

# Inspection of Ambleside Primary School

Minver Crescent, Aspley, Nottingham, Nottinghamshire NG8 5PN

---

Inspection dates:	18 and 19 March 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Jane Bromley. This school is part of Raleigh Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sean Kelly, and overseen by a board of trustees, chaired by Eileen Hartley.

## **What is it like to attend this school?**

This is a highly ambitious school. Leaders have a clear and strong vision for what they want pupils to achieve. All staff are united in this vision. They are determined to ensure that all pupils do well. Central to this approach is the building of strong relationships, particularly with pupils, parents and carers. Staff make every effort to remove any barriers that pupils may face in their learning. Pupils do well here.

The school's provision for personal development is exceptional. It provides many opportunities for pupils to develop their character and a deep understanding of the world around them. Careers weeks open pupils' eyes to opportunities that lie ahead; one of the many strategies that raise pupils' aspirations.

The school uses its values, such as ambition, respect and empathy, to guide pupils' actions successfully. It strives for pupils to dream, believe and to shine. Pupils develop resilience to tackle challenges when they face them. As one pupil typically said: 'The school really helps us to become better people.'

The school's expectation for pupils to behave well is high. Pupils appreciate this and say it helps them to make the right choices by themselves. Pupils are happy and feel safe.

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

The school has established an ambitious and well-structured curriculum. Leaders at all levels have a clear vision for the curriculum. There is a consistent approach to teaching subject content throughout the school. Teachers receive the training they need to teach all subjects well. This ensures that pupils can fully focus on their learning. However, in a few subjects, pupils do not receive sufficient opportunities to deepen their understanding of the curriculum. As a result, few pupils meet the higher standard in their understanding of reading and mathematics by the end of key stage 2.

Classrooms are calm places where pupils concentrate intently and persevere in their work. Teachers check carefully how well pupils understand curriculum content. If pupils fall behind, they soon catch up, because the school provides them with the support they need. The staff are knowledgeable and skilful at teaching the curriculum.

The school recognises the importance of learning to read in pupils' future success. Staff teach reading in a highly consistent way. Teachers make sure that the books pupils read match their needs. Teachers focus on exploring the meaning of key vocabulary. Pupils become fluent readers.

The quality of the school's provision in the early years is exceptional. Expectations for all children to settle quickly and achieve well are high. Skilled staff use high-quality conversations to help children to think and to talk about their learning. Children are highly engaged in all they do. Thoughtfully considered activities provide children with a range of exciting and motivating learning experiences. Children develop warm and positive relationships with staff and with each other. They work co-operatively, encouraging and

supporting each other. Staff check carefully how well children are learning the curriculum. They support children's individual needs very well. Children make a strong start to their education.

The school is highly ambitious for the learning of pupils with SEND. The school identifies these pupils' needs and shares them well with staff. Pupils with SEND receive the right support. As well as educational needs, the school supports pupils' social and emotional needs. Where needed, pupils are supported by a counsellor, behaviour therapist and a well-being team. The school's 'Dolphin Pods' enable pupils with specific needs to access their own curriculum based on their need.

Pupils behave well in school. Their attitudes to their learning are exceptionally positive. Pupils' attendance at school is increasing. Leaders understand the barriers to securing good attendance. The school provides individualised support to families whose children have low attendance.

The school's vision for pupils' personal development is strong. Pupils contribute widely to the local community. Activities such as litter picking and bulb planting help to make the community a better place. The 'Ambleside Friending Club' visit the local care home and engage in a variety of activities with the residents. Pupils develop a strong sense of their identity. They are respectful of the characteristics that make people similar and different. There are a range of opportunities to understand the world of work, work as a team to solve problems and to lead on projects.

Whatever leaders set their mind to, they do well. Leaders at all levels have a strong sense of moral purpose. This is infectious. Staff go 'above and beyond in the work to improve the education pupils receive'. They are passionate to support their pupils and the community. The school is a happy, successful place to work and study. The school is well supported by the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, the school does not provide pupils with as many opportunities as it could, to deepen their understanding of the curriculum. As a result, a low number of pupils reach the higher standards by the end of key stage 2. The school should further develop opportunities in the curriculum for pupils to develop their knowledge in greater depth.

## 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

<b>Unique reference number</b>	145506
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10347672
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	647
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Eileen Hartley
<b>CEO of the trust</b>	Sean Kelly
<b>Headteacher</b>	Jane Bromley
<b>Website</b>	<a href="http://www.ambleside.raleightrust.org">www.ambleside.raleightrust.org</a>
<b>Dates of previous inspection</b>	19 and 20 July 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is a part of Raleigh Education Trust, a multi-academy trust. The school joined the trust in February 2018.
- The school does not make use of any alternative provision.
- The school has an on-site enhanced provision unit called the 'Dolphin Pod' to support pupils with SEND.
- There is a before- and after-school club managed by the school.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, music, and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector met with the local governing body including the chair. He also met with the chair of trustees.
- The lead inspector met with the chief executive officer of the trust.
- Inspectors took account of the responses to the Ofsted Parent View, including free-text responses, Ofsted's survey for school staff and pupil survey. They considered an email from a parent. Inspector spoke informally with parents outside the school.
- An inspector visited the breakfast club that pupils attend.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. They scrutinised the school's records for attendance and behaviour.

## Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Lynn Corner-Brown	Ofsted Inspector
Matthew Clark	Ofsted Inspector
Ian McNeilly	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025