staff are proud to work at the school. Relationships between staff, pupils, governors and parents are extremely positive.

Safeguarding

The arrangements for safeguarding are effective.

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	108912
Local authority	Bristol City of
Inspection number	10297870
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	776
Appropriate authority	Local authority
Chair of governing body	Sue Waller
Headteacher	Gareth Jones
Website	www.ashtongate.bristol.sch.uk
Dates of previous inspection	26 and 27 September 2012, under section 5 of the Education Act 2005

Information about this school

- The school has grown considerably in size since the previous inspection.
- The school currently uses two registered and one unregistered alternative provider.

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 inspectors met with the executive headteacher, the heads of school, the assistant headteacher, the special educational needs coordinators and the early

years leader for the school. Inspectors also met with a range of teaching and support staff.

- The lead inspector met with representatives of the local governing board.
- Inspectors held phone conversations with the alternative providers.
- The lead inspector held a phone conversation with a representative from the local authority.
- 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 inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in other subjects.
- The lead inspector listened to pupils in Year 1 and 2 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector	His Majesty's Inspector
Caroline Musty	Ofsted Inspector
David New	Ofsted Inspector
Paula Marsh	Ofsted Inspector

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