

INSPECTION REPORT

ASHBY FIELDS PRIMARY SCHOOL

DAVENTRY

LEA area: Northamptonshire

Unique reference number: 131671

Headteacher: Mrs. J. Hibbert

Reporting inspector: Mr A.V. Calderbank - 7979

Dates of inspection: 15th – 18th January 2001

Inspection number: 230456

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Wimborne Place, Ashby Fields, Daventry.
Postcode	NN11 5YP
Telephone number:	01327 310068
Fax number:	01327 310232
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. B. Mansell
Date of previous inspection:	No previous inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. A. Calderbank 7979	Registered inspector	Science; Religious education; History; Geography; Physical Education; English as an additional language.	How high are standards?
Mr. M. Milwain 9874	Lay inspector		Attitudes, values and personal development of the pupils; How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr. G. Yates 2465	Team inspector	Mathematics; Information and communication technology Art and design; Design and technology; Special educational needs.	How well are pupils' taught? How well is the school led and managed? How well does the school care for its pupils?
Mrs. J.M.Watkins 11922	Team inspector	The Foundation Stage; English; Music; Equal opportunities.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

National Educational Services,
Linden House,
Woodland Way,
Gosfield,
Essex C09 1TH

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The Registrar
Inspection Quality Division
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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

INFORMATION ABOUT THE SCHOOL

This is a new school which has been built to serve a housing development to the north of Daventry. It opened in September 1999 with a small number of pupils and has grown significantly in the last eighteen months with 213 pupils now on roll. Although the school population is still growing in size it is slightly smaller than most primary schools. The school caters for boys and girls aged four to eleven. Attainment on entry to the Reception class is average. However, pupils have transferred into this new school across the full age range and the prior attainment of pupils joining other age groups has been variable. A significant minority of these pupils has been assessed by the school as having special needs. Many have attended more than one primary school before they came to Ashby Fields. When the school opened, children transferred from over 15 different schools. There are 66 pupils on the register of special educational needs, which is above average. The majority are receiving extra support for literacy and numeracy. They are well integrated into all aspects of school life. There are no pupils with statements of special educational needs. The percentage of pupils who are known to be eligible for free school meals is similar to that found in most schools.

HOW GOOD THE SCHOOL IS

In the very short period of time the school has been open, the headteacher has successfully inspired the staff and pupils to work hard. The enthusiasm and commitment of all members of staff ensure that pupils make good progress in their learning. Teaching is good overall and there is a high proportion of very good teaching. The learning atmosphere created within the school is a significant strength; all pupils are respected and valued. By the age of eleven, standards in all subjects inspected are in line with national expectations. The school gives very good value for money.

What the school does well

- The quality of teaching is good overall. Teaching is consistently very good or excellent with the oldest pupils in Key Stage 2.
- Achievement is improving steadily and pupils are making good progress from the time they first entered school.
- The leadership and management of the school are very good. The headteacher has a clear vision for what the school should become.
- Provision for special educational needs is very good.
- Curriculum planning and assessment in English and mathematics are of high quality.
- Skills in information and communication technology are being developed well.
- Most pupils behave well and are friendly and polite.
- Very good opportunities are provided for pupils to take part in after-school activities.

What could be improved

- The policies and schemes of work for subjects other than English and mathematics.
- Assessment policies in subjects other than English and mathematics.
- The lack of running water and toilet facilities in the school's temporary classroom.

The school is aware of all these issues and they are included in its development plan.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As this is a new school it has not been inspected before. However, very good progress has been made since it opened in establishing its ethos and ensuring that pupils have the same opportunities for learning as they would have at an established school. The headteacher and governors rightly considered that the most important factor was the quality of teaching and learning. Following discussions with teaching and support staff, a generic teaching and learning policy was produced to outline good practice. This policy is to underpin all subject policies which are to be put in place. New pupils settle down quickly. Their current level of basic skills is assessed and an appropriately challenging curriculum provided. Throughout the school pupils are making good progress.

STANDARDS

In this new school no pupils have yet taken National Curriculum tests at the age of eleven.

A very small class of seven-year-olds took the 2000 National Curriculum tests. All these pupils achieved the expected Level 2 or above in reading, writing and mathematics. In science all pupils were assessed as reaching the nationally expected standard. The school's performance was well above the national average in reading and writing. In mathematics it was very high. However, the small size of the group means that comparisons with other schools are unreliable.

In the current Year 6 there are only 14 pupils. Inspection evidence shows that most will achieve the nationally expected standard in English, mathematics and science. The school is well on line to achieve its targets in English and mathematics agreed with the Local Education Authority for 2001. Standards in religious education and information and communication technology are average. The standard of work seen in dance during the inspection was above average. It was not possible to make a judgement about standards in design and technology. In all other subjects standards are similar to those found in most schools.

Most of the children under five are on line to attain the expected Early Learning Goals by the end of the Reception year. A few will exceed these expectations in aspects of communication, language and literacy and in mathematical development. This represents good progress.

The proportion of seven-year-olds on course to achieve the expected level in English, mathematics and science this year is in line with the national average. It was not possible to make a judgement about design and technology. In all other subjects standards are similar to those found in most schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have settled well into their new school environment and demonstrate an enthusiasm for all that the school has to offer.
Behaviour, in and out of classrooms	Good overall. Most pupils display mature attitudes. However, a minority in Key Stage 1 still finds it difficult to conform to the school's high expectations.
Personal development and relationships	Good. Pupils throughout the school can be trusted to organise aspects for their own learning and work well together. Staff work hard to encourage an ethos of mutual respect and relationships are good.
Attendance	Average. Very good procedures are in place for monitoring and improving attendance.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

During the week of the inspection there was no unsatisfactory teaching and four out of every five lessons were good or better. Over one-third of the teaching seen was very good or excellent. Teaching was consistently very good or excellent with the oldest pupils in Key Stage 2.

Teachers plan their lessons very well and have high expectation of what pupils are capable of achieving in English, mathematics and science. The teaching of numeracy and literacy skills, firmly based on established national strategies, is of a high quality. Teachers make good use of assessment in English and mathematics. Pupils in need of additional help with their learning receive very good support both from class teachers, the special needs co-ordinator and learning assistants.

The quality of learning is good. Throughout the school pupils benefit from teaching which focuses firmly upon the development of subject-specific skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school places a strong emphasis upon the teaching of English, mathematics and science. English and mathematical skills are developed well in other subjects. Homework re-inforces successfully what children are learning in class.
Provision for pupils with special educational needs	Very good. There are very good systems in place to ensure that any pupil joining the school who has special educational needs is quickly identified and appropriate support provided.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Assemblies provide appropriate opportunities for spiritual growth. Members of staff work very hard in encouraging pupils to consider the effect their actions have on others. The wide range of extra-curricular activities on offer enables pupils to develop their social skills well.
How well the school cares for its pupils	Good procedures are in place to ensure the health, welfare and safety of all pupils. From the moment pupils enter school, no matter what the age group, their academic and personal development are carefully monitored.

Parents are kept well informed about school events and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership is very good. The headteacher gives the school a clear sense of direction which is focused on raising standards. She is very well supported by her deputy. Co-ordinators manage their subjects effectively.
How well the appropriate authority fulfils its responsibilities	The Governing Body fulfils all its legal responsibilities. It is fully and effectively involved in all aspects of the strategic management of the school and is well led by the chairperson.
The school's evaluation of its performance	Good systems have been put in place to analyse the overall strengths and weaknesses of the school.
The strategic use of resources	Time, money, people and specific grants are used well.

The school is appropriately staffed. Resources are adequate for most subjects but there is a shortage of library books and musical instruments. There is also a lack of outdoor large play equipment for children under the age of five. One class is currently housed in temporary accommodation and difficulties occur because of the lack of running water and toilet facilities. The school ensures good value for money on purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Their children are making good progress. • The school provides an interesting range of activities outside lessons. • Their children like school. • They feel comfortable about approaching the school with any problems. • Teaching is good. 	<ul style="list-style-type: none"> • The information they receive about how their children are making progress. • The amount of homework children receive. • The extent to which the school works closely with parents.

Inspection evidence shows that pupils enjoy school. Teachers have high expectations and, as a result, pupils now make good progress in all subjects and are achieving well. Parents are made to feel very welcome by the school. The reports parents receive about pupils' progress are of good quality. A very wide range of after-school activities is available. Homework is sufficient and of good quality. The school does work closely with parents and their views taken into consideration when governors are drawing up the School Development Plan.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school has been open for less than two years and during this time pupils have entered the school from over fifteen other schools. It has not been inspected before and no pupils have yet taken National Curriculum tests for pupils aged eleven. A very small class of eleven pupils aged seven did complete the 2000 National Curriculum tests. All pupils achieved Level 2 and above in reading, writing and mathematics. In science all pupils were assessed as reaching the nationally expected standard. These results were much better than those in most schools but the small size of the group means that comparisons with other schools are unreliable.
2. Children enter school with a wide range of experiences and competencies, and the full range of ability is represented in the intake into the Reception classes. The prior attainment of pupils joining other age groups has been variable. However, a significant minority of these pupils have been assessed by the school as having special needs.
3. By the end of the Reception year, inspection evidence indicates that the majority of children acquire the knowledge and understanding to achieve the Early Learning Goals. A few exceed these expectations in aspects of communication, language and literacy and in mathematical development. This represents good progress overall.
4. In the 2000 National Curriculum tests for seven-year-olds, the school's performance in reading and writing was well above the national average. When compared to similar schools, the school's performance in the reading test was above average and in writing it was close to the average. Teacher's assessment in speaking and listening showed that the percentage of pupils reaching level 2 or above was very high in comparison with the national average but the percentage assessed as achieving level 3 was well below the national average. However, the small size of the group means that comparisons with other schools are unreliable.
5. Inspection findings indicate that, overall, standards in English are currently similar to those found nationally at the end of both key stages but that pupils' skills in speaking and listening are above average throughout the school
6. Standards of speaking and listening are above average. By the end of Key Stage 1 children can convey ideas with confidence. By the end of Key Stage 2 many pupils are able to use a wide range of spoken vocabulary to convey information and to justify their opinions. Many display confidence in acting as a spokesperson. Throughout the school, pupils listen well to their teacher and to each other.
7. Reading standards are similar to those of other schools by the end of both key stages. The majority of pupils are making good progress in their new school. By the age of seven most have acquired an appropriate sight vocabulary. High attaining pupils read fluently and with expression. They know the purpose of non-fiction texts and can use simple indexes and contents to locate information. By the age of eleven, average and above average pupils are self-motivated, confident readers who enjoy the works of a wide range of children's authors. Above average pupils are able to skim and scan text for information. Below average pupils, whilst able to read fluently, show less enthusiasm for books.
8. Standards of writing by the end of both key stages are similar to those found nationally and pupils are making good progress. By the age of seven most children are able to convey meaning through their writing for a variety of purposes. They are usually able to sequence sentences in a logical order. Above

average children show increased and accurate use of punctuation. By the age of eleven, pupils can write for a variety of purposes. These include writing for an audience, such as letters to a real person. Pupils can also write poetry in different styles, such as haiku and limericks, play-scripts and descriptions. They also write factual pieces. Some higher attaining pupils use imaginative and adventurous vocabulary. Most pupils write using a legible and evenly joined script.

9. Pupils use their language and literacy skills well in other areas of the curriculum. They have good opportunities, particularly in history and geography, to discuss ideas, to read for information and to write in a variety of forms, including factual reports and first-hand accounts. This contributes to the progress made in English.

10. The school has identified spelling as a weakness for many pupils and the teaching and learning of it are under review, as are the writing opportunities provided for boys.

11. In the 2000 mathematics tests for seven-year-olds, every pupil achieved at least the expected level in mathematics. The percentage reaching the higher level 3 was very high in comparison with the national average and similar schools. However, the small size of the group means that comparisons with other schools are unreliable.

12. Inspection evidence shows that standards in mathematics at the end of both key stages are in line with the national average. There is no difference between the performance of girls and boys. Good and very good teaching has resulted in pupils achieving well. By the end of Key Stage 1, many pupils can count in fives and tens forwards and backwards to one hundred. They have a good grasp of odd and even numbers and higher attainers are able to add two-digit numbers mentally. Pupils are developing good problem-solving skills. Higher attaining pupils can recall simple tables and understand simple analogue and digital time.

13. By the end of Key Stage 2 pupils are confident in applying their number skills. Most can recall multiplication facts up to ten times and use their knowledge of number effectively to work out mentally an approximation of 35 multiplied by 51. Lower attaining pupils are developing strategies for halving and doubling two-digit numbers. Most pupils have a wide repertoire of mathematical vocabulary that is used appropriately. Previous work indicates a good understanding of square number, differences and probability. A key strength is the pupils' ability to explain how they have arrived at a particular answer.

14. The school has successfully implemented the National Numeracy Strategy and all staff are confident about what they can reasonably expect from pupils. The pace of work in most classes is good and the daily mental work is helping pupils' calculation strategies and rapid recall skills. Pupils are provided with satisfactory opportunities to use their mathematical skills in a range of subjects, for example in recording data in science and producing graphs to represent the results.

15. In a very small class of seven-year-olds in 2000, all the pupils were assessed as reaching the nationally expected standard in science. This proportion was very high in comparison with the national average and with similar schools. No pupils were assessed as working at the higher Level 3 and, in this respect, the school's performance was well below the national average and the average for similar schools. However, the small size of the group means that comparisons with other schools are unreliable. From the inspection evidence, current standards in science at the end of both key stages are in line with the national average. In both key stages all pupils are now benefiting from good teaching and achievement in lessons is good. There is no significant variation in attainment between girls and boys.

16. Children start Key Stage 1 with a sound knowledge and understanding of the world about them. They are building well on these skills through effectively planned units of work and use their investigative skills appropriately to test out scientific ideas. By the age of seven pupils know that there are many different ways of making sounds. Pupils are able to record satisfactorily their findings in words and pictures. Higher attainers in Year 2 are gaining a good understanding of what makes a test fair and are well on course to achieve Level 3.

17. By the end of Key Stage 2 pupils can carry out an experiment to show that some solids dissolve in water to produce solutions whilst others do not. They can explain in scientific terms, using Newtons, why objects weigh less in water. Pupils in all classes take measurements and use mathematical skills well in carrying out an investigation. They record their findings effectively, using written descriptions, diagrams, tables and graphs. However, higher attainers are not being provided with the opportunity to set up and carry out an investigation for themselves.

18. Attainment in information and communication technology at the end of both key stages is in line with that expected nationally. Inspection evidence shows that pupils are making good progress and standards are set to improve. There is no difference in the achievements of boys and girls. By the end of Key Stage 1 pupils have acquired appropriate word-processing skills. They use the shift key to type upper case letters and can print their work by clicking on the appropriate icon. They know that computers can be used for different purposes and can use a CD-Rom to retrieve information.

19. By the end of Key Stage 2 pupils can use 'Powerpoint' to produce multi-media presentations. As part of this work pupils use digital cameras and scanners as well as adding animation and using action buttons with sounds. The end products, including presentations about themselves and the school, are of the highest quality.

20. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus by the end of both key stages. By the age of seven they know that the Jewish holy book is the Torah and that it must be treated with respect. Pupils consider social and moral issues, such as how to care for the world. By the age of eleven pupils know that Hindus believe that there is only one God but that he is manifested through many different aspects. They can relate the story of the Good Samaritan to their own lives by reflecting upon the times they have helped other people. The subject contributes significantly to the pupils' spiritual, moral, social and cultural education.

21. Standards in art and design at the end of both key stages are in line with those found in most schools and pupils are making sound progress. By the end of Key Stage 1 pupils can look critically at Indian textiles and Mehndi patterns. They are given the opportunity to study the work of famous artists such as Renoir. In Key Stage 2 art lessons pupils gain in confidence and independence in expressing themselves and are developing a sound understanding of the subject. By the age of eleven they use information and communication technology graphic's packages to give an added dimension to their artwork.

22. Pupils' standards of achievement in history and geography are average by the end of both key stages. However, pupils are experiencing good teaching overall and achieving well in their lessons. By the age of seven pupils use geographical language appropriately to describe features of different places. They discuss different ways to cross the channel in order to get to Brittany. During Key Stage 2 pupils develop their skills of geographical enquiry and their knowledge and understanding of places, using the immediate location around the school and places further afield. The work being done on Iganga in Uganda gives pupils a realistic insight into the pleasures and problems of life in another country.

23. In history by the end of Key Stage 1, pupils have a sound knowledge of the topics they have been studying. They are familiar with some important past events from the history of Britain, such as the Great Fire of London and the Gunpowder Plot. By the age of eleven pupils have become familiar with the way of life, beliefs and achievements of people living in Ancient Greece and the influence of this civilisation on the world today.

24. Standards of attainment in music at the end of both key stages are similar to those found in most schools. By the end of the key stage, children are able to use symbols to represent sounds and make simple arrangements to perform for others. By the end of Key Stage 2, they sing with appropriate attention to pitch and a lot of enthusiasm and maintain parts in a round or as an echo whilst singing.

25. In physical education standards by the end of both key stages are in line with national expectations. By the end of Key Stage 1 pupils are confident in their movements and show appropriate control and co-ordination. They make good use of space when in the hall. They develop well their games skills and can control a ball and direct it towards a target. By the end of Key Stage 2 almost all pupils are expected to be able to swim the expected 25 metres and a significant number will progress well beyond this. The children's ability in Year 6 to link movements into a sequence in physical education is above average.

26. There was not enough evidence to judge standards in design and technology in either key stage.

27. Pupils with special educational needs make good progress, and are suitably challenged. The school is very aware of pupils' strengths and weaknesses through its assessment and testing procedures in English and mathematics. With pupils coming into the school from fifteen different schools the information gathered has been invaluable in matching work as quickly as possible to meet pupils' needs. Teachers plan appropriate work for pupils with special education needs, especially in English and mathematics and make sure that they receive the necessary support to successfully complete the activities. Much of this is provided by the co-ordinator and the classroom learning assistants. As a result, the pupils achieve standards in line with their capabilities.

Pupils' attitudes, values and personal development

28. Children who are under five settle quickly into the expected routines of the Reception class. They relate well to the adults with whom they come into contact. The children soon develop a sense of right and wrong, usually observe the rules of the classroom and their behaviour is generally good. They use equipment carefully and are expected to help with the tidying away of materials. During discussion times, most are willing to sit and listen when it is the turn of others to speak.

29. In both key stages pupils' attitudes, values, and personal development are good. This has a beneficial effect on the quality of learning and the good levels of achievement found in most classes. Pupils enjoy school, and demonstrate an enthusiasm for all that the school has to offer. They respond well in whole-class sessions and are keen to contribute to discussions. They display a co-operative attitude and work well in pairs and groups. Children respond well to the good opportunities provided for them to take personal responsibilities. For example, they return class registers to the school office. In assemblies individuals operate the tape recorder and the overhead projector.

30. This is a new school with pupils coming from a wide range of previous schools but already a sense of community has developed. Adults act as good role models and pupils' behaviour throughout the school, in assemblies, in classrooms and at breaktimes, is good overall. Pupils are polite, friendly and courteous. In most cases they respond appropriately to teachers' expectations of good behaviour. However, some younger pupils in Key Stage 1 act immaturely on occasions. When this happens the teachers are quick to remind them of the expected standard of behaviour. A working party of teachers and support staff is currently reviewing the school's procedures for the management of pupils' behaviour. Teachers are trialling various methods and sharing the results with one another. No instances of bullying were seen during the period of the inspection. Pupils are encouraged to understand the effect of their actions on others. For example, in a Year 1 religious education lesson, pupils discussed the effect on the world of other people's thoughtless acts. There have been no exclusions.

31. Pupils' personal development is good. Through lessons such as religious education and geography they develop a good awareness of different cultures and beliefs. The school exchanges information with a school in Uganda, and this is used to good effect in lessons. In art all teachers introduce the work of famous artists from both western and non-western cultures. In music pupils have benefited from recitals by the peripatetic service and other visiting musicians, such as that provided in an African drumming workshop. They are sensitive to the needs of others and have contributed to a range of charities, including raising money to purchase footballs and art equipment for children in Iganga.

32. The school offers a very wide range of extra-curricular activities which make a valuable contribution towards pupils' personal development. These include several sports clubs, gardening, drama, computers, science, and a music club. The time given by teachers and other members of staff to these activities is appreciated by pupils. This is demonstrated by the length of the waiting lists.

33. The school works hard to encourage pupils' self-esteem. In classes pupils have worked together to produce their own rules of behaviour. In Year 4 the names of pupils who demonstrate special qualities, such as 'most helpful person', 'the best listener', are displayed. In some lessons good use is made of self-assessment. Pupils are encouraged to discuss their work, and to identify what they feel they have learned in the lesson.

34. Pupils have a good relationship with adults in school and most pupils can discuss their work clearly and meaningfully. There are good relationships between teachers and pupils and between pupils themselves. In a Year 1 art and design lesson, pupils patiently waited their turn when sharing tools and materials with each other.

35. Pupils with special educational needs have good attitudes to school. Most are attentive and follow instructions well. Pupils are confident and show enthusiasm for learning. They work well together and support each other in their learning. They behave well.

36. The attendance rate is broadly in line with the national average. The school continues to point out to parents the implications of absence during term time on their child's learning. Registration at the beginning of school sessions is carried out efficiently. During the week of the inspection most pupils were punctual.

HOW WELL ARE PUPILS TAUGHT?

37. The quality of teaching is good and a strength of the school. All the teaching seen was at least satisfactory and in eight out of every ten lessons it was good or better. Over one in every three lessons were very good or excellent. Teaching is consistently of a very high standard with older pupils at the end of Key Stage 2.

38. Successful teaching has been established within a very short period of time. From the start the school considered that the most important factor in the future success of the school was the quality of teaching and learning. Following discussions with all staff a very comprehensive generic teaching and learning policy was produced which outlines good practice. It is intended that this will underpin all future subject policies. Teachers' planning is thorough and takes into account the needs of all the pupils. This is particularly important with pupils entering six age groups from many different schools. Teachers have good subject knowledge and have built up good relationships with all the pupils. Another important factor has been the way all teachers have utilised the skills of the classroom learning assistants to support pupils' learning, especially those with special educational needs.

39. The quality of learning of all pupils is good because pupils engage in activities that are challenging and interesting in an atmosphere of mutual respect. It is remarkable that in such a short period of time since the school opened, this has been achieved.

40. In the Reception class the quality of teaching for the under-fives is good overall. It is very good in mathematics with teachers using questions skilfully to stimulate children's mental agility. The teachers' planning in all areas of learning contains clear learning objectives linked to the topics. There are good systems in place to record children's progress in personal, linguistic and mathematical development but less so in other areas. Good teaching, for example during the literacy sessions, is characterised by ensuring that even the youngest children have targets to achieve. Follow up work is well matched to pupils' prior attainment and provides appropriate challenge. Good teamwork ensures that effective use is made of the classroom support assistants and all volunteer helpers. Overall, a suitable range of resources is available to promote children's learning and there are good relationships between adults and pupils.

41. In Key Stage 1 the quality of teaching is good overall in all the subjects seen. It is not possible to make a judgement in history and design and technology as these subjects were not being taught during the week of the inspection. Some very good teaching was seen in English, with, for example, pupils being given the opportunity to use dictionaries to look up 'aw' words. A strength of the teaching in mathematics is the way the teachers allow the pupils to explain the reasons behind their answers. Teachers are also skilled at picking up pupils' ideas and incorporating them into the work. For example, in religious education pupils are encouraged to talk about their experiences and express their views. Mathematics and English lessons have a good structure. A whole-class introduction is followed by group work. In science, teachers make suitable provision for pupils to develop their investigational skills. Good use is made of plenary sessions to introduce and review the main points of the lesson. In one class, the pace of the lesson slowed because of the immature behaviour of a small group of pupils. Information and communication technology skills are taught well with whole-class teaching of a particular skill being followed up during the week by pupils going in groups to the computer room to practise their newly acquired skills.

42. Within Key Stage 2 the quality of teaching is good overall in all subjects with very good teaching towards the end of the key stage. All teachers use demonstrations well to introduce new skills and, as a result, pupils are given confidence in trying out new ideas for themselves. During the week of the inspection, some excellent teaching was observed in two classes. In most lessons teachers are skilled at using open-ended questions which enable the pupils to express their opinions and develop their own ideas. In physical education lessons, for example, thoughtful questioning encouraged pupils to think about the strengths of their own performance and that of others. The pace of the majority of lessons is very good and interesting follow up activities maintain the pupils' attention. The quality of teaching in information and

communication technology at the end of Key Stage 2 is excellent. Both teachers use whole-class teaching to introduce pupils to new skills and, because they explain new concepts well, the quality of pupils' learning is really moved on. Whilst good use is made of short periods of time during the morning sessions to teach information and communication technology skills, in other subjects the time available does not allow pupils to complete their work. In religious education the short length of some teaching sessions means that pupils are rarely given the opportunity to use their extended writing skills.

43. Throughout the school, lessons are conscientiously planned and take account of the mixed ages within some classes and the differing needs of the many pupils who have recently joined the school. Teachers display a good knowledge and understanding across the whole curriculum. Work is closely matched to pupils' prior attainment. There is usually a good balance of activities and teachers use whole-class, group and individual teaching to fit the targets of the lesson.

44. Teachers incorporate the National Literacy and Numeracy Strategies well into their lessons and this is reflected in the overall good quality of the teaching seen and the standards being achieved. Good use is made of numeracy and literacy skills in other subjects of the curriculum. For example, imaginary interviews with Sir Francis Drake allow pupils to develop a sense of history as well as providing a valuable opportunity for them to use their writing skills. In science pupils take measurements and use mathematical skills well in carrying out investigations.

45. Classroom management is good overall throughout the school and results in a positive working atmosphere. One class in Key Stage 1 contains pupils with identified behaviour problems. Usually their behaviour is well managed through teachers remaining calm, following the school's agreed procedures and setting clear requirements for behaviour. However, on occasions these pupils can interrupt the flow of the lesson. Time is used effectively and well-established routines enable pupils to move from one task to another with the minimum of disruption. In all classes relationships are good and pupils are given every encouragement to succeed.

46. The teaching of pupils with special educational needs is good overall and they are well integrated into their classes. All teachers have an appropriate understanding of the curriculum needs for pupils who have individual difficulties, especially with English and mathematics. They take care to plan activities which take account of the pupils' capabilities. This has a significant impact on pupils' learning because it means that they are able to make good progress. The special needs co-ordinator offers effective support to all pupils. She also provides assessment advice and resources where needed. Learning assistants are very well briefed. Individual education plans are in place and are of good quality. A priority recognised by the school is the need to develop ways of identifying very able and gifted children.

47. Teachers' expectations of the standards they want the pupils to achieve are high. For example, there is a significant proportion of boys with spelling problems in Year 6 but the teacher still expects most pupils to achieve Level 4 in English.

48. Assessment in English and mathematics is of a high quality and teachers use the information well to inform future practice in these subjects. However, there is as yet no whole-school policy to help and support teachers in assessing and recording progress in other subjects. The school is very aware of this and has included it in the school development plan as a priority area for development. Books are marked on a regular basis and comments are positive and supportive. However, there are still some inconsistencies in the approaches used and marking does not consistently inform pupils what they should do next in order to improve.

49. Good use is made of all available resources to make learning more relevant. Homework is set on a regular basis throughout the school and is making a valuable contribution to pupils' progress. The very wide range of extra curricular activities provided by the staff further enhances the quality of learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

50. Both the quality and range of learning opportunities provided by the school are good overall. Particular strengths are the provision for pupils with special educational needs, the range and type of extra-curricular activities and the provision for personal, social and health education.

51. The curriculum for the under-fives takes appropriate account of the Early Learning Goals for the age group. Learning objectives are clear and specific. There is an appropriate balance of teacher-directed activities and those designed to foster independence. Good emphasis is placed on the development of linguistic and mathematical skills. The provision provides a firm foundation for the National Curriculum subjects in both of the classes which include the age group.

52. The curriculum in Key Stages 1 and 2 is broad and balanced and complies with the statutory requirements of the National Curriculum. Religious education accords with the locally Agreed Syllabus. The National Literacy and Numeracy Strategies are fully in place and used effectively for the teaching of basic skills. A strength of the curriculum is the teaching and learning policy which clearly identifies common key learning and thinking skills for pupils across all curriculum subjects and which is now being successfully monitored by co-ordinators. Their action plans are directly linked to the School Development Plan. The school does not have policies and detailed schemes of work for subjects other than English and mathematics. At present it uses the Qualification and Curriculum Authority guidelines and other commercially produced materials to inform teachers' planning. These have not yet been finally brought together into schemes of work, tailored to suit the needs and interests of the pupils. The school has identified the need to develop these as a priority in the School Development Plan.

53. Throughout the school, the quality of curriculum planning is good. It includes collaborative planning across the year groups to ensure consistency. An appropriate emphasis is given to the core subjects of English, mathematics and science. All classes are timetabled to use the computer suite for information and communication technology on a regular weekly basis. To use time efficiently, some foundation subjects such as history and geography are 'blocked' to be taught in alternate terms. However, the organisation and timing of some activities, particularly in the mornings, is inappropriate for some subjects, because the sessions are too short.

54. Induction arrangements for new pupils joining the school part way through their school careers are comprehensive and there is a positive atmosphere of social inclusion. Pupils are assessed on entry to the school. Those identified as having special needs are very well supported, by a variety of means. These include additional time being given to them in small groups or individually, outside the classroom, and the provision of tasks which are well matched to their attainment when working in the classroom. Learning assistants are well briefed and used effectively to provide additional support. Pupils with behavioural problems are well integrated into lessons and take part fully in all aspects of school life. All pupils are treated equally and the school works hard to develop pupils' full potential. There are no pupils with statements of special educational needs. The school has not yet developed ways of identifying very able and gifted children. This has been recognised by the school as a priority for development.

55. There is a wide range of extra-curricular activities. Pupils of all ages throughout the school are invited to join these clubs, and they all had the opportunity to participate in the end of year school performance. Good use is made of the school grounds, for example, to widen the curriculum in geography. Visitors, such as musicians, enhance the pupils' learning experiences and promote practical skills. A residential visit is planned for children learning the guitar. Homework provision and the maintenance of diaries and planners are effectively linked to pupils' targets.

56. A personal, social and health education programme is timetabled regularly for each class, based on the non-statutory framework of Curriculum 2000. A sex education policy has been drawn up and is scheduled for revision as part of the School Development Plan.

57. The quality of links with the community is satisfactory. Although both school and community are at a very early stage of development, there is already constructive liaison with pre-school providers and secondary schools, and an international firm has provided money for books.

58. Provision for special educational needs is very good. Pupils are identified as early as possible and appropriate steps are taken to assess their needs, write individual education plans and provide support. Individual education plans are reviewed. The school promotes educational and social inclusion, and is committed to raising the achievement of all pupils, including targeted groups of pupils. All pupils receive support that is of a very good quality from the learning assistants. Pupils have full access to the curriculum and to educational visits.

59. The overall provision for pupils' spiritual, moral, social and cultural development is good.

60. The school makes sound provision for pupils' spiritual development. Acts of collective worship and 'Sharing Assemblies' provide opportunities for pupils to worship, to reflect and to celebrate successes. The school has been careful to ensure that pupils' spiritual development extends into subjects so that it is not just supported by assemblies. For example, there are reminders, through prayers, of the part God plays in people's daily lives. In a religious education lesson, the story of the creation as told in the Jewish Torah was used to create a collage. In addition, throughout the school teachers value pupils' ideas and provide them with many opportunities to reflect on passages from stories and poems, pieces of music and works of art as well as pupils' own literary and creative efforts.

61. Provision for moral development is good. A home/school agreement is in place and staff work hard to encourage pupils to consider the effect of their actions on others. There are high expectations of pupils' behaviour by all adults and individual classes formulate their own 'rules'. Religious education, personal, social and health education and circle time effectively link pupils' personal response to wider moral issues and pupils learn to respect the feelings of others. For example, in a religious education lesson the effect on other people of dropping litter and stealing was discussed. A lively discussion on fairness was observed during a Year 1 circle time. Frequent positive reinforcement of pupils' attitudes is a feature of teaching in every class and there is recognition of their achievement during the Friday 'Sharing Assembly'. Pupils are valued, and this is reflected in the good relationships that exist throughout school.

62. Good provision is made for pupils' social development. Pupils co-operate well with each other, in whole-class lessons and when working in pairs or in groups. Pupils are encouraged to participate fully in what the school has to offer. The wide range of extra-curricular activities offered enables pupils to develop their social skills. Playing team games, and taking part in group activities, such as singing, encourage pupils to learn to work with their colleagues. Opportunities are provided for pupils to develop a sense of responsibility through helping in the school library and in assemblies.

63. Care for others is promoted by the school's involvement in fund-raising for charities, such as providing resources for a school in Iganga and 'Jeans for Genes'.

64. The school makes good provision for pupils to develop an understanding of their own culture and that of others. They explore different cultures through the curriculum. They study the work of a wide range of famous artists and learn about their own heritage through literacy, music, history and geography. For example, in geography good use is made of the school's links with a Ugandan school to develop a better understanding and appreciation of how people live in a different part of the world. Religious education lessons provide very good opportunities for pupils to learn about the Christian faith and the beliefs and practices of those who belong to other faiths. For example, in one lesson being taken by a student good use was made of a range of religious artefacts to give the children a better insight into the Jewish faith. The pupils treat such objects with respect. Pupils in a Year 2 geography lesson recalled with enthusiasm facts about France. This was as a result of a visit, earlier in the term, by a language teacher from a local high school. Displays around the school reflect the large input from pupils' relatives, governors, staff, and pupils themselves from holidays abroad.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

65. Arrangements for the support, academic guidance and welfare of pupils are good overall. The school is a happy and caring community in which to work. Parents report that they are pleased with the levels of support their children receive and inspection findings endorse this view.

66. Children under the age of five are well supported by the school. Meetings are held for parents of children who are due to start school in September and visits made by staff to their homes. As a result the school is provided with valuable information in order to offer maximum support to the children. Their personal and social development is promoted effectively and children are introduced to the school by attending on a part-time basis for the first few weeks. The Reception year staff are building up a good relationship with local nurseries and playgroups in order to ensure that there is some continuity in children's education.

67. The school provides a safe environment and issues of health and safety are well addressed. The Governing Body plays an active role through the health and safety committee and is regularly involved in reviewing procedures. Appropriate arrangements are made for the provision and administration of first aid and care of children who are unwell during the day. Several members of staff have completed formal training. Lunch-time supervisors are well briefed and they provide a good level of care. Suitable procedures for child protection are in place and there are suitable links with specialist agencies. The headteacher is the responsible person and all the staff have been made aware of the child protection procedures.

68. Procedures for monitoring and improving attendance are very good. The recording system operated by the school secretary and class teachers is very effective, especially in the case of children absent through sickness.

69. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. Members of staff promote good behaviour effectively and consistently. Pupils are well mannered and polite. Good behaviour is exemplified in most lessons and in the way in which pupils behave around school. All adults working in school have high expectations of pupils' behaviour. They are usually consistent in their use of praise and encouragement for work well done. The merit system and the presentation of Certificates of Achievement are used well to reinforce the aims of the school by rewarding effort and good behaviour. The chair of the Governing Body has monitored behaviour at different times of the day. Class rules are well known to all pupils and prominently displayed. Pupils are encouraged to recognise their behaviour and its effect on others. Relationships are good and pupils show a respect and tolerance for the beliefs and values of their peers.

70. Personal progress is monitored well. A sex education policy has been drawn up and is scheduled to be reviewed as part of the School Development Plan. A personal, social and health education programme is timetabled regularly for each class and is delivered well through lessons and circle time. It is successfully equipping the pupils with the skills and knowledge to make decisions which affect their lives in and out of school. In a religious education lesson children were successfully encouraged to think about caring for our world. One child commented "It is our world." During circle time in a Year 1 class a discussion on 'fairness' held the attention of all the children.

71. Pupils with special educational needs are identified as soon as they join the school. The support and guidance given to these pupils is very good and, as a result, they make good progress. The school cares for these pupils well and this caring attitude is reflected in the ethos of the school. Pupils know they are cared for and valued and this makes a valuable contribution to the quality of learning.

72. The arrangements for assessing English and mathematics are comprehensive and the systems for recording progress in fictional and factual writing and the key objectives in mathematics are particular strengths. Records for pupils receiving additional literacy support are comprehensive. The school does not yet have a policy for assessing pupils' progress in other subjects but it has recognised this as an area for development.

73. All pupils are assessed on entry. Those identified with having special needs are very well supported and their progress recorded. An example of the effectiveness of the methods is reflected in one pupil making one year's progress in reading in three months. A priority recognised by the school is to develop ways of identifying very able children.

74. Requirements are fulfilled to administer a baseline assessment on entry to Reception and to carry out statutory national tests at the end of each key stage. Appropriate use is made of optional national tests materials, and screening information, for example in phonics, reading and spelling. However there is, as yet, insufficient data to analyse trends.

75. Teachers are expected to assess pupils informally against the criteria of their own lesson objectives. Evaluation of their planning frequently results in action points for subsequent lessons. Throughout the school targets are agreed and set for individual pupils each half-term or term as appropriate. Success in these is suitably rewarded using the school's merit system. Homework diaries and planners successfully keep parents informed about their children's progress. School reports are very informative, both to parents and the next teacher and are very well presented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

76. This is a new school that is already building an effective partnership with parents. Useful information is provided to prospective parents through the school prospectus. The school clearly has a philosophy of involving parents in their children's education; this is evidenced in a section in the staff handbook. At the inspectors' meeting with parents, and through the parental questionnaire, the majority of parents expressed their satisfaction with the school. The school has also carried out its own survey of parents' views and the results have made a valuable contribution to the School Development Plan.

77. The quality of information provided for parents about the school is very good overall. Regular, informative newsletters provide details of both curricular and non-curricular activities. Parents welcome this information since it helps them to take an active part in their children's learning. The reports to parents on pupils' progress are very comprehensive and give parents a good understanding of the progress that their children have made. The school issues an informative prospectus, and the annual governors' report to parents contains all the required information.

78. Parents are effectively involved in their children's education and have signed a home/school agreement. Most parents support their children at home through hearing them read and with other homework tasks. Good use is made of homework throughout the school and it effectively supports the work which children are doing in class. Parents' evenings are held three times a year, they are satisfactorily attended. At one of these evenings parents have the opportunity to discuss their child's written progress report. Parents welcome the provision of a crèche at the school on these evenings. The majority of parents feel welcome in school. "The school is approachable and effective". They provide help in school through listening to readers, and with work on computers. The school provides training sessions to enable parents to become more effective in helping with their children's education. There is an induction programme for the parents of new pupils; this includes home visits by the headteacher and class teachers prior to entry into school. The work of the 'Friends of Ashby Fields' is growing and helping to build a sense of community in the school. Their fundraising activities have been very successful and have made a valuable contribution to the quality of learning. The aim of last year's activities was to provide outdoor play equipment for the children. Over the summer holidays a fitness trail was laid, two wall-mounted games were erected and the infant playground was decorated with painted games and pictures. The scheme to have a parent class representative for each class helps to strengthen the schools' links with parents. Overall, parents make a good contribution to their children's learning.

79. The school has good links with parents of pupils who have special educational needs. Liaison takes place on a regular basis both formally and on an informal basis.

80. As a new school in a developing area there has been little time and opportunity to forge strong links with local commerce and industry. However, some initial financial support has been provided by local businesses and the school is developing its role in the community through links with local churches. For example, the Daventry Baptist Church uses the school for services every Sunday. Development of community use of the school is restricted by the available accommodation but the scouts, cubs and beavers do meet twice a week in the hall.

HOW WELL IS THE SCHOOL LED AND MANAGED?

81. The strong and effective leadership of the headteacher provides a clear vision of how this newly established school should develop. The headteacher is highly committed to the school. She has worked very hard since her appointment and has a clear sense of purpose and a commitment to moving the school forward. There is a very positive ethos throughout the school and it successfully meets its aims. The key to this success lies partly in the establishment of very good structures and effective procedures that give a sense of order and coherence to the school, but equally in the way that she has quickly established the immediate priorities. In the time that has been available, she could not have done more in moving a new school forward. A key appointment has been the deputy headteacher who leads by example and has worked very hard in helping and supporting the headteacher.

82. The governors, ably led by their chair, make a significant contribution to the life of the school and play a very active part in its strategic management. There are well-defined and appropriate committees with clear terms of reference. Governors are knowledgeable about the school, having appointed all the staff and dealt effectively with the problems and challenges of establishing a new school in a new building. Several governors make regular visits to the school and a governor of the month scheme has already been established. Excellent reports have been produced by, for example, the numeracy governor on how numeracy is taught and the chair on how the children behave at different times of the day. All legal requirements are met.

83. The School Development Plan is a very well written document that contains short- and long-term targets for all aspects of school life. It is clearly focused on raising standards and enhancing the quality of learning. Despite the short period of time the school has been open, it has identified in the plan all the key aspects that it needs to address. Staff and parents are provided with the opportunity to make their views known.

84. The procedures for monitoring the quality of provision are good. Subject co-ordinators monitor the development of subject skills and senior staff monitor the quality of teaching. The school has quickly put in place an excellent way of recording observations. Regular planned monitoring, for example, of literacy and numeracy has taken the form of classroom observations by the headteacher and the deputy headteacher to evaluate the effectiveness of teaching. Test results in English and mathematics are being analysed and the information is beginning to be used effectively to set targets for future improvement. However, the school has not been open long enough for there to be sufficient data to analyse trends. Pupils are actively and effectively involved in setting their own targets on a termly basis.

85. The school has had a fully delegated budget for less than a year. Financial planning and management are already very good. The school manages its finances very well. Effective budgeting procedures take due account of priorities identified in the School Development Plan. The Finance Committee meets on a regular basis and carefully monitors spending. Governors evaluate the results of spending decisions fully. Through prudent financial planning the school has been able to ensure that all aspects of the curriculum have been adequately resourced. Day-to-day management is very good. The school bursar is very competent and ensures that all aspects of administration are carried out efficiently and effectively.

86. The money allocated to the school to support pupils with special educational needs is used well. The pupils make good progress not only in academic work but also in personal and social development. The special needs co-ordinator manages and organises the provision very effectively.

87. The school has a sufficient number of teaching and support staff who are suitably qualified to meet the demands of the curriculum. There is a wide range of expertise amongst the staff, including provision for children who are under five and for pupils with special educational needs. The staff has sufficient

knowledge and expertise to meet the requirements of the National Curriculum. Teachers work well together as a team despite only being together as a full staff for less than six months. Classroom learning assistants are appropriately deployed and very well briefed. They make a valuable contribution to the progress pupils make. All members of staff have job descriptions. The school has put in place excellent procedures to meet Performance Management regulations. The support given to newly qualified teachers is very good. It ensures that they are fully informed on all procedures and have been given the opportunity to see how other teachers organise their lessons.

88. This is a new school and the facilities in the new building are better than those found in most schools. There is, however, a lack of display boards which could be used to display, for example, more examples of pupils' writing to act as a stimulus to learning. The caretaker who is also actively involved in other aspects of school life, such as serving on the governing body, keeps the school very clean. The accommodation is already not adequate in size for the number of pupils on role and one class is housed in temporary accommodation across the school playground. This building, whilst spacious, is inadequate in that there are no toilet facilities and no water supply. The school grounds are attractive and spacious. Resources for learning are satisfactory overall. However, the non-fiction library is not well stocked and there are not enough musical instruments. There is also a lack of outdoor large play equipment for children under the age of five that would enable them to, for example, climb in safe but adventurous situations.

WHAT SHOULD THE SCHOOL DO NEXT TO IMPROVE?

89. This is a new school. Very good progress has been made since it opened in establishing its ethos and ensuring that pupils have the same opportunities for learning as they would have at an established school. In order to improve the quality of education the governors, headteacher and staff should:

produce detailed schemes of work for subjects other than English and mathematics and document policies for each subject by:

- ◆ making use of the good practice that already exists in individual subjects;
- ◆ incorporating in the schemes of work opportunities/units of study which are a particular feature of the work done in individual subjects at Ashby Fields.
- ◆ ensuring consistency of practice and continuity and progression.

(Paragraphs 52, 132, 142, 151, 163 and 169)

build on the very good practice that exists in English and mathematics to draw up an assessment and recording policy for all other subjects by;

- ◆ ensuring that the assessments are carried out systematically and on a regular basis;
- ◆ making sure that the results from assessments are analysed to set clear targets for future learning for individuals and year groups;
- ◆ developing whole-school portfolios to help teacher to assess pupils' attainment against National Curriculum levels;

(Paragraphs 48, 72, 84, 132, 142, 151, 163, 169 and 175)

continue to press for improvements to be made to the temporary accommodation.

(Paragraphs 88, 132 and 142)

[The school is aware of all the above issues and they are already included in its development plan.]

Other issues that should be considered by the school.

The lack of display boards throughout the school and the inconsistencies in the approach to the display of children's work, especially writing.

(Paragraphs 88, 113, 142 and 150)

The inadequate numbers of library books and of musical instruments and the lack of outdoor large play equipment for children under the age of five.

(Paragraphs 88, 99 and 163)

The timetabling of some subjects, especially in the morning session.

(Paragraphs 42, 53, 141 and 174)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.5%	31%	46%	16.5%	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	213
Number of full-time pupils eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	105
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	2	9	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	9	9	9
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (n/a)	100 (n/a)	100 (n/a)
	National	84 (82)	85 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	9	9	9
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (n/a)	100 (n/a)	100 (n/a)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

In this new school no pupils have yet taken National Curriculum tests at the age of eleven.

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	161
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	22 : 1
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	107

Financial information

Financial year	1999 / 2000
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	£
Total income	181406
Total expenditure	161355
Expenditure per pupil	1291
Balance brought forward from previous year	0
Balance carried forward to next year	20051

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	35	0	0	0
My child is making good progress in school.	48	36	0	1	0
Behaviour in the school is good.	30	53	2	1	0
My child gets the right amount of work to do at home.	26	53	7	0	0
The teaching is good.	51	33	0	1	0
I am kept well informed about how my child is getting on.	25	51	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	27	3	0	0
The school expects my child to work hard and achieve his or her best.	49	34	0	0	0
The school works closely with parents.	36	43	5	1	0
The school is well led and managed.	55	28	1	2	0
The school is helping my child become mature and responsible.	45	40	1	0	0
The school provides an interesting range of activities outside lessons.	62	22	2	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

90. Children enter school with a wide range of experiences and competencies, and the full range of ability is represented in the intake. They are presently grouped within two classes; 18 of the older children are with the youngest Year 1 and there is a complete class of 30 of the youngest reception children, almost all of whom were still under five at the time of the inspection.

91. By the end of the Reception year, inspection evidence indicates that the majority of children acquire the knowledge and understanding to achieve the Early Learning Goals. A few exceed these expectations in aspects of communication, language and literacy and in mathematical development. This represents good progress overall.

Personal, social, and emotional development.

92. Personal, social and emotional development is promoted effectively and children are introduced to school by making pre-entry visits and by attending on a part-time basis for the first few weeks. This helps them to settle into the routines. In general, they relate well to the many adults with whom they come into contact, often responding with extra interest and concentration to the additional attention provided in small-group situations with the teacher or learning assistant. They quickly develop a sense of right and wrong, usually observe the rules of the classroom and their behaviour is generally good. They are encouraged to use equipment carefully and all are expected to help with the tidying away of the materials they have used. Most have the appropriate self-help skills to enable them to change for physical education and play-times. During quiet discussion times at the beginning or end of lessons most are willing to listen when it is the turn of others to speak. Reception children were included in the school performance at the end of the previous school year. They have the good opportunity to participate in after-school clubs and take part in 'sharing' assemblies with the rest of the school.

Communication, language and literacy.

93. A good introduction is made to communication, language and literacy. This is provided by book corners, writing tables, captions and messages within the classroom. Teacher-focused activities, such as sound recognition and letter formation are an integral part of their daily experiences. The sharing of books in small groups and story-time with the whole class are a regular feature. By the end of the Reception year most are able to read simple passages and write at least one sentence independently. Their phonic skills, ability to build words and knowledge of vocabulary is good. Speaking and listening skills are extended well through a wide range of appropriately planned activities and children are making good progress. When children are playing, staff engage them in discussion, question them effectively and challenge them to think. A strong emphasis is placed on listening carefully to the teachers and following instructions. By the end of the Reception year, the majority of children will attain the expectations for the age group in communication, language and literacy. A significant minority will achieve above average standards.

94. The quality of teaching is good. Lessons are carefully planned with the full ability range in mind. Pupils are grouped appropriately and their progress monitored satisfactorily. Even the youngest children have individual targets to achieve, for example, an above average child was aiming to sound out words when writing independently. Regular completion of homework for ten minutes each day is expected and contributes positively to the progress made. All staff are competent in teaching basic skills in literacy and use every opportunity to promote the development of children's communication, language and literacy skills.

Mathematical development.

95. By the end of the Reception year almost all can count, order, add and subtract numbers when solving problems using up to ten objects and can write the numbers involved. A few exceed the expectations for the age group. In both classes children have good opportunities to compare, match, sort, order and sequence. Teachers place great emphasis on developing appropriate mathematical language and children are encouraged to consider size, shape and position when engaged in practical activities. During the inspection high attaining pupils were already writing number statements relating to the addition of numbers which make five, showed good knowledge of plane shapes and an understanding of capacity and comparative length.

96. The quality of teaching is very good. Lessons are carefully planned. Teachers use questions skilfully to stimulate mental agility and to check children's understanding of what has been learnt. Materials are well prepared, and include mathematical games to engage children's interest. Classroom organisation ensures that time and additional helpers are used effectively.

Knowledge and understanding of the world.

97. Most pupils achieve the goals for this area of learning by the end of the Reception year. They make investigations such as what happens when you hold something for two minutes. Children sort materials for properties such as rough or smooth. They order pictures to show how railway engines have changed over time and use information and communication technology to create a simple map of the locality. Children are made aware of the distant world through role play, such as in the class 'Travel Agency'.

98. The quality of teaching and learning is good. Teachers' expectations are high and pupils respond accordingly. There is appropriate recording by pupils of their observations in picture form or with the teacher acting as a 'scribe'.

Physical development.

99. By the age of five children are meeting the expectations for the age group. However provision of large play equipment, for example, which allows children to climb in safe but adventurous situations is lacking. The school has identified this as an area for development. Twice weekly sessions in the hall are well taught with pupils being given the opportunity to engage in vigorous activity. They enjoy the large space available. Their ability to evaluate how well groups and individuals perform their tasks is good for their age.

100. The quality of teaching and learning is good overall. There is appropriate recognition of health and safety requirements. The planned activities successfully promote the development of specific skills.

Creative development.

101. The majority of children achieve the goals for this area of learning by the age of five. Children explore different textures, such as sand and water, as a regular part of their play. In teacher-directed situations they use painting materials, crayons, pastels and charcoal, and use is made of malleable media, such as dough and clay. During the inspection they chose musical instruments to good effect to represent animal sounds.

102. The quality of teaching and learning is good overall. Teachers ensure that children are provided with a good range of experiences to develop their use of language, to explore and to use their imagination.

103. The two teachers work closely to ensure that there is a similar provision made for the children in both classes. The planning systems are thorough and the recording of progress in personal, linguistic and mathematical development is comprehensive. There is scope to extend this good practice to the other areas of learning. A baseline assessment is in place and the information from it is used appropriately. Many parents appreciate the arrangements for the induction of new children. These include home visits by members of staff prior to the children starting school. Resources are adequate but there is a lack of suitable outdoor play equipment and a safety surface for pupils to play on.

ENGLISH

104. In this new school no pupils have yet taken National Curriculum tests in English at the age of eleven. In the 2000 National Curriculum tests for seven-year-olds the school's performance in reading and writing was well above the national average. When compared to similar schools, the school's performance in the reading test was above average and in writing it was close to the average. Teacher's assessments in speaking and listening showed that the percentage of pupils reaching level 2 or above was very high in comparison with the national average. The percentage assessed as achieving level 3 was well below the national average. However, the small size of the group means that comparisons with other schools are unreliable.

105. Inspection findings indicate that overall standards in English are currently similar to those found nationally at the end of both key stages. Pupils' skills in speaking and listening are above average throughout the school. Of the small number of Year 6 pupils currently on roll, half the boys have been identified as having problems with spelling. Nevertheless, almost all pupils are on target to achieve the expected Level 4 and a very small number is likely to achieve the higher Level 5. This represents good progress for most pupils during the short time they have been in the school.

106. Good, and often very good, application of the National Literacy Strategy is a feature of the teaching throughout the school. Pupils are provided with an appropriate range of literature. Almost all are achieving well in reading and writing. There is a systematic approach to teaching and assessing handwriting. This contributes positively to the standards of presentation, which are at least satisfactory throughout the school. Spelling is a weakness for many pupils. The school has identified this and the teaching and learning of it is under review, as are the writing opportunities provided for boys.

107. Standards of speaking and listening are above average. The school has identified these as key skills in its teaching and learning policy. Teachers' very good questioning techniques involve making demands on pupils to think deeply about the explanations they are asked to give. In Key Stage 1 children are encouraged to convey ideas, which they do with confidence, for example creating and using such phrases as 'spaghetti slipping like worms'. By the end of Key Stage 2 many pupils are able to use a wide range of spoken vocabulary with skill in descriptions, to convey information and to justify their opinions. Many display confidence in acting as a spokesperson. Assemblies, where children share their work with others, and the inclusion of all pupils in a public performance of 'Moving On' are examples of effective means by which the school promotes skills of communication.

108. In Key Stage 1 the inspection found reading standards to be similar to those of other schools. However, pupils are benefiting from some very effective teaching and are making good progress. However, the school has not been open long enough for this to reflect in standards at the end of the key stage. By the age of seven, most pupils have acquired an appropriate sight vocabulary, although this takes some time for the younger less able children. Most children are developing strategies to help them recognise new words. High attaining pupils read fluently and with expression. They talk confidently about stories and poems and attempt to suggest alternatives for the new vocabulary they come across. They know the purpose of non-fictional text and can use simple indexes and contents to locate information. Guided group reading records contain appropriate objectives and informative comments about all pupils.

109. By the end of Key Stage 2 average and above average pupils are self-motivated, confident readers who enjoy the works of a wide range of children's authors such as Dick King-Smith, C.S.Lewis, Roald Dahl and Colin King. They successfully use library resources, and sometimes the Internet, for research purposes. Above average pupils are able to skim and scan text for information. Below average pupils, whilst able to read fluently, show less enthusiasm for books. Overall this represents good, and sometimes very good progress during the short time they have spent in this school.

110. The school has introduced many effective strategies to promote the development of reading in both key stages. These include the holding of information evenings about literacy, with particular reference to de-coding skills. Guidelines are issued about the nature and purpose of homework, of which reading is a major component. Pupils are assessed on entry. Those with special needs are identified and provided with appropriate work. There is regular testing of all pupils. Benefits are gained from the school's participation in a locally organised reading volunteer scheme. In addition, throughout the school there are individually agreed targets, which often involve aspects of reading.

111. Standards of writing in Key Stage 1 are similar to those found nationally. By the age of seven most children are able to convey meaning through their writing for a variety of purposes. They are usually able to sequence sentences in a logical order. Above average children show additional skills, for example increased and accurate use of punctuation, such as speech marks, accurate spelling and handwriting which is accurately formed and consistent in size.

112. By the end of Key Stage 2 standards of writing are similar to those found nationally. This represents good progress for most pupils, since they transferred to the school. The school has identified the reluctance of some boys to write and is introducing strategies to overcome this. During the key stage pupils write for a variety of purposes. These include writing for a real audience such as letters to an actual person. The teaching of writing is very thorough. For example, it conveys to pupils the importance of character, setting and plot to the development of story writing and encourages them to plan and to be self-critical in order to improve their work. Pupils write poetry in different styles such as haiku and limericks, play-scripts and descriptions. They also write for non-fictional purposes. These include instructions such as 'How to make a pancake', report writing and biographies of an assortment of famous people such as Monet, Guy Fawkes or Britney Spears. There are some instances of high attaining pupils using imaginative and adventurous vocabulary. Many use dictionaries and thesaurus with confidence. Most write in legible, joined, even script. The system for assessing attainment clearly indicates individual progress in fictional and non-fictional writing.

113. Overall the quality of teaching is good. It ranges from satisfactory to very good in Key Stage 1 and is consistently good or better in Key Stage 2. Particular strengths are teachers' subject knowledge, which is reflected in carefully planned lessons, clear explanations and the use of searching questions to extend pupils' thinking. They have high expectations of their pupils, who respond accordingly. The best lessons proceed at a very brisk pace. High priority is given to the development of basic skills. Opportunities are provided for pupils to work co-operatively in order to share knowledge and ideas. Teachers give positive feedback on achievements and suggestions are arrived at for improvements. Resources are used well, for example, dictionaries of different levels of difficulty are readily available for pupils' use. Reading and writing are used in other curriculum areas and it is important that these should be formalised when schemes of work in other subjects are drawn up. There is scope to develop the good practice of displaying pupils' writing as a means of valuing it and sharing it with others.

114. Recent purchases of resources to support the teaching of literacy have been made. However the library, though well used as part of the home – school reading system, is relatively under stocked for the size of the school. Information and communication technology is used as appropriate to support teaching and learning.

115. The co-ordinator has only recently taken up the role. She has successfully assisted with the introduction of additional literacy support and has begun to monitor classroom standards in particular aspects of the subject. Additional adults such as learning assistants are well briefed and used effectively in the classrooms and administrative assistants and parent helpers assist individual children with reading.

MATHEMATICS

116. The school has been open for less than two years and during this time pupils have entered the school from over fifteen other schools. The school has not been inspected before and no statistics are available from National Curriculum tests for pupils aged eleven. In the 2000 mathematics tests for seven-year-olds every pupil achieved at least the expected level in mathematics. The percentage reaching the higher level 3 was very high in comparison with the national average and similar schools. However, the small size of the group means that comparisons with other schools are unreliable.

117. These pupils are now in Year 3, which since the tests has had an additional intake of fifteen pupils from other schools. The co-ordinator has analysed the new pupils' National Curriculum Test results at the age of seven. Only three of the new pupils achieved the higher Level 3. The Year 3 age group reflects other age groups in the school with pupils starting the year in all classes with broadly average skills. However, the school has taken in an above average number of pupils with special needs.

118. Evidence from lesson observations, the scrutiny of previous work and talking with pupils indicates that an average proportion of pupils at the end of both key stages are attaining standards that are in line with the national average. There is no difference between the performance of girls and boys. Good and very good teaching has resulted in pupils achieving well. Teachers have had to work with pupils who arrived in the school with a variety of different mathematical experiences and have been successful in ensuring that, whatever stage pupils were at when they arrived, they have made good progress in developing their mathematical skills. In Years 2 and 6 a small number of higher attainers are set to achieve above national expectations in the 2001 National Curriculum end of key stage tests in mathematics.

119. The overall progress and quality of learning of all pupils during their short time in school have been good in all aspects of the subject, including mental and oral mathematics. Careful planning in both key stages ensures that work is well matched to the needs of all ability groups, including higher attaining pupils and pupils with special educational needs. Additional classroom support throughout the school effectively provides focus groups of pupils with the help they need.

120. By the end of Key Stage 1, many pupils can count in fives and tens forwards and backwards to one hundred. They have a good grasp of odd and even numbers and higher attainers are able to add two-digit numbers mentally. Pupils are developing good problem-solving skills. This was apparent when they had to find three coins that made a fixed amount. A scrutiny of previous work indicates that a large majority of pupils recognise common two-dimensional shapes, understand simple fractions and can double and halve numbers accurately. Higher attaining pupils can recall simple tables and understand simple analogue and digital time. A very good feature of pupils' work is their active involvement in setting themselves targets for improvement. For example, one Year 1 pupil set herself the target 'to subtract numbers between 1 and 10 in her head'.

121. Pupils currently in Year 6 are confident in applying their number skills. Most can recall multiplication facts up to ten times. They use their knowledge of number effectively to work out mentally an approximation of 35 multiplied by 51. They know how to find the perimeter of a regular shape and can estimate and measure angles accurately. Lower attaining pupils are developing strategies for halving and doubling two-digit numbers. Most pupils have a wide repertoire of mathematical vocabulary that is used

appropriately. The scrutiny of work completed since the beginning of the school year indicates that most pupils have a good knowledge and understanding of rounding numbers up and down, equivalent fractions, prime factors, and the use of the four number operations in a range of mathematical contexts. A large minority of pupils has a secure understanding of the relationship between decimals and fractions. Their work indicates a good understanding of square number differences and probability. A key strength of the work in mathematics is the pupils' ability to explain how they have arrived at a particular answer. The very good practice of pupils being involved in target-setting is continued in Key Stage 2.

122. The quality of learning is good in both key stages because teachers make lessons lively and interesting. Pupils work hard and are confident. They are willing to explain their reasoning, persevere with challenging tasks and demonstrate pride in their work.

123. The quality of teaching is good in both key stages and consistently very good at the end of Key Stage 2. Teachers have a secure understanding of the subject. Expectations are high in most lessons and teachers plan very effectively within the framework of the National Numeracy Strategy. Where teaching is at its best, it is very well planned; teaching is crisp and well paced; clear objectives are set and shared with the class; tasks are closely matched to pupils' prior attainment; lessons are efficiently organised and relationships are of a high quality. Appropriate homework is set on a regular basis. Pupils are provided with satisfactory opportunities to use their mathematical skills in a range of subjects. For example, in recording data in science and producing graphs to represent the results. All National Curriculum requirements are met.

124. Long- and medium-term planning provides an effective framework for teaching and learning. The school is successfully implementing the National Numeracy Strategy. The co-ordinator is knowledgeable and leads the subject very well. She monitors and evaluates all aspects of the subject on a regular basis. Assessment procedures have quickly been established and are very good, they provide a consistent record of individual pupils' progress. Assessment information is beginning to be used to track the progress of groups and individual pupils and to inform future planning. The numeracy governor has made classroom observations and compiled a very detailed report on the subject that has been used effectively to inform other governors about the subject. The school has ensured that good resource provision is in place. Equipment is of good quality is well organised and efficiently used.

SCIENCE

125. This is a new school and it has not been inspected before. It is only in 2001 that eleven-year-olds will take National Curriculum tests in science. In a very small class of seven-year-olds in 2000 all the pupils were assessed as reaching the nationally expected standard in science. This proportion was very high in comparison with the national average and with similar schools. No pupils were assessed as working at the higher Level 3 and in this respect the school's performance was well below the national average and the average for similar schools. However, the small size of the group means that comparisons with other schools are unreliable.

126. From the inspection evidence current standards in science at the end of both key stages are in line with the national average. When the school opened children transferred from over 15 different schools and an above average percentage of these pupils has been identified as having some form of special needs. In both key stages all pupils are now benefiting from good teaching and achievement in lessons is good. There is no significant variation in attainment between girls and boys. Pupils with special educational needs receive very good support and are making good progress.

127. Children start Key Stage 1 with a sound knowledge and understanding of the world about them. They are building well on these skills through effectively planned units of work and use their investigative skills appropriately to test out scientific ideas. For example, Year 2 pupils know that there are many different ways of making sounds and try out their ideas making shakers using rice, dried peas or pasta. They are encouraged to predict what might happen and make some good suggestions. One pupil thought that because the peas were bigger, they would make more noise than the rice. Year 1 children classify materials according to whether they are natural or man-made. They have carried out an experiment to find out which paper allows the most light to pass through. Pupils are able to record satisfactorily their findings in words and pictures. Higher attainers in Year 2 are gaining a good understanding of what makes a test fair and are well on course to achieve Level 3.

128. By the end of Key Stage 2, pupils' work in their science books is well presented and shows that they are currently being given a good grounding in the scientific knowledge and understanding required by the National Curriculum. They carry out a range of activities that helps them to develop their understanding of scientific enquiry and to learn more about the world they live in. For example, in Year 6 pupils have explored how series and parallel circuits operate. They can carry out an experiment to show that some solids dissolve in water to produce solutions whilst others do not. The pupils throughout the key stage are benefiting from some good teaching and are making good progress. As a result, achievement is now above average. Year 5 pupils know that a hypothesis is a 'theory or an idea.' They can explain in scientific terms, using Newtons, why objects weigh less in water. Younger children in the key stage collect data to show that friction is a force which slows objects down. Pupils in all classes take measurements and use mathematical skills well in carrying out an investigation. They record their findings effectively, using written descriptions, diagrams, tables and graphs. However, higher attainers are not being provided with the opportunity to set up and carry out an investigation for themselves.

129. The quality of learning is good overall throughout both key stages. The skills of enquiry, including observation and measurement, are being developed well alongside knowledge and understanding. In general, teachers do not over-direct the work but allow the pupils to take some responsibility for their own learning by trying out predictions.

130. Pupils' attitudes to science are good. In all the lessons seen, pupils showed an interest in what they were doing. In Key Stage 1, Year 2 children worked well in groups making their own shakers and took it in turns to put rice, pasta or dried peas in their plastic cups. Year 6 pupils measured out carefully and accurately quantities of sand, salt, sugar, flour and coffee when carrying out their investigation into solutions. In most classes children listen attentively and willingly contribute their own ideas to class discussions. They apply themselves well to tasks and make sensible predictions and observations.

131. The quality of teaching in science during the week of the inspection was good overall in both key stages. No unsatisfactory lessons were observed and some very good teaching was seen in both key stages. All teachers are confident in their own scientific knowledge and understand the National Curriculum programmes of study. This is evident in the good introductory explanations which are given to lessons. Last year the school identified scientific enquiry as an area it wished to concentrate on as part of its whole-school staff training programme. Teachers are now confident in this aspect of the subject and give an appropriate amount of time to the application of knowledge and the development of hypothesis, prediction and investigation. Practical activities are well organised and through very effective questioning, teachers gain good insight into pupils' levels of understanding. Marking is carried out conscientiously and is usually supportive but does not consistently inform pupils what they should do next in order to improve.

132. The leadership and management of the subject are good. The co-ordinator monitors medium-term planning and pupils' books have been scrutinised. She has drawn up an action plan to which identifies all the areas for development. At present the school does not have a policy which refers specifically to science. It uses national guidelines and also materials produced by the Local Education Authority to inform

teachers' planning. These have not yet been finally brought together into a scheme of work, tailored to suit the needs and interest of the pupils. The school has identified as a priority the need to draw up a consistent approach to the assessment and recording of pupils' progress. As yet, there is no portfolio of work to be used as an indicator of attainment levels. Resources are satisfactory. One class is housed in temporary accommodation that has no water supply. The subject meets the requirements of the National Curriculum.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

133. During the period of the inspection only a small number of art and design lessons were seen but additional evidence gained from an examination of pupils' work and discussions held with the co-ordinator and pupils provides enough evidence to allow judgements to be made. Standards in art and design at the end of both key stages are in line with those found in most schools and pupils make satisfactory progress. No design and technology lessons were observed. As a result, it is not possible to make any overall judgement about the subject because insufficient evidence is available. However, an examination of teachers' planning shows that all aspects of the subject are taught during the year and the work available was of a satisfactory standard.

134. In Key Stage 1 pupils link their work to a geographical study of Australia and produce paintings of quality using techniques that the aborigines used such as 'white dotting'. In Year 2 they are introduced to Indian art. This includes looking critically at Indian textiles and Mehndi patterns. Pupils are given the opportunity to look at the work of famous artists such as Renoir. Well-painted pictures of the Great Fire of London enhance the history curriculum. Younger pupils demonstrate good cutting skills in making a printing block. In one lesson a child experimented successfully to print an elephant, using more than one colour.

135. In Key Stage 2 art lessons, pupils gain in confidence and independence in expressing themselves and are developing a sound understanding of the subject. Information technology graphic packages are used effectively to give an added dimension to artwork. Pupils use the work of Rodin as an added stimulus. Art is linked well to some other subjects, for example, in history, pupils have produced a well drawn portrait of Henry 8th. At the end of the key stage there are some good drawings of body movements that demonstrate a good eye for detail. These are used effectively by pupils as a stimulus to making three-dimensional figures sculptured using wire. Younger pupils in the age group make their own paper and use dye to produce work of high quality. Planned work includes introducing pupils to the work of artists, such as William Morris.

136. In design and technology, pupils' work in Key Stage 2 designing and making a purse allows them to develop all aspects of the subject effectively. Discussions held with pupils show that they evaluate their finished products. One child commented about one fabric not being useful because it frayed easily. In Key Stage 1, food technology is incorporated well into the subject with pupils planning and then making their own pizza toppings.

137. Pupils enjoy their work in art. Work in their sketchbooks shows carefully produced drawings. A good example of pupils co-operating effectively in art was the way in which, working in pairs, one child carried out a gymnastic movement and the other child sketched the body movements. Pupils' spiritual development was enhanced in one lesson by their reaction to the teacher's demonstration of printmaking. The pupils expressed delight at the elephant print produced.

138. Throughout both key stages, pupils with special educational needs are well supported by their teachers and classroom learning assistants and make satisfactory progress in developing their artistic skills.

139. Pupils generally behave well, but in one Key Stage 1, class there is sometimes immature behaviour. When this occurs in art lessons it is dealt with well by the teacher. She quickly motivates the pupils to go back to the task in hand.

140. The quality of teaching in art is good in both key stages. Teachers plan carefully and make good use of resources. Teaching is very effective when specific skills, such as papermaking, are taught. As a result of the teachers' efforts, the quality of learning is good, because pupils know exactly what needs to be done and how to do it. A Year 1 teacher's skilful use of questioning helped the pupils pinpoint key features from an aboriginal painting, to comment on what they could see and to suggest how the artist had achieved a certain effect or created an atmosphere. Children then went on to use the technique of paint dabbing on their own pictures. Teachers provide pupils with opportunities to evaluate and discuss their own and others' work in order to improve it.

141. The way the morning timetable is organised in some Key Stage 2 classes means that pupils' progress is sometimes held back. The lesson is not long enough for pupils to complete the set tasks. For example, in one lesson pupils were highly stimulated to produce their own creative work following on from a class discussion and teacher demonstration of a specific skill. Unfortunately, because of the short length of the lesson, there was not enough time for them to finish their work. It is sometimes two days later before they are then given time to complete their work, with valuable time taken up in reminding the pupils what they need to do.

142. Both subjects have the same co-ordinator. Planning is satisfactory but more specific guidance is needed on how skills are to be developed from year to year. Currently there is no written policy or whole-school assessment procedures. Resources for both subjects are readily available and of a satisfactory quality. Art work that is attractively displayed in some parts of the building enhances the environment for learning. However, display in other areas is less attractive. The lack of display boards puts severe limitations on the amount of work that can be displayed on the walls. For example, the school hall is stark in appearance with no provision for display. One class is housed in temporary accommodation that has no water supply. The subject makes a considerable contribution to pupils' cultural and spiritual development. All teachers introduce the work of famous artists both from western and non-western cultures.

GEOGRAPHY AND HISTORY

143. The school organises the teaching of geography and history in blocks so that every pupil covers an appropriate range of historical and geographical topics. As a result, no history lessons could be observed during the inspection, as only geography was timetabled to be taught this term. Judgements about standards in history are therefore based on evidence from planning documents, interview with the co-ordinator and an examination of previous work completed.

144. Standards in geography and history are in line with those found in most schools by the end of each key stage. However, pupils are experiencing good teaching overall and achieving well in their lessons but because this is a new school, they have not been in long enough for this to show in the standards at the end of the key stages. Pupils with special educational needs receive very good support from the learning assistants and as a result make the same progress as their peers.

145. In Key Stage 1 imaginative use of the travels of 'Monty the Bear' and 'Barnaby the Bear' has captured the children's interest and provided a good focus for comparisons between their home area of Ashby Fields and the contrasting areas the bears 'have visited.' By the age of seven pupils use geographical language appropriately to describe features of different places. For example, they can tell you whether the climate is hot or cold. Children in Year 2 are able to discuss different ways to cross the channel in order to get to Brittany. One pupil related his own experiences from a camping holiday in France - "It pours with rain."

146. During Key Stage 2, pupils develop their skills of geographical enquiry and their knowledge and understanding of places, using the immediate location around the school and places further afield. For example, the older pupils were working on a topic about water supply and could identify and record on a

map how water is collected and flows from the meter around the school. This activity encouraged them to observe their surroundings and to ask meaningful questions. The work being done on Iganga in Uganda gives pupils a realistic insight into the pleasures and problems of life in another country. This aspect of their work provides them with good opportunities to develop their geographical thinking and contributes positively to their cultural education.

147. By the end of Key Stage 1, pupils have a sound knowledge of the topics they have been studying. They are familiar with some important past events from the history of Britain, such as the Great Fire of London and the Gunpowder Plot. They are able to place pictures and sentences describing these happenings into chronological order.

148. In Key Stage 2 pupils become familiar with the way of life, beliefs and achievements of people living in Ancient Greece and the influence of this civilisation on the world today. For example, the older children know about what it was like to live in Sparta and have written accounts about the Battle of Marathon in diary form. Pupils in Years 3 and 4 have made a study of some of the significant people and events from the reign of Henry 8th and have contrasted the life-styles of poor and rich people. Some good links are made with other areas of the curriculum in order to develop skills. The youngest pupils in the key stage have designed and made a throne for a Tudor queen or king. Their notes on this activity have been done in the form of instructional writing.

149. In the lessons observed in geography, the quality of learning was good overall in both key stages. The work is based on real places and this makes the lessons interesting and the activities more relevant. Pupils are developing their language and literacy skills well when talking through ideas or writing up their findings. They enjoy their geography lessons. Most listen carefully and confidently contribute to discussions. This was very noticeable in a Year 1 class when a boy stood up in front of the whole class to tell everybody what it was like to live in Norway during the winter.

150. The quality of teaching in both key stages is good overall with some very good teaching observed with the oldest pupils. Teachers prepare their lessons conscientiously and make clear at the beginning to the pupils what the aims are. Explanations are clear and questioning is used well to assess pupils' understanding. In the fieldwork activity, related to the school's water supply, good use was made of the expertise of the caretaker. He made the lesson interesting, as he knows the subject thoroughly and gets on well with the children. Throughout Key Stage 2, the teachers make good use of secondary sources, such as photographs, to supplement evidence and to promote observational skills. Teaching is less effective when the teacher has to spend time reminding children how to behave. This sometimes interrupts the flow of the lesson and slows the pace down. There is an inconsistency in both key stages regarding the quality of display and the school does not have sufficient display boards.

151. Both subjects are well co-ordinated. The school uses national guidance to support teachers' planning in both subjects but has not yet developed its own schemes of work, incorporating opportunities unique to the school. There are no subject-specific policies in place or systems to record pupils' progress. However, the school is very much aware of this and has included these as priorities in its development plan. Resources are satisfactory in history but there is a shortage of equipment for field studies in geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

152. Attainment at the end of both key stages is in line with that expected nationally. Inspection evidence shows that pupils are making good progress and standards are set to improve. This is as a result of effective planning, good teaching and the positive impact the school's newly appointed subject co-ordinator is having. Finance has been allocated to the subject and resources are sufficient to enable the school to meet National Curriculum requirements. The school's computer room is very small. However, teachers' very

good planning, the direct teaching of key skills in the classroom, followed up by pupils working in small groups in the computer room to practise their newly acquired skills, compensates effectively for the lack of space. Classroom learning assistants play a valuable and effective role in supporting pupils during these sessions.

153. However, the very short period of time the school has been open and the steady influx of pupils from many different schools with resulting different levels of experience means there has not been time to ensure that computers are used sufficiently to support an appropriate range of subjects. The school recognises this and its development plan clearly outlines how this is to be improved.

154. Key Stage 1 pupils are beginning to acquire word-processing skills. Most pupils are learning to manipulate a mouse with increasing accuracy. They use the shift key to locate uppercase letters and use the icon to print their work. They know that computers can be used for different purposes. Year 1 pupils are able to insert a picture from clip art into a letter inviting someone to a teddy bears' picnic. Year 2 pupils can use a CD ROM to retrieve information.

155. In Key Stage 2, pupils have satisfactory word-processing skills. For example, Year 3 pupils can format a text, cut and paste and change fonts. In Year 4 pupils underline, change colours and use bold and borders. Graphics modelling skills are developed in Year 5 with pupils using art programs to produce pictures of quality. Both Years 5 and 6 pupils, in using Powerpoint to produce multi-media presentations, have produced some excellent work. As part of this work, they used digital cameras and scanners as well as adding animation and using action buttons with sounds. The end products, including presentations about themselves and the school, are of the highest quality.

156. Pupils are very keen to use computers and when they do so they make considerable progress in a short time. They co-operate well. An excellent example of pupils taking responsibility for their own learning can be seen in the multi-media presentations that pupils have created. During the week of the inspection a group of pupils showed justifiable pride in demonstrating their work to one of the inspection team.

157. The quality of teaching in information and communication technology in both key stages is good overall with examples of excellent teaching at the end of Key Stage 2. Teachers are confident in the teaching of this subject and have a good knowledge of the programs used. Information and communication technology has a secure place in the curriculum of all classes. Information and instructions are often displayed next to classroom computers to remind pupils of the skills. The most successful teaching occurs in the lessons where the teacher spends time ensuring they understand the programs and demonstrates how to use them. In Years 5 and 6 teachers give clear practical explanations of how to develop a spreadsheet using the appropriate technical vocabulary and have very high expectations of success for the pupils. Pupils are then able to use new skills to produce spreadsheets of the costing of an imaginary space trip. A key strength of the subject is the weekly whole-class teaching of specific skills and the effective use made of classroom learning assistants to support pupils using their newly acquired skills

158. The subject is very well led by the newly appointed co-ordinator. He is knowledgeable and enthusiastic and an excellent role model. Staff training is planned and he provides very good support to his colleagues. Under his leadership the school is working hard to improve the information and communication technology curriculum. To ensure that pupils move on at an appropriate rate, an audit has been undertaken to find out from parents what skills pupils have from using computers at home. Pupils can send e-mails from the school to their homes. The subject is further enhanced by a weekly computer club that is over-subscribed. The school's scheme incorporates the nationally recommended guidance ensuring that all strands of the subject are covered.

MUSIC

159. Standards of attainment in music at the end of both key stages are similar to those found in most schools.

160. Children in Key Stage 1 have an appropriate repertoire of songs and share in lively performance with an awareness of others. Many are able to maintain a steady beat and all have the opportunity to respond to music of different moods. By the end of the key stage, they are able to use symbols to represent sounds and make simple arrangements to perform for others.

161. By the end of Key Stage 2, pupils sing with appropriate attention to pitch and a lot of enthusiasm. They are able to maintain parts in a round or as an echo whilst singing. The small minority of pupils who have instrumental tuition maintain parts successfully and are able to accompany the singing of others. Year 6 pupils successfully used simple notation to improvise a group 'performance' which included a melodic part. This was work of high quality, achieved in the relatively short time span of a lesson.

162. The quality of teaching and learning is good overall. There are instances when it is very good. Several teachers have some musical expertise and accomplish a great deal within the lesson time available. Good additional opportunities exist for pupils to make music. These include extra-curricular clubs. For example, the school band draws not only on those who have instrumental tuition for recorder, violin, flute and guitar, but is also open to pupils who have no proven musical skill. Singing 'assemblies' are a suitable venue for music making where participation by boys in the enjoyment of singing is a noticeable strength. All pupils were involved in the school musical performance 'Moving On' at the end of the previous school year, and in the Christmas nativity play. A group performed at a local nursing home. Pupils have benefited from recitals by the peripatetic service and other visiting musicians, such as that provided in an African drumming workshop and an Indian music and dance session. A residential visit is planned for pupils learning the guitar. Such experiences also make a valuable contribution to their social and cultural education.

163. The school awaits the appointment of a new music co-ordinator. There is an identified need to draw up a detailed scheme of work for the subject which clarifies the curriculum content and which makes more consistent some of the good learning practices which are already in place. There is not yet a system in place to track pupils' progress. Resources are of good quality and range, but are not sufficient in quantity for the size of the school. Information and communication technology is well used for the purpose of arranging music to play in instrumental parts.

PHYSICAL EDUCATION

164. During the inspection lessons were seen in dance, gymnastics, games and swimming. Older pupils are provided with the opportunity to participate in a residential course which includes a range of adventurous outdoor pursuits. This sound provision in physical education enables pupils, including those with special needs, to make overall satisfactory progress in both key stages and good progress in some aspects of the work.

165. Standards by the end of Key Stage 1 are similar to those found in most schools. Pupils are confident in their movements and show appropriate control and co-ordination. They make good use of space when in the hall. Pupils know the need for warm-up and cool-down at the beginning and end of lessons. They develop well their games skills as they practise controlling a ball and directing it towards a target. At the start of a dance lesson, Year 1 pupils were able to co-operate appropriately together to roll a ball round the outside of a parachute. In gymnastics they demonstrated sound skills curling and stretching, first on the floor and then on the apparatus. In some lessons pupils are given the opportunity to evaluate performance and this enhances the quality of learning.

166. By the end of Key Stage 2 standards are satisfactory overall. Almost all pupils are expected to be able to swim the expected 25 metres by the end of the key stage and a significant number will progress well beyond this. At the time of the inspection, Year 6 was beginning a new curriculum unit of dance based upon a labyrinth topic. The children's ability in this class to link movements into a sequence is above average and all pupils produced a polished performance.

167. The quality of learning is good overall in both key stages. In most lessons pupils are provided with appropriate opportunities to repeat and practise their skills in order to improve them. They respond well to instructions and structured activities. Pupils can work alone, in small groups and as part of a larger team. They always show a concern for the safety of themselves and others. However, in one lesson the quality of learning was adversely affected when the teacher had to spend too much time ensuring that pupils remained attentive and concentrated on what they were doing. These interruptions also slowed down the pace of the lesson. The quality of learning is good when the teacher chooses individuals to demonstrate and asks the rest of the class to evaluate the performance. When this happens, pupils rise to the challenge of trying to emulate and better the achievements of their peers.

168. The quality of teaching is good overall in both key stages with some excellent practice observed with the oldest pupils in Key Stage 2. In Key Stage 1, games lessons contain well structured activities which enable the pupils to make satisfactory progress in their performance skills. In an excellent dance lesson a mixed-age class of Years 5 and 6 pupils were provided with very good opportunities to develop their own ideas and thoughtful questioning encouraged them to think about the strengths of their own and others' performance and how these might be improved. In swimming teachers ensure that each pupil is confident at a particular level before setting the next challenge. The good pace in lessons keeps pupils active throughout and ensures that good use is made of the time available.

169. The subject is being well co-ordinated by the deputy headteacher and teachers are provided with appropriate guidance for physical education lessons. All members of staff have benefited from recent in-service training. There is no physical education policy in place at the moment. The school is currently using a variety of commercially produced materials before finalising its own scheme of work. The assessment and recording of pupils' progress in swimming are good. However, there is no consistent practice with regard to the recording of pupils' achievements in other aspects of physical education. Resources and equipment are adequate. The hall provides good accommodation for indoor activities and the adjacent sports field is a suitable location for games activities. There is a good range of after-school sporting activities which includes a mini-sports club and separate football clubs for boys and girls.

RELIGIOUS EDUCATION

170. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus by the end of both key stages. Pupils with special educational needs are very well supported and make similar progress to their peers.

171. During Key Stage 1 pupils have developed a sound understanding of the basic beliefs and practices of world faiths, such as Christianity and Judaism. For example, by the age of seven they know that the Jewish holy book is the Torah and that it must be treated with respect. Year 1 pupils can recall stories from the Bible and learn some important human values which they are encouraged to put into practice in their own lives. For example, the story of Noah and the Ark was well used to underline the importance of being obedient. Pupils consider social and moral issues, such as how to care for the world, and respond sensibly. For example, one child remarked, "Don't throw rubbish on the floor" whilst another suggested, "Use old things to make new ones."

172. In Key Stage 2, pupils consider a range of aspects of Christianity and other major world faiths. They know that religious objects and symbols used in places of worship, such as churches and synagogues, reflect differences in beliefs and customs. Year 6 pupils know that Hindus believe that there is only one God but that he is manifested through many different aspects. They can relate the story of the Good Samaritan to their own lives by reflecting upon the times they have helped other people. Before Christmas, pupils in Year 3 went to the Holy Cross Church and were able to talk to two local vicars about their work. This visit gave them a good insight into the importance and meaning of artefacts found in places of worship, for example, the advent wreath.

173. Pupils respond well during lessons and are eager to talk about their work. For example, a group of pupils in a Year 2 class being taken by a student were discussing God. One little boy offered the opinion that "God is the guy who created the world" whilst another asked "But who created God?" They have some interesting ideas about the creation which they express with conviction, "There was this big bang and then God created the colours." Throughout both key stages, pupils listen with interest to stories from Christianity. They show respect for people's beliefs and customs when handling or looking at religious artefacts. Religious education contributes significantly to the pupils' spiritual, moral, social and cultural education.

174. The quality of teaching is good overall in both key stages with examples of some very good teaching. In Key Stage 1 teachers use discussion well to encourage pupils to talk about their experiences and express their views. Teaching is very effective when imaginative resources are used. In these lessons the quality of learning is enhanced because the subject matter is brought alive and pupils' interest captivated. In a very good lesson with Year 6, the teacher shared with the class other people's views of her character to show how Hindus believe that the one God is manifested through different aspects. This worked well and, as a result, the pupils gained a better understanding of this difficult concept. Religious education lessons are usually slotted into sessions lasting half an hour. Whilst teachers usually make the best use of this time to involve pupils in discussion, it is not long enough for pupils to practise their extended writing skills.

175. The subject is well led by the headteacher who has worked very effectively to develop units of study based upon the locally Agreed Syllabus. These provide a good basis for teachers' planning. The subject is adequately resourced and there is a satisfactory range of artefacts, easily available for use in lessons. Procedures for assessing pupils' progress have not yet been developed.