

Ashford Hill Primary School

Address: Ashford Hill Road, RG19 8BB

Unique reference number (URN): 149425

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils revel in coming to school. Their zest for learning is evident in their high rates of attendance. Leaders act proactively and purposefully to support pupils and their families. They identify emerging concerns quickly. Leaders provide timely help to swiftly resolve any issues. Where concerns arise, leaders work very well with appropriate agencies to remove barriers. Consequently, pupils' attendance is consistently above the national average and persistent absenteeism is low. This consistent focus on attendance ensures that all pupils thrive academically, form positive friendships and flourish personally. It also ensures that all pupils develop a palpable sense of belonging here, whatever their individual needs.

The school has a tangible air of harmony and kindness in all areas. Pupils are courteous and behave extremely well. They follow instructions with thought and care. Pupils look forward to their learning and take great pride in presenting their work neatly. Staff take every opportunity to nurture and celebrate positive behaviour, which pupils appreciate and value. Pupils trust adults to deal efficiently with any concerns they have. Leaders identify pupils who need additional help to manage their behaviour or emotions. They provide timely and highly effective support.

Early years

Strong standard ●

The early years curriculum is well sequenced and tailored precisely to children's individual needs. The curriculum provides a sound foundation to help all children to learn well. Consequently, children, including disadvantaged children and those with special educational needs and/or disabilities (SEND), are very well prepared for their future learning in key stage 1.

The school places a particular emphasis on developing children's language and vocabulary. Across the different areas of learning, staff introduce and model key words extremely effectively. They invite children to express themselves in full sentences and encourage them to use descriptive vocabulary confidently. Children are introduced to early reading and phonics as soon as they join the school. Staff expertly identify and address any gaps and misconceptions quickly. This means that children, including those with SEND, become confident readers. Mathematical learning is equally embedded, through purposeful play and real-life contexts. Staff consistently encourage children to ask questions, explore their ideas and take ownership of their learning.

Children behave extremely well and respond positively to adults, who foster their independence and self-confidence. Routines are established and transitions between activities are calm and purposeful. The school's nurturing ethos means that parents and carers are welcomed as partners from the outset.

Inclusion

Strong standard 

Leaders place inclusion at the heart of their work. The school is an inclusive place where all pupils can belong and thrive. Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly and accurately. They work constructively with parents and carers and other agencies, such as children's social care. This has a highly positive impact on pupils' experience of school.

Staff benefit from regular training to enhance their expertise, in areas such as autism. This ensures that they understand precisely how to help pupils to overcome any barriers to their learning. For example, staff adapt tasks skilfully in response to pupils' emerging needs. They address any gaps or misconceptions swiftly. They check and ensure that pupils with SEND make progress against their individual targets. Consequently, these pupils achieve very well from their starting points and flourish alongside their peers.

Leaders make sure that adjustments to support pupils are timely and appropriate. Where necessary, they adapt the curriculum and provide highly effective support. Leaders' decisions are made in pupils' best interests. They use additional funding efficiently so that disadvantaged pupils and their classmates achieve equally well.

Leadership and governance

Strong standard 

Leaders know the school extremely well. They have worked highly effectively to secure rapid improvement in standards of education, pupils' achievement and staff morale in the past 3 years. Leaders have successfully embedded a culture of high aspiration for staff and pupils. As a result, there is a clear ethos of collaboration and teamwork in all areas of the school.

Leaders and trustees are united in their vision to provide the very best opportunities for pupils and their families. They have an accurate view of the school's performance. Leaders identify appropriate areas for development, ensuring that pupils' interests are always at the forefront of decisions.

Trustees are knowledgeable in their roles. They provide leaders with appropriate challenge and support to ensure that the school continues to move from strength to strength. They fulfil their roles and responsibilities to a high standard.

Leaders ensure that teachers receive high-quality training to strengthen their expertise. They are considerate of staff's workload and wellbeing. Staff appreciate reductions to their workload and the high-quality support and feedback they receive from the trust and leaders.

Parents and carers are overwhelmingly positive about the impact the school has on their child's educational experience.

Personal development and well-being

Strong standard 

The school's work to promote pupils' character is highly effective. Pupils have a detailed understanding of the differences in the world because of the rich and extensive experiences provided by the school. Pupils learn about other cultures, festivals and religions. Pupils

discuss topics such as refugeehood, racism, neurodiversity and equal rights respectfully. They use their democratic voice to vote on key decisions which affect them in school.

Pupils enjoy taking part in a wealth of enrichment opportunities. These contribute significantly to pupils' experiences and build their character and resilience. Pupils willingly extend their support for the different causes they choose. For instance, pupils sponsor a Christmas lunch for children in another country and generously volunteer their help at events in the village.

Pupils know how to look after their physical and mental health. They understand how to stay safe online and are aware of the benefits and potential risks in the use of artificial intelligence. Pupils have an age-appropriate understanding of healthy relationships and know how to look after their physical and emotional wellbeing.

Pupils value the wide range of clubs which promote their creativity and confidence. Clubs include drumming, choir, crafts and multi-sports. Pupils relish taking on different roles and responsibilities, such as school councillors, eco-warriors, librarians and digital leaders. They gain insight into careers from visitors such as musicians, the dentist and members of the fire service. These visitors also help pupils to learn about the wider world. Pupils learn about their unique locality through trips to the museum, the farm and the nearby church. Leaders monitor pupils' participation in clubs and activities closely to ensure that all pupils have equal access to all that the school has to offer.

Expected standard

Achievement

Expected standard 

Pupils achieve highly in the end of key stage 2 national tests. Leaders ensure that pupils gain the essential knowledge, vocabulary and skills needed in many subjects across the curriculum. They check carefully that pupils with special educational needs and/or disabilities, as well as those who are disadvantaged, typically achieve well. As a result, pupils leave the school confident to take on the challenges in the next stage of their education.

Overall, across different subjects, pupils experience a curriculum that is purposeful, ambitious and positive. This enables pupils to secure their basic knowledge in reading, writing, and mathematics especially. Typically, teachers provide opportunities that encourage pupils to apply their learning across the subjects they study. However, pupils do not develop detailed knowledge and understanding in a few subjects in the wider curriculum.

Curriculum and teaching

Expected standard 

The curriculum in all subjects is well sequenced and ambitious. Leaders have set out precisely the important knowledge that pupils need to learn and the order in which it should be taught. Pupils build a broader appreciation of different subjects through a range of experiences, such as visits to art galleries and the theatre. The vibrant curriculum equips

pupils with the knowledge and skills they need for future success. In lessons, staff put the right support in place for pupils with special educational needs and/or disabilities. Throughout the curriculum, there is a deliberate focus on ensuring that pupils use and apply their technical vocabulary to discuss and develop their ideas. Reading has a high priority. Leaders make sure that pupils who need extra help with their reading are supported well and catch up quickly. Staff take every opportunity to promote pupils' love of reading.

Highly effective monitoring means that leaders have an astute understanding of the quality of the curriculum and teaching. They use their monitoring well to prioritise staff's professional development. Consequently, teachers are knowledgeable about the subjects they teach. They deliver the curriculum with confidence and clarity, particularly in English and mathematics. However, in a few subjects in the wider curriculum, teaching does not build on what pupils have learned previously as well as it could.

What it's like to be a pupil at this school

Pupils thrive in this welcoming and nurturing school. They benefit from being part of a small, close-knit and harmonious community where staff know them very well. Pupils rise to meet leaders' high expectations of their behaviour and academic progress. Staff forge supportive and caring relationships with pupils and their families. Parents appreciate the help and care that staff provide to ensure that their children flourish in their learning.

Pupils embrace the school's motto to 'be the best we can be'. They work hard and take pride in their work. All groups of pupils achieve highly in national tests and assessments, including disadvantaged pupils and those with special educational needs and/or disabilities. This ensures that they are well prepared for the next stage of their education. However, there are some inconsistencies in how well the curriculum is taught in a few subjects other than English and mathematics.

Pupils are friendly, respectful and confident citizens. They look after others by collecting donations for charities and causes they support. Pupils delight in the many opportunities the school has to offer. For example, they thoroughly enjoy taking part in sports tournaments or organising assemblies. The school's musical production is a high point of the year. Pupils revel in the experience of participating in the performance, which is staged at a professional theatre. In addition, pupils pursue their hobbies in clubs such as choir and drumming.

Pupils look after each other. They are proud of the role they play in making their school a happy and inclusive community. Breaktimes are sociable occasions. Pupils enjoy organising games, playing together or taking a moment to catch up with a friend on the 'buddy benches'. Pupils learn how to keep safe, including when online. Adults deal with pupils' concerns straight away. Any form of bullying or unkindness is not tolerated here.

Next steps

- Leaders should continue their work to ensure that teaching across the wider curriculum builds on what pupils already know and can do so that their achievements further improve.
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About this inspection

This school is part of The Thames Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Kearsey, and overseen by a board of trustees, chaired by Robert Kenwick.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and some staff. The lead inspector also spoke with the chief executive officer, the director of education, the chair of trustees and 3 trustees during the inspection.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Principal : Kirsty Kingham

Lead inspector:

Shazia Akram, His Majesty's Inspector

Team inspector:

Julie Sackett, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

104

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

140

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.62%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.73%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

13.46%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25	87%	62%	Above

Year	This school	National average	Compared with national average
2023/24	71%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25	93%	75%	Above
2023/24	82%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25	93%	72%	Above
2023/24	71%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	100%	74%	Above
2023/24	82%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	S	47%	S
2023/24	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25	S	63%	S

Year	This school	National average	Compared with national average
2023/24	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25	S	59%	S
2023/24	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	S	61%	S
2023/24	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	S	69%	S
2023/24	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	S	81%	S
2023/24	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25	S	78%	S
2023/24	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	S	81%	S
2023/24	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	2.9%	5.1%	Below
2023/24	3.2%	5.5%	Below
2022/23	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	6.2%	14.3%	Below
2023/24	3.1%	14.6%	Below
2022/23	17.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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