

Thursday 15th October 2026



Our Vision for Ashmole PRIMARY SCHOOL



Meet the Leaders & Governors

Meet the Leadership Team



Cordelia Cooper
Headteacher



Shelly Griffiths
Deputy Headteacher



Rebecca Coombs
Assistant Head & SENDCo



Heather Henry
EYFS Leader



Nasra Mohamed
KS2 Leader



Meet the Governors

A portrait of Eloise, a woman with blonde hair, wearing a light-colored sweater, sitting in front of a window.

Eloise

A portrait of Damola, a woman with dark hair, wearing a white top, resting her head on her hand.

Damola

A portrait of Sadia, a woman with dark hair, wearing a yellow and black patterned top, smiling.

Sadia

A portrait of Veronika, a woman with dark curly hair and glasses, wearing a dark top, smiling.

Veronika

A portrait of Olivia, a woman with long blonde hair, wearing a white t-shirt, smiling in front of a window.

Olivia

A portrait of Charles, a man with grey hair and a beard, wearing a dark jacket over a blue shirt.

Charles

A portrait of Alisha, a woman with long black braids, wearing a light blue top, smiling.

Alisha

A portrait of Kat, a woman with long pink hair, wearing a light-colored top, smiling.

Kat

A portrait of Keith, a man with grey hair and a beard, wearing a blue shirt.

Keith

What we are proud of...



A Review of 25/26

Ashmole

PRIMARY SCHOOL

Reading

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



- Reading is the cornerstone of the whole curriculum – be able to read and the rest of the curriculum is opened up.
- From the library, to the Reading Chalet, to Buddy Reading and regular Storybook Assemblies, reading has a deservedly high profile at Ashmole.



Music



- Hopefully you already know this...but we LOVE Music at Ashmole!
- From Musicianship in EYFS, to the opportunity to take up violin and cello in KS1, we have a higher than average take up in KS2 than in schools where they have not had those foundational years.



Pupil Leadership



Every pupil should have the opportunity to lead, during their time at Ashmole and to make a meaningful contribution to the life of the school.

School Tour Ambassadors

Wellbeing Ambassadors

Eco-Team

Maths Ambassadors

Science Ambassadors

MFL Ambassadors



The Ashmole Argus

Anti-Bullying Ambassadors

Team 12



Learning Ambassadors

LEARNING AMBASSADOR



Inclusion of ALL pupils



- *It was evident that the culture of Ashmole Primary School is one of exceptionally high expectations combined with genuine care and respect for every member of the school community.*
- The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status.
- IQM (Inclusion Quality Mark), Centre of Excellence and now, Flagship School!



Personal Development



- We are very fortunate to have a happy, hardworking and aspirational staff team – who, just like our Ashmole pupils, we want to develop and nurture to be the best they can be.
- We have a genuinely supportive culture for pupils and staff alike – a community school, with a family feel:



“The Ashmole Family”



Belonging & Purpose



**“The
Ashmole
Family”**



Happy Staff = Happy School

What we are working on...



Ashmole Primary School: School Development 'Plan on a Page' 2026 - 2027
(based on OFSTED's School Inspection Toolkit, revised November 2025): **ACHIEVE, BELONG, THRIVE**



Every staff member has a role to play in contributing to these focus areas and whole school priorities.

1) Safeguarding

 **Ashmole**
Primary School

**WE'VE CHANGED THE
ANGLE, NOT THE STORY**

Celebrating every moment. Protecting every child.
Adapting how we share, in response to evolving safeguarding concerns.

-  **HANDS ON CONTENT**
Learning, exploring and creating without showing faces.
-  **BACKS OF HEADS**
We can still show the moments that matter.
-  **SIDE FACING PHOTOS (WITH PERMISSION)**
Only when we have consent from parents/carers. No front facing photos.
-  **CREATIVE ANGLES**
We'll use imaginative perspectives to tell our stories — safely. No front facing photos.

 Together for a safer tomorrow ♥

**Safeguarding is
Everyone's
Responsibility**



Martyn's Law:
where are we and what should
you do next?

1) Safeguarding:

Allergies & Medications



What the New Law Means for Schools

From September 2026, schools are expected to implement and maintain these requirements annually across all maintained and academy schools in England:

1. Whole-School Allergy Policy

Develop and publish whole-school allergy policies. Note – allergy policy is not medical conditions policy, and it will need to be displayed on the school website.

2. Staff Training

Ensure comprehensive allergy awareness and emergency response training for *all* staff (including caretakers, mini-bus drivers, lunchtime supervisors, etc).

3. Emergency Medication

Hold spare in-date adrenaline devices (AAIs) on site. Note – they are not a second set of devices prescribed for an individual child, they can be used on any child or adult experiencing anaphylaxis.

4. Individual Care Plans

Implement individual healthcare and action plans for pupils with serious allergies (including food, animal and venom allergies).

**Safeguarding is
Everyone's
Responsibility**

- **Medication must be prescribed** and a form should be completed and signed by parent and SLT member
- Emergency medication accompanied by **Health Care Plans**

Be Allergy Aware & Save a Life

Anaphylaxis is a serious and life-threatening reaction to allergens such as food, insect stings, medication and latex.

Recognise the **ABC symptoms** and act quickly - you could save a life.

WHAT TO LOOK FOR

A AIRWAY

- Swelling in throat, tongue or upper airways
- Vocal changes (hoarse voice)
- Difficulty swallowing

B BREATHING

- Sudden onset wheezing
- Breathing difficulty
- Noisy breathing
- Persistent cough

C CIRCULATION

- Dizziness or feeling faint
- Sudden sleepiness, confusion
- Pale clammy skin
- Loss of consciousness or collapse

These severe symptoms may occur alongside milder skin, mucosal or gut symptoms.

Anaphylaxis may occur without skin symptoms (e.g. hives or swelling).

WHAT TO DO

Lay the person flat and raise their legs - do **NOT** allow them to stand or walk anywhere.

If unconscious, place them in the recovery position.
If breathing is difficult, allow them to sit up supported.

Administer adrenaline without delay (use prescribed AAI or intranasal EpiPen[®]). Refer to device label for instructions.

Phone 999 and tell them the person is suffering from **ana-fil-ax-is**.

If symptoms don't improve after five minutes, or symptoms get worse, a second dose of adrenaline can be given.

Medical observation in hospital is recommended after anaphylaxis.

www.anaphylaxis.org.uk

anaphylaxis UK

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2) Inclusion



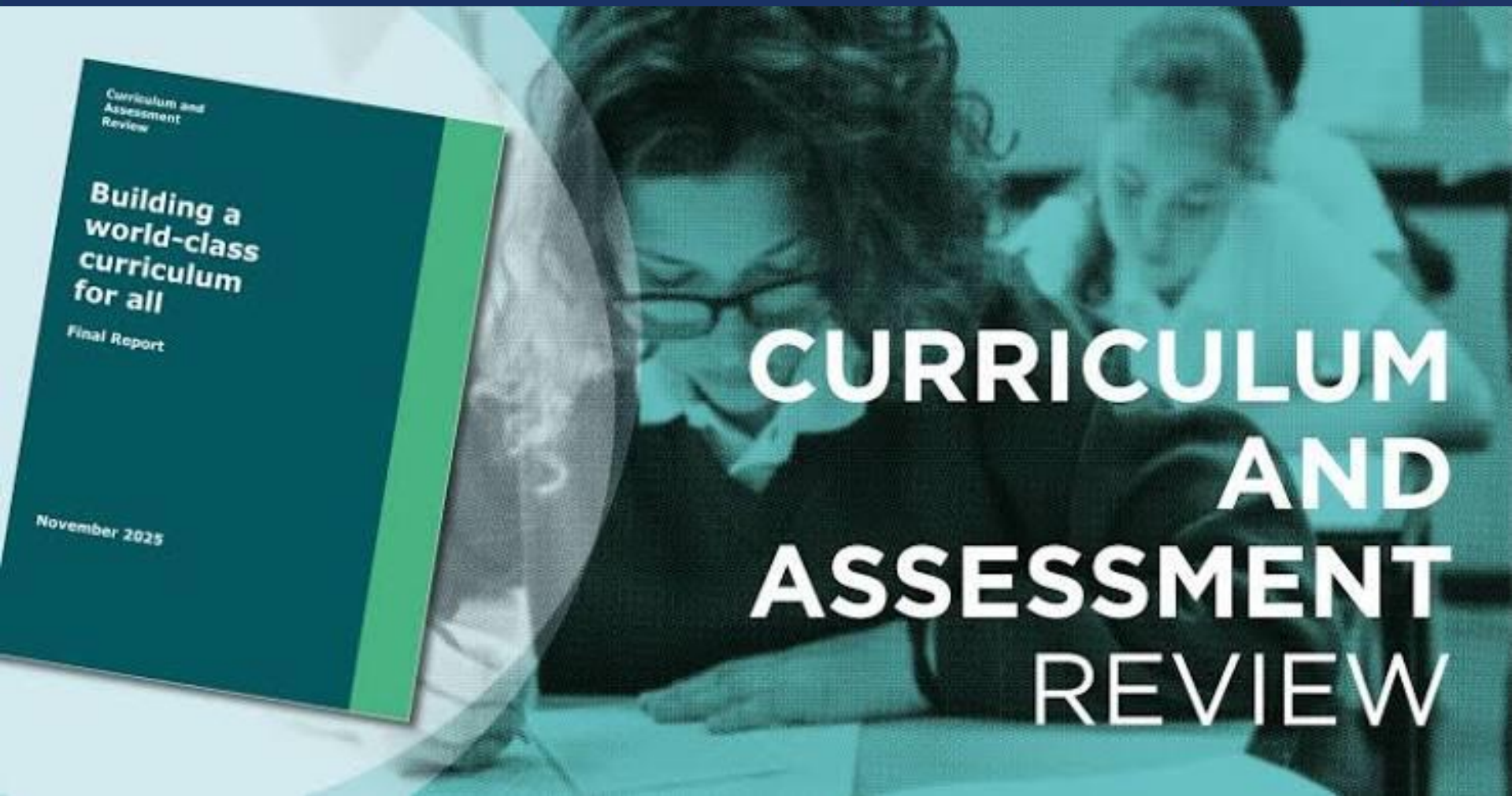
Building on good practice

Provision for children with more complex needs

- Building knowledge and expertise
- Application of advice from external professionals
- Adaptations to the learning environment and curriculum
- Working closely with pupils, parents and SENCO
- Knowledge of individual pupils
- Inclusion Strategy



3) Curriculum & Teaching



3) Curriculum & Teaching:

Oracy / Financial Education

Oracy Framework



Physical

Are you speaking loud enough to be heard?



Linguistic

Are you starting to join ideas together with words like and, because and but?



Cognitive

Are you asking questions?



Social & Emotional

Are you taking turns to talk and listen?



- Financial Education - Centre of Excellence and a visit from the Secretary of State for Education!
- Last year...Lambeth Talk Matters Initiative as part of London's Inclusion Charter
- This year...Voice 21: a whole school three year strategy to develop communication.

Enhances learning across the curriculum; Develops **cognitive skills**; Builds **confidence, self-esteem** and **personal development**; Improves listening and **empathy**; Supports **social and emotional development**

4) Achievement



Ashmole's Principles of Teaching & Learning

"Supporting high quality teaching is pivotal in improving children's outcomes."

"In the classrooms of the best teachers, students learn at twice the rate they do in the classroom of the least effective teachers. In six months what students taught by the average teachers learn in a year, the best teachers teach in six months what the average teachers teach in a year."

EYFS GLD

Ashmole 90%

Lambeth 73%

National 72%



KS2 EXS

R

W

M

Ashmole 90% 87% 80%

Lambeth 79% 75% 78%

National 75% 73% 75%

KS2 GDS

R

W

M

Ashmole 60% 40% 43%

Lambeth 37% 17% 33%

National 33% 13% 27%



5) Attendance

Attendance matters at Ashmole for the same reasons it matters in any primary school.

Pupils who attend consistently make stronger progress and are more likely to reach age-related expectations.



Keeping children
safe in education
2026

Statutory guidance for schools
and colleges

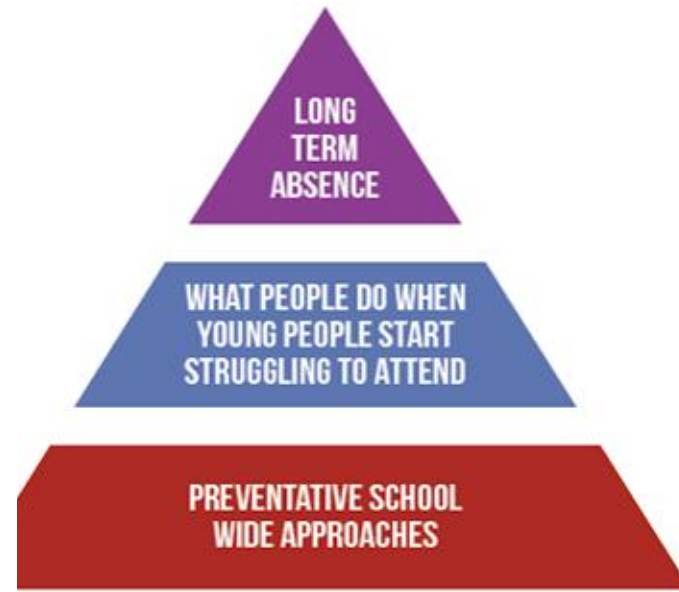
September 2026

Attendance percentage

School	95.6%
National	94.6%
Local Authority	94.3%

Absence Patterns

- 25 pupils have been repeatedly late or absent on the same day
- 80 pupils have been absent before or after a school holiday
- 5 pupils have recently worsened from previous good attendance
- 14 pupils have recently improved from previous poor attendance
- 9 pupils have been absent on their birthday



6) Personal Development

- To learn
- Feel valued
- Feel safe.
- Be heard
- Be challenged
- Develop character
 - Be healthy
- Experience more
 - Contribute
 - Enjoyment

They should see themselves as an important part of our school community.



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." —

Belonging underpins this.

Belonging is...

“...the extent to which pupils feel personally accepted, respected, included, and supported by others in the school social environment.”

Carol Goodenow (amended by Kelly Ann Allard)

“...that sense of being somewhere you can be confident that you will fit in and feel safe in your identity.”

Kathryn Riley

7) Early Years



What is foundational knowledge?



7) Early Years

Communication and Language

- Listening, attention and understanding
- Speaking



Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building relationships



Physical Development

- Gross Motor Skills
- Fine Motor Skills



Literacy

- Language Comprehension
- Word Reading
- Writing



Understanding the World

- Past and Present
- People culture and communities
- The Natural World



Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive



Mathematics

- Number
- Numerical Patterns

Strong Foundations...(EYFS) Foundational Knowledge (KS1 – KS2)



How KS2 builds on EYFS and KS1 at Ashmole

- **Talk:** Voice 21 oracy in every class, from talk partners to debates
- **Reading:** Reading Masters explicitly teaches genres, retrieval and inference. Buddy reading, the Reading Nook and our library encourage reading for pleasure
- **Writing:** Units built around quality books. SPaG is taught explicitly and embedded in English lessons so children use it in writing and understanding its effect, e.g using figurative language in a setting description
- **Maths:** Maths Mastery builds fluency, reasoning and problem solving
- **Connects:** Reviews learning from last lesson, last week, last term and last year to support children to make clear links
- **Science:** Technical vocabulary taught explicitly. Children use scientific knowledge and skills to carry out investigations and identify science all around them - making deeper connections
- **Interventions:** We check early skills are secure and fill any gaps, including handwriting, number bonds, multiplication and division knowledge. (Challenge)



What is foundational knowledge?



KS2

Asking questions, extended writing, problem solving and reasoning

KS1

Sequencing events, simple maps, mixing colours, fluent reading

EYFS

Talk, fine motor skills, early reading and number

8) Leadership & Governance

(inc. Finance, Building, Risk Management & Growth Planning)



Our vision for 55 Kennington Oval

The Duchy of Cornwall is preparing updated proposals for 55 Kennington Oval.



Archbishop Tenison's
CHURCH OF ENGLAND HIGH SCHOOL



Music Therapy
for children and young
people with SEND

Free group sessions led by qualified music therapists

Autumn 2025 Dates for Oval

Ashmole Primary School, SW8 1NT

**GOVERNORS
FOR SCHOOLS**

Robolab x

JustPark

Any questions?

Thank you from the Senior Leadership Team & Governors.

It's going to be (ANOTHER!) great year and we look forward to working with you and your child/ren.

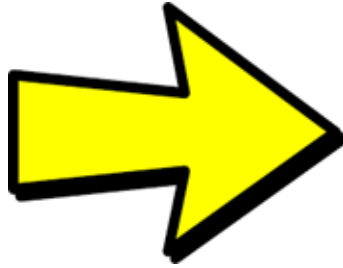


Time for your thoughts!

You Said...We Did!



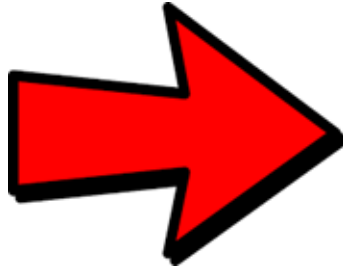
Chess Club / Board Games / Quieter Lunchtimes



Lunchtime Ludothèque!

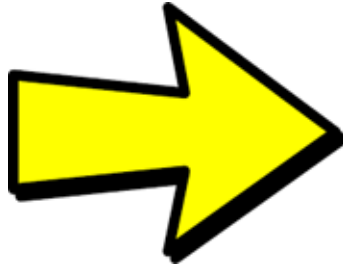
Enriched Clubs Offer

Involving parents in Assemblies



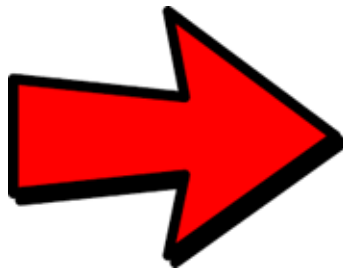
Family Storybook Assemblies!

Languages & Spanish



Raised profile eg. dual language Storybook Assemblies

Debating/Speaking & Listening – Confidence Building



Raised profile. Would you Rather? Odd One Out?
Voice 21

Time for your Thoughts!



PARENT CAFÉ ACTIVITY: What makes Ashmole, Ashmole?
15.10.26

2026/27



What are we **proud** of?

What would we like to see get **even** better?

What makes Ashmole, Ashmole?