



# Ashdon Primary School

*Challenging, Caring, Celebrating*

Dear Candidate,

Thank you for your interest in Ashdon Primary School. In the attached pack you will find all the information you need about our wonderful school. Do visit the school website ([www.ashdon.essex.sch.uk](http://www.ashdon.essex.sch.uk)). On behalf of the Governing Body, I can promise you our wholehearted support.

You will be a member of a school that has established a reputation that is greatly appreciated in the local village community of Ashdon, Saffron Walden and the surrounding villages.

Please do read our OFSTED report from last year, we believe the inspector was insightful recognising the quality of the school.

We are confident that the strengths of Ashdon Primary School will carry us forward to a bright future. In particular, we know that all the staff will continue to provide to the children with an exceptional educational opportunities. The depth of support provided by the PTA, the Friends and the Governing Body is second-to-none. The ethos of the school, as evidenced by the children themselves, is a precious legacy to future intakes.

We are working collaboratively with our neighbouring schools. The Headteachers of our two nearest schools wrote the following, and the Governors of Ashdon Primary School endorse their words:

*'The three schools of Ashdon, Radwinter and Great Sampford work together in a triad.*

*We pride ourselves on our collaboration and are building on our many strengths.*

*We would welcome an individual who would embrace and engage in this style of working.'*

Please do contact the school office to arrange an informal visit. You will be able to experience for yourself the great learning environment that Ashdon Primary School provides for our children.



# Ashdon Primary School

*Challenging, Caring, Celebrating*

***Ashdon Primary School challenges our children, celebrates our children and cares for our children.***

We are a community school for four to eleven year-olds, based in North West Essex near Saffron Walden, and close to the county boundaries of both Cambridgeshire and Suffolk.

Our school is at the heart of a thriving rural community and for over 100 years has welcomed children from Ashdon, Hadstock and the surrounding villages.

We are a small school with all the benefits that brings, and currently have four classes: one for Early Years and the remaining three each have a mixed two year grouping. Our shared aim is to provide an excellent education for all our children by offering a stimulating, challenging and inclusive curriculum whilst recognising the importance of their social and emotional welfare.



As a community we welcome the work and support of our families, other professionals and services so that we can nurture and educate our children in a rounded way, ensuring a combination of academic, social and emotional learning. Volunteers from the parent body and local community come in to share expertise in areas such as gardening, music, drama, computer programming and citizenship.

We are well supported by a very active PTA who organise both fund-raising and social activities and deliver huge benefits to the school.

An annual donation by Friends of Ashdon School currently funds our Music and Drama Specialist provision, enabling us to immerse the children in an Arts education so often missing. This year the children focussed on *Peter and the Wolf* for their Spring Music Festival, involving instrumentalists at all levels from the pupils, ex-pupils and parents.

The Parish Council are also very supportive and recently funded a clay poppy making day to complement our teaching about the First World War and Armistice.

Ministers from three local churches regularly take turns to lead assemblies. We warmly welcome parents into the school and our weekly Friday sharing assembly celebrates achievements in both school and external activities.

We have a successful breakfast and after school club which also operates activities during the summer holidays at various venues.

We are very fortunate to have two excellent secondary schools nearby, Saffron Walden County High and Linton Village College. The three schools of Ashdon, Radwinter and Great Sampford work together in a triad. Our governors are







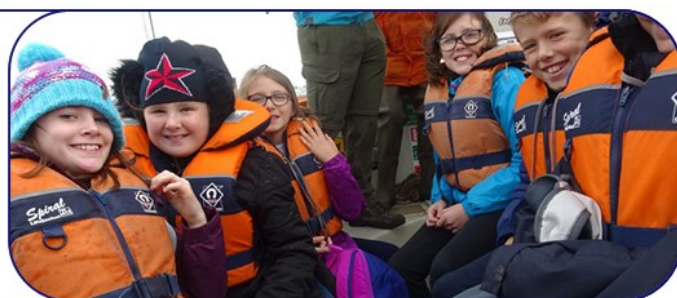
# Ashdon Primary School

*Challenging, Caring, Celebrating*

At Ashdon, we take great pride in the relationships the children develop and the friendships they forge.

*"We are not just a school,  
we are a family"*

Community is at the heart of all the work that goes on... each child, pupil, adult and parent is a member of your small school "family". *OFSTED, Sept 2017*



*"We like what we  
learn about"*

Pupils love to learn at your school and receive a rich curriculum often personalised to their needs and interests. *OFSTED, Sept 2017*

*"We are a helpful school"*

Pupils leave the school thoughtful, articulate and caring young people, well-prepared for their secondary education. *OFSTED, Sept 2017*



*"It's a community  
where everyone  
is welcome"*

Pupils with the most complex needs have highly personalised support that is starting to make a profound difference to their confidence and progress. *OFSTED, Sept 2017*

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# Ashdon Primary School

*Challenging, Caring, Celebrating*

We are fortunate to have an extremely proactive and supportive PTA at Ashdon, who work really hard to enable the children to enjoy a range of extra activities.

Over the past year, through events such as our long-established Fun Run, or our new Arts Festival 'Ashstock', the PTA subsidised transport costs to sports and arts events, and to the biennial residential trip to Almyerton in North Norfolk, funded several theatre trips, purchased a new library of books to support this year's drive to encourage a love of reading, and supplied each class in the school with a new, interactive smart board.

It has enabled every child in the school to continue weekly swimming tuition through Years 3 and 4, and to generally support the ambition to provide as varied and inclusive a curriculum and extra-curricular experience as our small school can.

In addition to fundraising events, and propelled by a love of the school and strong bonds with the children and adults that work there, parents and friends get together twice a year to help 'fix' the school, scrubbing, weeding, and trying to keep the school grounds presentable!

They lend a hand in other ways too, such as showing prospective parents around the school on open days, reading with the children, accompanying KS1 on village "safari" and science walks, and to support extra-curricular activities such as our recent clay poppy making day to commemorate the centenary of First World War





<b>Post Title:</b>	<b>CLASSROOM TEACHER</b>
<b>School:</b>	<b>Ashdon Primary School</b>
<p>The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay &amp; Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder have been set out below:</p>	
<b>Purpose:</b>	<p>Responsibility for a Class within a job share</p> <p>Co-ordinating activities relating to a foundation subject, to include:</p> <p>Developing, monitoring, reviewing, evaluating effectiveness of and reporting on policy, action plans and practice</p> <p>Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment</p> <p>Giving guidance, support and encouragement to staff and leading in-</p>
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	The educational and social development of each of the individual children from the class allocated for each specific academic year. The coordination of a foundation subject across the primary phase.
<b>Scope:</b>	<p>Classroom teacher</p> <p>Subject Co-ordination</p>
<b>Salary/Grade:</b>	Main





## MAIN (CORE) DUTIES

To be responsible for carrying out the professional duties at the reasonable direction of the Headteacher of the school. In addition, the following duties shall be deemed to be included in the professional duties, which a teacher is requested to perform:-

Planning and preparing lessons, which follow the school agreed policies, schemes of work and procedures.

Teaching, according to their educational needs, the pupils assigned to the class including the setting and marking of work to be carried out by the pupil (one plan completion where necessary).

Assessing, recording and reporting on the development, progress and attainment of pupils, in each case having regard for the curriculum of the school.

Promoting the general progress and well-being of individual pupils and of any class group assigned to him/her.

Marking records of and reports on the personal and social needs of pupils.

Communicating and consulting with parents of pupils.

Communicating and consulting with outside agencies

Participating in meetings arranged for any of the purposes described above.

Providing or contributing to the oral and written assessments, reports and references relating to individual pupils or groups of pupils.

Participating in arrangement made in accordance with regulations made under Section 49 of the Education (No 2) Act 1986 for the appraisal of his/her performance.

Reviewing from time to time his/her methods of teaching and programmes of work.

Participating in arrangements for his/her future training and professional development as a teacher.

Following the school behaviour policy, maintaining good order and discipline among pupils and safeguarding their health and safety, both when they are authorised to be on the school premises and when they are engaged on authorised activities elsewhere.

Participating in meetings at the school, which relate to the curriculum for the school or the administration and organisation of the school, including pastoral arrangements.

Taking such part as may be required of him/her in the review, development and management activities relating to the curriculum, the organisation and pastoral functions of the school.

Participating in the administration and organisational tasks related to such duties as are described above.

This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above



**PERSON SPECIFICATION**  
**Ashdon School Class Teacher**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS</b>	Qualified Teacher Status Evidence of continuing professional development / Self improvement	
<b>EXPERIENCE</b>	Effective classroom teacher with experience in either EYFS, KS1 or KS2	Experience of subject leadership Knowledge of demands of teaching within a village school environment Experience of teaching mixed age classes
<b>KNOWLEDGE</b>	A good understanding of the National Curriculum A good understanding of the effective use of assessment Sound understanding of primary practice, planning and delivering the National Curriculum across a Key Stage. Knowledge of the SEN Code of Practice and its practical application. Knowledge of Safeguarding guidelines and procedures.	
<b>SKILLS</b>	A variety of classroom management and teaching strategies Having the ability to plan a curriculum which educates the whole child Setting standards and communicating expectations Recognition and nurturing of individual skills within the school community Being part of a team that can achieve a high level of performance Seeking advice from both within and outside the team Flexibility A positive approach to behaviour management	Use of IT to support and enhance teaching and learning
<b>DECISION MAKING SKILLS</b>	Anticipating and solving problems and identifying opportunities Analysing, interpreting and acting upon relevant information and data	
<b>COMMUNICATION SKILLS</b>	Ability to communicate well with the whole school community Ability to develop an effective partnership with staff, pupils, parents and the wider community to support and improve pupils' achievement and personal development Ensure that parents and pupils are well informed about curriculum attainment and progress and about the contribution that they can make to their child's learning	
<b>SELF MANAGEMENT</b>	Taking responsibility for own professional development Set and achieve challenging professional goals Prioritising and managing work effectively Meeting deadlines	
<b>PERSONAL ATTRIBUTES</b>	Open and approachable Reflective Team player who is able to motivate and inspire Enjoy working as a member of a team Stamina and tenacity with the ability to preserve a sense of humour Well organised Have a caring attitude towards staff, pupils and parents Have a breadth of interests, both educational and recreational Commitment to the ethos of our school Someone who cares and wants to make a difference	

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[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



9 October 2017

Mr Gary Brown  
Headteacher  
Ashdon Primary School  
Bartlow Road  
Ashdon  
Saffron Walden  
Essex  
CB10 2HB

Dear Mr Brown

### **Short inspection of Ashdon Primary School**

Following my visit to the school on 21 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2013.

### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Community is at the heart of all of the work that goes on in Ashdon Primary School. Each child, pupil, adult and parent is a member of your small school 'family'. You lead the school by setting the highest example; that you will 'go the extra mile' for children and pupils in your care. Your dedicated and skilled governing body shares this passion for the education of children in your community, and works alongside you diligently to continue to secure the future of the school.

You constantly look at the school's provision with a 'glass half full' as you truly believe that you can always improve pupils' experiences in some way. You, ably supported by your senior teacher and governors, refuse to resort to quick fixes as you want every action to make meaningful and genuine differences to pupils. This ethos is wholeheartedly shared by staff. Consequently, staff are highly competent, dedicated and passionate about their work. This means that children and pupils





receive a consistently high standard of education across the school, leading to very high standards of attainment in the early years, key stage 1 and key stage 2, with some exceptional provision in Years 5 and 6.

Pupils love to learn at your school. The youngest children from Reception onwards settle quickly because adults establish routines and get to know children and pupils as individuals. Pupils receive a rich curriculum which is often personalised to their needs and interests. Pupils speak highly of their school experience. By the time that pupils leave the school, they are thoughtful, articulate and caring young people, who are well prepared for their secondary education.

Most parents are incredibly happy with the school's provision. Parents who spoke to me during my visit, and almost all parents on Parent View, were glowing in their praise for you as headteacher, and your team. This is because your team listen to parents and care about their views. Through an active parent-teacher association and a proactive and skilled governing body, there are also lots of opportunities for parents to voice their opinions and engage with the school community, through events like the 3k and 10k fun runs.

Refusing to ever stand still, you have identified that there is still further work to embed the improvements you have brought to the provision for pupils who have special educational needs and/or disabilities. You also acknowledge that although the provision in Reception is good, the outdoor area is not yet providing a stimulating enough learning environment for children.

### **Safeguarding is effective.**

You, as the designated safeguarding leader, ensure that your staff are well trained in identifying and reporting any concerns about the well-being of pupils. Written records are kept studiously, and act as a good record of the actions taken by you and others in keeping children and pupils safe, over the course of time.

You and your staff work effectively with external agencies to support pupils, including specialist teams for social, emotional and mental health needs. You work closely with the professionals from these services to ensure that pupils receive joined-up support from you all. The communication between yourselves and these professionals is making a positive difference in the care that you give to your pupils.

Your monitoring of attendance is meticulous and consequently, the attendance of all pupils, including different groups of pupils, is consistently better than the national average. Your home-school liaison worker liaises with parents to help build positive relationships and give support to pupils and their families. This is making a real difference in helping get pupils into school frequently, and subsequently engage with their learning.

- My first line of enquiry was around understanding the impact of the significant increase in the numbers of pupils identified at the school as having special educational needs and/or disabilities since the previous inspection, including the numbers of pupils who require an education, health and care plan.
- You have faced numerous challenges since the previous inspection in securing the appropriate provision and support for these vulnerable pupils. You have used a broad range of specialist external advice and, on occasion, trial and error, to implement and review this provision, to get it right. You have also tailored pupils' curriculum, so that it meets not only their needs, but also their aspirations and interests.
- You have refused to give up on pupils, even when, in a few instances, they have exhibited the most challenging behaviours. For example, you have re-written and trained staff in a reviewed behaviour policy that you have developed so that it is more inclusive of all pupils. This is making a real difference to helping pupils who have special educational needs and/or disabilities, where they need support to communicate with others effectively.
- As a result, pupils with the most complex needs have highly personalised support that is starting to make a profound difference to their confidence and progress. Getting this provision right for pupils has required significant professional development for all staff, but they have exhibited remarkable resilience and willingness to develop and apply their skills.
- Staff are now embedding these strategies even further to help pupils acquire independence in their learning and development. You also identify that there are a number of pupils who potentially require more specialist provision, although there is little in the locality on offer. The future for these pupils remains a concern for you, and you continue to work with the local authority and parents to tenaciously chase the right next placement for these pupils.
- Through the inspection we also identified that there needs to be more precise review of some pupils' assessment, throughout their time at the school, to see whether their needs are still significant and additional or that they simply require catch-up support.
- My second line of enquiry was to review the provision in mathematics. This is because this was identified as an area for improvement in 2013 when you were last visited by inspectors.
- The provision for mathematics is a real strength in the school. The collective planning and support between your staff means that pupils get a consistently good and personalised experience in all year groups. For example, you and the team have worked hard on developing assessment in mathematics that makes a real difference to pupils' understanding and teachers' planning. As a result, mathematics outcomes are very high year on year, especially in key stage 2, and pupils develop a delight in attempting harder challenges in the subject.



- My final line of enquiry was to review your wider curriculum throughout the school, and how you develop writing within this. This was because your website did not give a detailed overview of the curriculum provision for pupils. Moreover, most pupils in your smaller-than-average-sized school have relatively limited opportunities to engage with classmates from different backgrounds, countries, cultures and faiths in the school. I was keen to see how you were preparing pupils for their roles as citizens in the wider world.
- Your team ensure that every activity to support pupils to embrace the diversity in British society is undertaken meaningfully. Pupils speak highly of the curriculum which teaches them the importance of valuing people's differences, and welcoming people from varied backgrounds. Your 'challenge' assemblies have also provided creative opportunities for your children and pupils of all ages, and their parents, to engage in wider understanding of themselves, and the wider society in modern Britain.
- A display board in your assembly hall typifies the experience that pupils get in the wider curriculum in your school. It shows how pupils have engaged with the democratic process through studying different political ideas. Pupils' interest with this activity is demonstrated in the high-quality written work that they have produced, which reflects an empathy with people and a deep-rooted understanding of the importance of humanity and kindness to everyone.
- Inspection evidence confirms that the quality of pupils' writing is securely good across the curriculum and exemplary in Years 5 and 6, especially in history and geography. Pupils enjoy their writing experiences, where teachers cleverly interweave the wider curriculum, and essential rules around spelling, punctuation and grammar. For those few pupils who do not reach the expected standards, teachers ensure that they monitor progress from their various starting points. As a result, these pupils make securely good progress from much lower starting points than their peers.
- You ensure that pupils access a broad curriculum, including art, French, individual music tuition, forest school, and a range of sporting activities. Pupils speak highly of the multi-use games area and the outdoor gym, as well as the breaktime and lunchtime games which encourage them to engage with sport and build confidence among some of your most vulnerable pupils. You use your additional sport funding with real impact. Your new subject leader for physical education (PE) has made a quick start of further widening pupils' participation and enthusiasm for sport and fitness.
- As part of our review of the wider curriculum, we looked at the outdoor provision in the early years. We identified many strengths in the early years curriculum, including the forest school activities. However, you acknowledge that the outdoor environment is not as well-resourced or as stimulating for children to learn creatively as it should be.

- The location of your small school and the changing demographics in the local area mean that it is becoming increasingly difficult to ensure that pupils get access to the nearest secondary school when they leave you. In response to this, you and your governing body have secured good working relationships with feeder secondary schools so that pupils get effective transition support when they are about to leave you to move into Year 7.



### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they further embed the specialist skills that they have developed to support pupils who have special educational needs and/or disabilities, and that leaders continue to work with the local authority to find these pupils specialist next-step provisions when they require them
- they develop the outdoor area and associated learning activities in the early years, so that this enhances the provision for pupils to further learn and develop in a creative and stimulating outdoor environment.

I am copying this letter to the joint chairs of the governing body, the regional schools commissioner and the director of children's services for Essex. This letter will be published on the Ofsted website.

Yours sincerely

Kim Pigram

**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I spoke with you, the senior teacher, the special educational needs coordinator, and all teachers. All teachers take responsibility for an aspect of the school's work, so I also was able to review the wider curriculum work in history, geography, science, art, and PE. I also met with members of the governing body, including the joint chairs. I also met with a representative from the local authority. You and I visited all classes, including the Reception class. We looked at pupils' work while we were in some of those lessons. I also undertook a work scrutiny of pupils' work separately. I spoke with pupils throughout the day, and met with a small group of pupils formally. I took account of the Ofsted's online questionnaire responses from 37 parents, as well as 15 staff responses and 22 pupil responses. I reviewed a range of school documentation, including information related to safeguarding and pupils' progress.