

# Inspection of Ashton CofE Primary School

Road Hill, Ashton, Northampton, Northamptonshire NN7 2JH

---

Inspection dates: 22–23 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

Pupils are proud of their school. They like the fact that they know everybody at the school because of its small size. They say this feels to them like they have lots of friends. Older pupils enjoy helping younger ones, such as by being their reading buddies. Pupils describe the school as 'like a family'. They feel safe and parents and carers agree.

Pupils think that behaviour has got a lot better. Sometimes they fall out, but teachers sort problems out quickly. They do not feel that bullying happens, and they understand that they should treat everyone fairly. They like the recent changes, such as the new school library. They enjoy reading the books that they choose from it.

Pupils enjoy the wide range of trips and visits that they go on. They feel that this makes their learning more interesting. Teachers have high expectations of pupils. Pupils concentrate well and are keen to start their tasks. They take care with their work.

Teachers want pupils with special educational needs and/or disabilities (SEND) to do well. Pupils feel well supported. Younger pupils settle quickly into routines and learn to do things independently.

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

Leaders have made a lot of changes to the school. They have made sure that all pupils know how to behave in class and around the school. Leaders work closely with parents to help them understand that their children need to be in school every day. Pupils' attendance has improved. Teachers know pupils very well. Parents value the care that staff show for pupils. One parent described the school as 'a small school with a big heart'.

Teachers have had good-quality training. They know how to interest pupils in what they are reading. Younger pupils quickly grasp the sounds that letters make and teachers model this well. They make sure that the books that younger pupils read match the sounds that they know and the tricky words that they have to remember. Older pupils read frequently too. They have favourite authors and can explain how devices such as cliff-hangers make them want to read on. Teachers make sure that pupils' books are challenging and help them to learn more about the world around them.

Teachers plan work so that pupils can use what they know to help them. In mathematics, pupils use their knowledge of place value to interpret the scale of a line graph. Younger pupils recall that light travels in straight lines. This helps them to explain shadows. Older pupils change the direction of light as they make periscopes using mirrors. Teachers have identified what pupils need to know in all subjects. They have not ensured that pupils build on what they know and can do.

Leaders make sure that pupils with SEND learn in ways that help them. For example, pupils use coins to help them to solve a money problem. Teachers do not always identify what pupils with SEND need to learn next. Pupils with SEND do not always use what they have learned in small groups when they are working by themselves in the classroom.

Pupils know what foods they should eat to keep themselves healthy. They enjoy a range of opportunities to exercise and can explain why this is important. Pupils have quiet times to reflect on moral questions. They learn about different faiths and visit places of worship. They vote for favourite books and can explain how they should be tolerant of those who hold different opinions to their own. They know how to keep themselves safe online.

Leaders have developed links with other small schools. Staff work together with teachers from other schools. They feel that this helps to make their workload manageable. Pupils enjoy the chance to meet groups of children from different backgrounds. Governors check that the changes that leaders make are improving the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have made sure that staff know how to keep pupils safe. They know the signs to look for which could show that a pupil is in danger. Leaders keep records securely and pass on concerns straight away. Leaders work closely with a wide range of other agencies to make sure that families get the help they need. Leaders check that this is making a difference. Governors make sure that leaders fully understand their duties. They have made sure that all leaders have had up-to-date training and check that they are keeping records securely.

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

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

- Leaders' responsibilities have changed recently. Leaders have made changes to what teachers teach and how they do this. Leaders, including governors, need to continue to monitor these changes carefully to make sure that these changes continue to improve teaching and learning.
- Teachers do not always plan what all pupils with SEND need to learn next. Leaders need to consistently identify these next steps. Teachers need to make sure that they check to see whether pupils with SEND use what they learn in small groups when they work independently.
- Teachers have not planned all curriculum subjects so that all pupils will know more and remember more. Leaders need to make sure that all subjects are planned coherently and sequentially. It is clear from the intentions of leaders and

from the work which has already been undertaken that they are in the process of bringing this about.

## **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121957
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10110044
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	19
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Shaun Harker
<b>Headteacher</b>	Jude Busari
<b>Website</b>	<a href="http://www.ashtonprimary.co.uk">www.ashtonprimary.co.uk</a>
<b>Date of previous inspection</b>	9–10 May 2017

## Information about this school

- Leadership has changed since the previous inspection. A new headteacher was appointed in September 2017 who became the executive headteacher of another school in September 2019. New teachers were appointed in all key stages. There have been several new appointments to the governing body, including a new chair of governors.
- The school is a voluntary controlled Church of England school. The most recent section 48 inspection was in December 2014.

## Information about this inspection

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

- Inspectors met with leaders, including governors. They spoke with a representative from the local authority. They spoke with all teachers and considered the nine responses to the online survey. They considered the views of groups of parents with whom they spoke and the 12 responses to Parent View. They spoke with pupils at breaktimes, lunchtimes and during lessons.
- Inspectors considered a range of safeguarding documentation. They checked the single central record. They spoke with staff about the training that they received.

They spoke with pupils, parents and governors.

- Inspectors considered the provision for pupils in the early years. However, they did not report on this separately because of the small number of children in the Reception Year.

### **Inspection team**

Hazel Henson, lead inspector

Her Majesty's Inspector

Caroline Evans

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 2019