

Inspection of Kniveton CofE Primary School

Kniveton, Ashbourne, Derbyshire DE6 1JJ

Inspection dates: 10–11 March 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in December 2006 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework, as well as any changes at the school since the last inspection.

The school has not been inspected for 14 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Kniveton is a school at the heart of the community. Pupils are proud to attend. They skip into lessons with smiles on their faces. They told us that they feel safe in school and that the staff are kind and caring.

Staff know every pupil very well. The relationships between adults and pupils are highly positive. Pupils love spending time with their friends. Breaktimes are a harmonious time. Older pupils lead playground games like 'stuck in the mud'. Other pupils play football, draw or read books. Pupils behave well. They enjoy earning golden tickets and being invited to have cookies and hot chocolate with the headteacher. Pupils know what bullying is. They say that bullying is dealt with well. Pupils told us that, 'Everyone is different, but we are all equal.'

Leaders want pupils to have special memories of their time in school. Pupils enjoy trips to Carsington Water to look at symmetry in nature. They visit Chatsworth House and complete the sculpture trail. Pupils talk fondly about the days out in Llandudno to learn about coastal erosion.

Leaders and teachers want pupils to achieve well. However, in some subjects the curriculum is not planned as well as in others.

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

Leaders know how important it is that pupils learn to read. They have planned an ambitious reading curriculum. They know what they want pupils to be able to do and by when. Teachers in key stages 1 and 2 make sure that pupils read books that match well with their reading abilities. Staff work hard to build pupils' vocabulary. We heard older pupils discussing the meaning of words, such as 'optimistic' and 'anxious'. Teachers read stories to pupils every day. Pupils listen attentively and gasp when teachers leave stories on a cliffhanger. Pupils, including those with special educational needs and/or disabilities (SEND), read fluently and accurately. Pupils use the knowledge they have gained in reading when they are writing. The quality of pupils' written work is of a high standard throughout the school.

Children in the Reception Year do not always get off to a good start in reading. Some staff do not always teach phonics effectively. They do not model the sounds that letters make clearly enough. Teachers give some children books that are too difficult for them to read.

Leaders know precisely what pupils need to learn in mathematics each year. Lessons build on what pupils can already do. Children in the early years quickly gain mathematical knowledge. They create repeating patterns using colours and know the names of three-dimensional shapes. Older pupils calculate improper fractions. They work out the value of digits in decimal numbers. Pupils achieve well in this subject.

The curriculums for design and technology and for computing are not well planned. The knowledge pupils gain does not build on what they already know. Leaders are refining what important knowledge they want pupils to learn. Some staff are not trained well enough to teach in these subjects. Where teachers are more confident, pupils gain knowledge well. For example, in the early years, children make houses for the three little pigs using simple joining techniques.

Pupils with SEND get very good support to catch up. Leaders put clear plans in place that show what extra help these pupils need to succeed. Teachers and teaching assistants adapt lessons effectively. They provide physical apparatus and visual resources and use questions to encourage pupils to understand lesson content. Pupils with SEND achieve well in most subjects.

Staff have high expectations of pupils' behaviour. Pupils are friendly and respectful. They enjoy writing about the kindness of others and displaying this on the 'sea of kindness' board. They enjoy collecting 'learning stars' and 'golden points' for their hard work.

Leaders want pupils to learn about different countries and cultures. Pupils are proud of the links that they have with schools in Gambia and Sri Lanka. Pupils learn about fair trade and civil rights during black history month.

Governors are a committed team. They have a growing understanding of what the school does well and what it needs to improve. However, they do not always check the work of leaders thoroughly enough to ensure that the actions they take to improve the school are impactful.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils and their families well. They act quickly when they have concerns that a pupil may be at risk of harm. Leaders make sure that they seek the right support for pupils and families. They draw on the expertise of external agencies when needed.

Pupils are taught how to stay safe. They have a good understanding of online safety. Pupils have a trusted adult they can talk to if they have a worry. When pupils do not feel confident enough to talk, they can use the 'worry box' to write about their concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and taught in some subjects, including for design and technology and computing. However, it is clear from the actions that leaders have already taken to plan the curriculums in these subjects that they are in the process of bringing this about. For this reason, inspectors have applied the transition arrangements in this case. Senior leaders should make clear what the most important knowledge is that pupils will learn. They should ensure that this knowledge builds on what pupils have already learned. Subject leaders should check that teachers have the knowledge and understanding to implement the curriculums effectively, so that pupils achieve well in these subjects.
- Some staff do not have strong enough subject knowledge in phonics. They do not always model letters and the sounds that they make well enough. Some children in the early years read books that are too demanding. These children are not able to decode words accurately or fluently enough. Leaders should ensure that all staff are well trained in phonics. Teachers should check that the books children read match their phonic knowledge.
- Governors are sometimes overly reliant on what senior leaders tell them. They do not always hold leaders to account effectively. Governors should check the actions that leaders take more thoroughly so they are better placed to hold them to account effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

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

Further information

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

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

School details

Unique reference number	112834
Local authority	Derbyshire
Inspection number	10121305
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair of governing body	Doug McConnachie
Headteacher	Lynn Board
Website	www.knivetonprimaryschool.co.uk/
Date of previous inspection	13 December 2006

Information about this school

- The school has a before- and after-school club that the governing body manages.
- The school is designated as having a religious character and received a section 48 inspection in June 2017.

Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.
- The previous 'outstanding' judgement reflected the school's overall effectiveness in December 2006 under the relevant inspection framework at that time. The new judgement of 'good' reflects the current inspection framework, as well as any changes at the school since the last inspection.
- We met with the headteacher, senior teacher, the special educational needs coordinator, the early years leader, six members of the governing body and a representative of the local authority.
- We did deep dives in these subjects: reading, mathematics, computing and design and technology. We visited lessons, scrutinised pupils' work, listened to pupils reading and spoke with pupils about their lessons. We also examined the

quality of pupils' work in geography, writing, history, religious education (RE) and modern foreign languages.

- We looked at a wide range of documents, including those relating to safeguarding and behaviour, as well as the school's plans for improvement and curriculum planning. We considered information about pupils' achievement from published information and looked at information on the school's website.
- We considered the 36 responses to Ofsted Parent View, Ofsted's online questionnaire. We spoke with parents informally at the end of the school day.

Steve Varnam, lead inspector

Her Majesty's Inspector

Graham Boyd

Ofsted Inspector

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