

# Asquith Primary School

**Address:** Asquith Street, Mansfield, Nottinghamshire, NG18 3DG

**Unique reference number (URN):** 132250

## Inspection report: 10 March 2026

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.

## Expected standard

### Early years

Expected standard 

Most children enter the early years with low starting points in communication and language, physical development and personal, social and emotional skills. Staff identify children's needs accurately and use precise checks to plan next steps. Leaders act quickly to seek external professional support where needed. They support parents and carers to take an active role in their child's education and in the life of the school.

The environment is well organised and builds progressively according to children's different stages of development. Staff ensure that children's welfare needs are met well, including for sleep and changing. Particular care is given to this as children in the Nursery and Reception Years share a classroom for parts of the day.

Leaders have thought carefully about the language they want children to develop in each area of learning. Staff prioritise communication and language in their interactions with children. Adults model speech well. They echo, extend and shape language using simple, well-structured approaches. Nursery rhymes and core texts are carefully chosen to build children's vocabulary. The teaching of early reading is prioritised. Children in the Reception Year learn phonics from the start and apply this knowledge well in reading and writing. Staff also focus on developing key early skills, including gross and fine motor development. Children are increasingly ready for Year 1.

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## Needs attention

### Achievement

Needs attention 

Published outcomes over time have been below national levels. Pupils' achievement continues to be an area of focus. This is because improvements to teaching and pupils' learning are recent. Although ambition for pupils has been raised, historic gaps continue to impact pupils' achievement, including outcomes for disadvantaged pupils. Despite this, leaders are taking the right actions. Pupils' attainment and progress through the curriculum is moving in a positive direction.

Leaders have prioritised developing pupils' most important knowledge and skills. Pupils' work evidences clear improvements in basic, essential knowledge. Pupils who previously struggled to read are beginning to catch up. Multiplication check results also show early signs of improvement. As these improvements are newly established, the full impact is not evidenced in statutory assessment points. However, leaders understand the school's context well and have clear strategies to continue to improve achievement over time.

### Attendance and behaviour

Needs attention 

Leaders recognise that pupils' attendance rates are not as high as they need to be and that further improvement is still required. Actions to improve this are beginning to have a positive

impact. Leaders have introduced clearer monitoring systems. They track patterns closely and use incentives to encourage good attendance habits. Persistent absence rates are starting to reduce. When attendance remains low, leaders work with external agencies and families to understand and address underlying causes and barriers to regular attendance. Increased communication with families and targeted support for pupils and their parents and carers is supporting this work. Some cases remain complex, particularly for disadvantaged pupils.

Leaders have strengthened behaviour systems significantly, introducing clear values, consistent routines and well-structured approaches that staff apply with increasing confidence. This is creating calmer, more respectful environments across the school. Pupils with higher levels of need receive more bespoke support, which helps them regulate and re-engage with learning. This is leading to fewer suspensions. Leaders respond quickly and firmly to any bullying or derogatory language, ensuring that such behaviour is not tolerated. These developments are improving pupils' attitudes to learning, although this is still developing. There is further work to do to support pupils to have the confidence that they need to continue in their learning when they find things difficult.

## **Curriculum and teaching**

**Needs attention** 

Recent improvements to how the curriculum is taught and assessed are not yet fully developed. This means that how well the curriculum is taught varies across the school. Although leaders have set a renewed sense of ambition for what pupils should learn, the processes needed to secure this ambition are at an early stage.

The school provides a broad and balanced curriculum that builds pupils' knowledge in a logical sequence. Previously, this was not delivered consistently well. This was due, in part, to frequent disrupted learning. The school has increased its expectations of pupils' conduct. This is improving pupils' experiences in lessons. In addition, leaders' focus on staff professional learning is increasing teachers' subject knowledge. For example, improved staff expertise in reading and phonics is evident. Pupils who need extra help to read now receive targeted support. There is also an increased focus on securing pupils' key knowledge in writing and mathematics, ensuring that pupils who need to catch up increasingly receive timely support.

Leaders know pupils' needs well. They recognise the need to strengthen how the curriculum is adapted for disadvantaged pupils and those with special educational needs and/or disabilities so that barriers to learning are reduced and pupils can access the full curriculum successfully.

## **Inclusion**

**Needs attention** 

Although staff know pupils well, the school does not yet have a consistent approach to identifying and assessing pupils' individual needs, including for pupils with special educational needs and/or disabilities. Leaders are beginning to reduce barriers to pupils' learning through more targeted support and adaptations. They are strengthening the school's staged support system so teachers can assess needs more reliably and put appropriate provision in place for pupils sooner. Recent training is supporting staff to start to use a wider range of strategies to help pupils access learning. This work continues to

require further development, however. The 'cloud' provision has a positive impact by providing tailored support for pupils with specific needs. This helps these pupils to engage in learning that they previously found difficult.

Systems to monitor pupils' progress and evaluate the impact of interventions are developing steadily. Leaders' work with external agencies is now more proactive, helping pupils receive specialist support at the right time. The support for pupils' social and emotional wellbeing, for example, is making a positive difference. Leaders, including governors, are at an early stage of understanding the impact of their actions to support disadvantaged pupils, including those known to social care or in receipt of pupil premium funding.

## **Leadership and governance**

**Needs attention** ●

Leaders recognise and have begun to take action to address weaknesses in the school's provision for pupils. They have increased their strategic oversight and processes and focused on improving key aspects such as support for pupils who face barriers to their learning and wellbeing and raising ambition and expectations for pupils. Many of these improvements are recent, however, and are still at an early stage.

Governance has improved. A newly formed governing body understands and meets its statutory duties. Governors are beginning to provide purposeful challenge. A strengthened oversight of the use of school resources, including targeted funding, is developing. Evaluating the impact of actions to improve the school offer for pupils remains a priority.

Changes that have been made show that leaders understand the school well and have prioritised the right actions. There is a clear, strategic direction for improvement, alongside strengthened systems for behaviour, curriculum development and support for pupils with special educational needs and/or disabilities (SEND). Leaders' decisions increasingly place pupils' needs at the core, especially those who are disadvantaged. Professional learning for staff is also improving. There is an increased focus on managing behaviour, meeting the needs of pupils with SEND and effective teaching. Staff feel that leaders consider workload and wellbeing and are rebuilding a positive, collaborative culture in the school. Parents and carers also have growing confidence in these improvements, particularly in relation to behaviour and support provided for pupils with additional needs. That said, a few parents feel that there is still more work to do.

## **Personal development and wellbeing**

**Needs attention** ●

The personal development and wellbeing programme and offer is broad. However, currently, several approaches run alongside each other, and these curriculums are not connected or ordered well enough. Pupils are not supported to build their deeper understanding over time. As a result, pupils' recall across the personal development offer is sometimes superficial. Leaders do not track pupils' experiences or evaluate the impact of this aspect of the school's work systematically. They cannot be certain which elements make the most difference, especially for disadvantaged pupils or those with special educational needs and/or disabilities. Leaders recognise this and have begun to address this. They are focused on strengthening the personal development offer so that it meets pupils' needs more effectively and has an increased positive impact for pupils, but this work is at an early stage.

Overall, pupils are growing in confidence and developing a better understanding of the wider world. Through the curriculum, they learn about relationships, managing their emotions, staying safe online and looking after their health. They are beginning to understand different beliefs and values, recognise right and wrong and show respect for people with different backgrounds or family structures. Pupils also develop social and organisational skills through sports leadership, lunchtime activities and nurture groups. Here, they learn to work cooperatively and appropriately with their peers.

Pupils learn about the values that underpin modern British society. They take part in activities that promote democracy and fairness. They learn to understand others' views through debates, exploring current affairs and everyday routines. The school prides itself on its cultural, arts and music offer. Pupils benefit from visits to the theatre, art clubs and poetry events, for example. Leaders also provide well-targeted support for wellbeing, including therapy sessions.

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

At Asquith, pupils' behaviour, the support provided to them and their aspirations are improving. They feel safe because adults care, listen carefully and respond when help is needed. Support and adapted routines help pupils to manage their emotions, reducing their barriers to learning and supporting their readiness to learn. These approaches help pupils to feel understood and re-engage with learning successfully. They know who to speak to if they are worried. Pupils understand what bullying is and know that adults take this seriously, responding quickly when it occurs.

Leaders have renewed and raised their ambitions for pupils, which is beginning to have a positive impact on pupils' attendance. Conduct has improved due to a new behaviour curriculum, clearer expectations and updated reward systems. However, the school day is still disrupted at times. Although behaviour at breaktimes can occasionally be a little rough, most pupils enjoy time with their friends and feel secure. Staff help pupils to learn new games and use equipment safely so that these times become calmer and more enjoyable for all. Through the curriculum, pupils learn how to care for their bodies and minds. They take pride in, and thoroughly enjoy, the many musical, creative, sporting and performance opportunities that the school provides.

Pupils' outcomes in the school's published data have been below national expectations for some time. Their learning is now beginning to be focused on the most important key knowledge that they need for their future learning. Pupils are beginning to recall more of what they have been taught. Children in the early years get off to a secure start. They quickly learn routines and listen attentively to adults. By the end of the Reception Year, many pupils have closed earlier gaps in their development, ensuring that they are increasingly well prepared for the demands of Year 1.

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## Next steps

- Leaders should ensure that gaps in pupils' knowledge and skills are identified and addressed quickly, providing suitable adaptations for pupils who face barriers to learning. They should also support staff to use appropriate resources, materials and activities so that the aims of the curriculum are realised and pupils recall more of what they are taught.
  - Leaders should continue to raise aspirations for what pupils can and should achieve so that pupils' achievement, including in published outcomes, improves further.
  - Leaders should ensure that teaching helps pupils to develop effective learning habits, increasing their independence and motivation. They should also support pupils to build their resilience and continue to persevere, even when they find work challenging.
  - Leaders should continue to tackle weak attendance systematically and build on improving trends so that all pupils attend school regularly.
  - Leaders should strengthen the sequencing and coordination of the personal development and wellbeing programme so that pupils are supported to recall and apply this with increased confidence. Leaders should also track participation and develop a more systematic understanding of each pupil's needs so that the offer is precisely matched to pupils' needs.
  - Leaders, including governors, should build on the school's recent improvements and strategic direction, working in partnership with staff, parents and carers to further strengthen collaboration to support these improved systems and approaches.
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## About this inspection

The chair of the board of governors in this school is Kate Wagstaff.

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 and other senior leaders and staff during the inspection. The lead inspector spoke with the vice chair of the governing body and a representative of the local authority. Inspectors visited lessons and spoke to pupils during different parts of the school day. They also spoke to parents and carers off site.

The inspectors confirmed the following information about the school:

The headteacher took up post in September 2025.

The school has recently set up a specially resourced provision for pupils with special educational needs and/or disabilities. This provision is for pupils with social, emotional and mental health needs.

The school does not make use of any alternative provision.

**Lead inspector:**

Shaheen Hussain, His Majesty's Inspector

**Team inspectors:**

Sally Wicken, Ofsted Inspector

Catherine Summers, Ofsted Inspector

Becky Lyon, Ofsted 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 10 March 2026

**School and pupil context****Total pupils**

**302**

Close to 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**

**315**

Close to 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)**

**47.45%**

Well above 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**

**1.32%**

Below 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**

**30.46%**

Well above average

#### **What does this mean?**

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

National average: 15%

### **Location deprivation**

**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 mathematics**

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

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 49%         | 61%              | Below                          |
| 2024/25 (revised)     | 44%         | 62%              | Below                          |
| 2023/24 (final)       | 59%         | 61%              | Close to average               |
| 2022/23 (final)       | 44%         | 60%              | Below                          |

**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 | 65%         | 74%              | Below                          |
| 2024/25 (revised)     | 67%         | 75%              | Below                          |
| 2023/24 (final)       | 74%         | 74%              | Close to average               |
| 2022/23 (final)       | 56%         | 73%              | Below                          |

**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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 60%         | 72%              | Below                          |
| <b>2024/25 (revised)</b>     | 51%         | 72%              | Below                          |
| <b>2023/24 (final)</b>       | 72%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 58%         | 71%              | Below                          |

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 65%         | 73%              | Below                          |
| <b>2024/25 (revised)</b>     | 60%         | 74%              | Below                          |
| <b>2023/24 (final)</b>       | 74%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 60%         | 73%              | Below                          |

## 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 mathematics

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

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 43%         | 46%              | Close to average               |
| <b>2024/25 (revised)</b>     | 35%         | 47%              | Below                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 58%         | 46%              | Above                          |
| 2022/23 (final) | 38%         | 44%              | Close to average               |

### 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 | 60%         | 62%              | Close to average               |
| 2024/25 (revised)     | 61%         | 63%              | Close to average               |
| 2023/24 (final)       | 79%         | 62%              | Above                          |
| 2022/23 (final)       | 38%         | 60%              | Below                          |

### 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 | 52%         | 59%              | Close to average               |
| 2024/25 (revised)     | 39%         | 59%              | Below                          |
| 2023/24 (final)       | 74%         | 58%              | Above                          |
| 2022/23 (final)       | 44%         | 58%              | Below                          |

### Disadvantaged pupils reaching the expected standard in mathematics

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

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 57%         | 60%              | Close to average               |
| <b>2024/25 (revised)</b>     | 52%         | 61%              | Close to average               |
| <b>2023/24 (final)</b>       | 79%         | 59%              | Above                          |
| <b>2022/23 (final)</b>       | 38%         | 59%              | Below                          |

## 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 mathematics

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

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 43%         | 68%                              | -25 pp                  |
| <b>2024/25 (revised)</b>     | 35%         | 69%                              | -34 pp                  |
| <b>2023/24 (final)</b>       | 58%         | 67%                              | -10 pp                  |
| <b>2022/23 (final)</b>       | 38%         | 66%                              | -29 pp                  |

## 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 60%         | 80%                              | -19 pp                  |
| <b>2024/25 (revised)</b>     | 61%         | 81%                              | -20 pp                  |
| <b>2023/24 (final)</b>       | 79%         | 80%                              | -1 pp                   |
| <b>2022/23 (final)</b>       | 38%         | 78%                              | -41 pp                  |

### 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 52%         | 78%                              | -26 pp                  |
| <b>2024/25 (revised)</b>     | 39%         | 78%                              | -39 pp                  |
| <b>2023/24 (final)</b>       | 74%         | 78%                              | -4 pp                   |
| <b>2022/23 (final)</b>       | 44%         | 77%                              | -34 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

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

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 57%         | 80%                              | -23 pp                  |
| <b>2024/25 (revised)</b>     | 52%         | 81%                              | -28 pp                  |
| <b>2023/24 (final)</b>       | 79%         | 79%                              | 0 pp                    |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 38%         | 79%                              | -42 pp                  |

## 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 (2 term) | 8.9%        | 5.2%             | Above                          |
| 2023/24 (3 term) | 7.9%        | 5.5%             | Above                          |
| 2022/23 (3 term) | 7.3%        | 5.9%             | Above                          |

### 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 (2 term) | 27.8%       | 13.3%            | Above                          |
| 2023/24 (3 term) | 25.7%       | 14.6%            | Above                          |
| 2022/23 (3 term) | 24.8%       | 16.2%            | Above                          |

## 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 standard expected of them.

**Expected standard** 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard 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.

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