

INSPECTION REPORT

**Kniveton Church of England
Primary School**

Kniveton, Ashbourne

LEA area: Derbyshire

Unique reference number: 112834

Headteacher: Mrs L. S. Board

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 1st – 2nd May 2001

Inspection number: 196241

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Kniveton Ashbourne Derbyshire
Postcode:	DE6 1JJ
Telephone number:	01335 342573
Appropriate authority:	Governing Body
Name of chair of governors:	Mr L. Rose
Date of previous inspection:	1 st March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 10
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	
WHAT THE SCHOOL DOES WELL	11 – 16
WHAT COULD BE IMPROVED	16
PART C: SCHOOL DATA AND INDICATORS	17 – 19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kniveton Church of England Primary School is situated to the east of Ashbourne in the Derbyshire Peak District. Most pupils come from the village and surrounding hamlets. The pupils come from a broad spectrum of social backgrounds and on entry there is a wide range of levels of attainment for children of their age, which is generally above average. The school admits children in the September and January before their fifth birthday. The majority of children attend pre school provision within the local area. There are 49 children in the school. English is the first language of all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average. At the time of the inspection, six per cent of pupils are in receipt of free school meals, which is below the national average. There are 23 girls and 26 boys, aged from four to 11 years. The school has recognised eight pupils as having special educational needs, which is similar to the average for a school of this size and type, one of whom has a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is a very effective and successful school that gives very good value for money. It has many very good features. The school benefits from excellent leadership and management and very good standards of teaching. There is clear educational direction. The school continues to provide a caring environment for its pupils, which significantly enhances the quality of life in the school. A strong emphasis is placed on continuous improvement to ensure the school's aims are met. Pupils achieve very high standards and test results which are above national averages for the majority of pupils are clear evidence of the very good progress in pupils' learning throughout the school.

What the school does well

- ◆ The headteacher and staff give excellent leadership which is committed to raising standards and strongly supports learning.
- ◆ The high quality of teaching and commitment to high standards.
- ◆ Standards of attainment are very high.
- ◆ The excellent attitudes to work.
- ◆ The curriculum is very good and provides a rich and varied learning experience.
- ◆ The school enjoys an excellent partnership with parents and the local community.
- ◆ The excellent assessment of pupils' attainment and progress.

What could be improved

- ◆ No areas of the school's work were judged to be less than good during the inspection.

The basis of the governors' action plan will be its plans for the continued development of the school as outlined in the school development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school, which was judged to be providing a good education at the last inspection in March 1997, has continued to make a good improvement. The key issues regarding provision for children under five and for physical education have been effectively addressed. This has been achieved through the hard work, commitment and dedication of the staff, governors and parents. There is a shared will to build on the school's strengths and to progress further through a programme of review and development. The headteacher, staff, governing body and parents and community have an excellent and effective partnership which contributed to the effective provision of office accommodation through an extension to the adjacent village hall. The standards of teaching observed during the inspection represent a significant improvement since the last inspection. The curriculum is monitored and evaluated effectively by the headteacher. Targets are identified for individual pupils and progress towards these targets is carefully monitored. The school's targets have clearly been achieved. The detailed monitoring and evaluation of standards of attainment and quality of provision within the school ensure the school is well placed to continue to develop in the future.

STANDARDS

As the number of pupils at the end of Key Stage 2 in 2000 was less than 10, the table showing the standards achieved by 11 year olds based on average point scores in National Curriculum tests is not reported.

The school's performance is in the highest five per cent nationally. The number in each year group varies considerably, also the number of pupils with special educational needs. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The performance in recent years reflect the school's commitment to high standards with all pupils, with the exception of a small number on the higher stages of the register of special educational needs, attaining the levels expected nationally for pupils aged 7 and 11 with a significant majority of pupils attaining above these levels. This is a positive indication of the school's success in ensuring all pupils attain their potential.

Levels of attainment upon admission to the school are above average. By the end of the Foundation Stage almost all pupils exceed the expected standards in all the areas of learning. During the inspection standards for the majority of pupils were very good and above national expectations for pupils aged 7 and 11 in English, mathematics and science. In information and communication technology standards are good and above national expectations for pupils aged 7 and 11. Standards in religious education are good and exceed the requirements of the locally agreed syllabus. In the lessons observed progress was very good throughout the curriculum for the majority of pupils, including those talented pupils and those with special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have an excellent attitude to their work. Pupils of all ages are responsive, eager to learn and participate enthusiastically in their lessons. They are interested in their work and ask questions to extend their learning.
Behaviour, in and out of classrooms	Behaviour is of a consistently high standard throughout the school. Pupils are polite and respectful to adults and one another.
Personal development and relationships	Very good. Relationships are very good. Pupils' personal development is enhanced by the school's very good spiritual, moral, social and cultural provision and the school's links with the community locally and further a field.
Attendance	Attendance is very good. The majority of pupils arrive punctually.

All pupils, from the youngest to the oldest, are able to work independently on a task that they have been given. They have very good levels of concentration. Older pupils co-operate very well in activities that require them to work together. Pupils quickly settle to work. Pupils' personal development is very good. They help with many tasks around school. Pupils are encouraged to consider others through charitable work. Relationships are very good throughout the school between pupils and between pupils and adults. All the staff are very hardworking and committed to the care and education of the pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very 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.

The quality of teaching is very good. It was excellent in 29 per cent of the lessons observed and very good in 71 per cent. Particular strengths lie in the use of support assistants to ensure high quality provision for the range of ages and attainment in each class. Teachers show good knowledge and expertise, especially in the teaching of basic skills of literacy and numeracy where individual targets are set for each pupil. There are high expectations of what the pupils can achieve. Pupils' skills are developed through well-structured tasks that build on earlier learning. This ensures that very good progress is made. Lessons are imaginative and tasks are carefully prepared. Teachers are alert to the particular needs of gifted pupils and pupils with special educational needs. These pupils are quickly identified and receive good support.

The teaching meets the needs of all the pupils, including talented pupils and those with special educational needs. Pupils have very positive attitudes and are challenged and engaged in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well planned and provides a stimulating and varied learning experience. There is an excellent range of activities outside of lessons.
Provision for pupils with special educational needs	The school makes good provision for special educational needs. Records of progress are clear and are used well for individual education plans. Support staff provide very good support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. Pupils are very aware of their moral and social responsibilities. They have very good opportunities to develop their awareness of their own culture and of others.
How well the school cares for its pupils	The school provides a very good, caring environment in which pupils feel safe and secure.

The school has an excellent partnership with parents and the community. The extra-curricular opportunities provided are excellent. There are excellent assessment procedures that ensure pupils make good progress. There is sensitivity and good support for pupils and their parents, which has a strong impact on improving standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff provide excellent leadership for the school. The school has a positive ethos which promotes high standards of teaching and learning. Responsibilities are effectively delegated and staff work closely to continually refine and improve the quality of education.
How well the governors fulfil their responsibilities	Governors effectively fulfil their responsibilities. They have a very good understanding of the school and take an active role in evaluating developments. They give excellent support to the school.
The school's evaluation of its performance	The school has a clear view of its work and what succeeds. The school makes a careful analysis of results in order to plan for developments to further raise standards. Teaching and learning are well monitored by the headteacher.
The strategic use of resources	Very good use is made of the resources available to the school. Improvements to the accommodation have taken place due in part to the very good partnership between the school and community.

The leadership and management is a strength of the school. Challenging targets are set for pupils to raise standards. There is a shared commitment to continuous improvement and the school's aims and values are met very well. The principles of best value are effectively applied through the clear targets for improvement that are very carefully supported through the school's financial planning to ensure developments have a positive impact on pupils' attainments and the quality of education that the school provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">◆ The teaching is good.◆ They are well informed about their child's progress.◆ It is easy to approach the school.◆ Their children achieve good standards of work.◆ The school is well led and works closely with parents.	<ul style="list-style-type: none">◆ There were no concerns expressed by parents.

The responses to the questionnaire sent to parents and at the meeting with inspectors prior to the inspection indicate a very high level of satisfaction with the education provided and the standards achieved by the school. Inspectors' judgements support the very positive views expressed by the majority of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher and staff give excellent leadership which is committed to raising standards and strongly supports learning

1. The headteacher and staff make an excellent contribution to the quality of education in the school and the standards pupils achieve. Good teamwork and communications are a strength of the school and promote good standards and progress. The school shares its positive ethos and aims with the community through its vision statement and is successful in meeting its objectives. The governing body is very supportive and acts as a critical friend to the school.

2. The leadership and educational direction provided by the headteacher are excellent. There is monitoring and evaluation of the impact of initiatives. The priorities set are relevant for the school. All staff and governors are involved in setting these priorities.

3. The school has made a good improvement since the last inspection. It produced a clear action plan in response to the last inspection report and has successfully addressed all the issues raised. In its aim to improve standards, the school has established good schemes of work and very effective methods for assessing and monitoring pupils' achievement and progress. This has been achieved by the conscientious co-operation between staff. All staff contribute effectively to the system by keeping detailed records and carefully adapting work to meet the needs of all pupils, including those with special educational needs. It has monitored progress in these areas and is continuing to develop some aspects, such as information and communication technology. The school has identified clear and realistic targets and is well placed to continue to build on its recent improvements in developing provision for children in the Foundation Stage through the appointment of an additional part time teacher.

4. The headteacher and staff know their pupils well. They sensitively nurture pupils' personal development. Staff carefully organise the curriculum to meet the children's needs. The benefit of the decision to increase support assistants is reflected in the very significant contribution they make to the quality of education provided, particularly supporting pupils with special educational needs. A commitment to equal opportunities for all pupils is evident in day-to-day work. In-service training is encouraged for teachers and learning support assistants. The monitoring of the curriculum is very good.

The high quality of teaching and commitment to high standards

5. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided.

6. The quality of teaching is very good. There is detailed planning based on the curriculum for the Foundation Stage and the National Curriculum. Staff have very good relationships with the children and are calm in their approach. They are well organised, they encourage independence and initiative. Teachers' planning shows clear and appropriate learning objectives, which are carefully matched to the different ages and prior levels of attainment. Lessons proceed at a very good pace and a range of teaching strategies is used to very good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 4, 5 and 6 class

enthusiastically responded to a session to develop their understanding of poetry, following good preparation and planning, clear explanation and encouragement from the teacher.

7. Care is taken to ensure that pupils with special educational needs are well supported and talented pupils are suitably challenged. All pupils, including talented pupils and those with special educational needs, are very well supported in the classroom as individuals or in groups. Special support assistants work very effectively under the direction of the class teachers. Monitoring and assessment of targets set is very good.

8. Teachers enjoy their work. Their interest and enthusiasm is evident in their lessons. Work is planned to capture pupils' interest and sustain their involvement. Through carefully chosen activities, well-paced lessons, very good use of questions and considered groupings of pupils, teachers use their skills to promote the high standards and good progress seen in the school. Where support staff are involved in lessons, they are thoroughly briefed about the activities that they are engaged in. They are clear about the outcome of the lesson and know what to expect of the pupils that they are working with. Pupils' progress is closely monitored, using very effective assessment procedures.

9. The teachers work hard to prepare lessons that are well organised and set in contexts that engage pupils' interests and enjoyment. There are good examples of appropriate and effective teaching which use resources and accommodation well and results in challenging work and the pupils making good progress. For example, through effective use of the skills of support staff to support pupils' work on data handling in mathematics. There is good subject knowledge and enthusiasm. Expectations are high and there is good use of resources, for example, during an art and design lesson for Years 1 and 2 when producing work in the style of Mondrian. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high.

10. Teaching is very effective in all areas of the curriculum. Teachers give clear instructions and explanations and pupils know what is expected of them. There is very good use of support staff who are involved in the planning and preparation of lessons. Teachers provide useful comments to pupils about their achievements and how they might improve further. Relationships between pupils and teachers make a significant contribution to pupils' standards of attainment and the quality of education provided.

Standards of attainment are very high

11. The school has consistently achieved high results in the National Curriculum tests at the end of Key Stage 2 which show improvement by pupils over their attainment in tests at the end of Key Stage 1. In 2000 the results in English, mathematics and science were very high and in the top five per cent of schools nationally. The teacher assessments at the same time confirms this picture of high attainment. Although cohorts vary from year to year, the consistently high test results achieved at the end of Year 6, when compared with baseline assessments when children start school and National Curriculum assessments at the end of Key Stage 1, are clear evidence of very good progress in pupils' learning throughout the school and reflect well on the quality of teaching.

12. National performance data adds to this picture over a longer period and shows that this pattern of high attainment is similarly reflected when considering the results at the end of Key Stage 2 from 1996 to 2000. This is a clear indication of the good progress pupils have made in their learning between the ages of 7 and 11.

13. The majority of pupils are achieving a result at a higher level than is expected for most pupils nationally. Standards of work seen during the inspection were consistently high across the school, both in lessons and in samples of pupils' work.

14. The youngest children quickly develop an interest in learning. They show delight in number. Pupils are enthusiastic about reading work and anticipate what might happen next in a story. At Key Stage 1, pupils read with expression, accurately and fluently. They develop a good range of strategies to help them tackle unknown words. Regular practice of the basic skills of reading helps all pupils to make good progress. By Key Stage 2, pupils have developed their language skills sufficiently to engage in complex discussions about difficult issues such as protecting the environment.

15. Pupils make very good progress in writing. Pupils develop a good understanding of different writing styles. There are good links with other curriculum areas, for example, when writing a postcard of a visit to Mecca. They have good opportunities to write for a range of purposes and audiences. For example, they make notes linked to their topic work and draw up lists of equipment and materials for their work in science. Pupils' work demonstrates good use of interesting vocabulary. They show good understanding of the structure of stories and write for a range of different purposes, for example, Key Stage 2 pupils use their skills well in their creative writing.

16. Pupils are provided with a good range of mathematical activities. By the end of Key Stage 1, pupils have developed a good understanding of place value. At Key Stage 2 they continue to make good progress building on the good foundation at Key Stage 1. They are able to apply their mathematical skills well when solving a range of problems and during mathematical investigations. In Year 6, pupils engage in tasks that draw on a wide range of mathematical skills and knowledge. In addition to further developing their numeracy skills, pupils apply their learning to their work in data handling making effective links with their work in information and communication technology. Work is well presented and shows that pupils have a good understanding of these mathematical concepts, for example, in a Key Stage 2 lesson, when using a dice to develop their understanding of probability. Pupils show secure mental agility and a good understanding of mathematical terms. The teaching provides a breadth of experiences for pupils, which reinforces and extends their understanding and confidence.

17. In science, pupils have a good understanding of practical and experimental work. The pupils in Key Stage 1, for example, develop their understanding of weather and displayed a good understanding of the importance of choosing appropriate clothing demonstrating a knowledge of the different properties of a range of materials used in different articles of clothing. Pupils recognise ways of recording an experiment, such as stating what is to be found out, what will be needed, how to make a fair test and the conclusion. By the end of Key Stage 2, pupils predict and evaluate their results with increasing accuracy. They have a good understanding of the importance of attention to health and safety when conducting their investigations.

18. The school has developed the use of information and communication technology skills across the curriculum. It has made very effective use of the skills of a support assistant and has benefited from links with a local secondary school to ensure coverage of all areas of the curriculum in this subject.

19. Learning in English and mathematics is used well in other subjects of the curriculum. Pupils are encouraged to engage in discussions and debates about their work. Teachers

require them to explain their thinking. For example, in a Key Stage 2 geography lesson pupils worked effectively in groups and then presented their results to the class in an effective whole class session at the end of the lesson. Pupils benefit from the establishment of three teaching groups each morning in their English and mathematics work. This enhances their learning and has a good impact on their progress. The high standards in English and mathematics make significant contributions to the standards attained in other subjects of the curriculum.

The excellent attitudes to work

20. The excellent attitudes and very good behaviour of the pupils are strengths of the school and make a significant contribution to their standards of learning and the quality of school life. Since the last inspection, the school has continued to maintain its high standards. It is very successful in developing positive attitudes and relationships between pupils and staff and it promotes confidence and self-esteem in each child. Parents say that the school is like 'a big family' where pupils and staff have strong and respectful relationships. They show full support for the attitudes and values taught by the school.

21. Pupils are interested in their work, listen carefully to instructions from the teacher and also to responses from other pupils. For example, older pupils in Key Stage 2 showed great interest in studying how to write a weather forecast and responded very well to questions from the teacher. Pupils apply themselves to activities for extended periods of time. They show effort and enthusiasm for their work and are satisfied when they achieve well. They are well organised and handle books and other equipment responsibly and with care. Pupils respond very well to the use of praise and encouragement by teachers. They appreciate the encouraging comments that teachers make in their books and try hard to improve themselves. They are positive about the work they do and are very willing to discuss it with others, their teachers and with visitors to the school.

22. The behaviour of pupils is very good. All staff consistently promote and expect high expectations of behaviour and pupils respond very positively to this. They are sensible, well behaved and act confidently and with responsibility. They have a clear sense of right and wrong. As pupils get older they demonstrate maturity and have respectful and positive relationships with staff which sets a good example to other pupils in the school.

23. Relationships in the school are very good. Pupils work well together in lessons. They willingly work in groups or pairs, sharing books and other resources without difficulty. Pupils discuss their work with one another and help each other to improve their work. Pupils are encouraged to value and respect others. They are courteous and welcoming to visitors and enjoy talking about their school. The staff provide very good role models in their relationships with each other and the pupils.

24. The small school environment gives pupils many opportunities to take responsibility and this has a positive impact on pupils' very good personal development. They readily take on responsibilities such as looking after younger pupils at lunchtime, organising the classroom for assembly and tidying resources around the school. Pupils show respect and understanding for the needs of other people in the school and in the community through their participation in charity events. They recognise the importance of the school in the life of the village and willingly take part in events to benefit the local community, for example, the local well dressing ceremony.

The curriculum is very good and provides a rich and varied learning experience

25. The school provides a wide range of stimulating activities designed to make learning interesting and to fire the pupils' imaginations. Teachers work very hard planning a range of stimulating activities to support the basic skills of literacy and numeracy. They welcome the very good input they receive from parents and classroom helpers in supporting these activities.

26. The school's strategy for developing the literacy and numeracy hours is good and is making a significant contribution to raising and maintaining high standards in English and mathematics, particularly at Key Stage 2. There is no significant reduction in the range and content of other subjects. The curriculum is planned well and shows significant improvements since the last inspection. Effective links are made between subjects, which provide suitable opportunities for pupils to consolidate skills. The school is providing good additional literacy and numeracy support for pupils throughout the school. Targets have recently been set for all pupils, following a detailed analysis of their prior attainments and satisfactory procedures have been established to monitor their progress. Both long and medium term plans are good and ensure that all required aspects are covered. Teachers plan together very effectively to ensure that all pupils are offered access to the broad range of activities to ensure continuity and progression for the different ages and attainment within each class.

27. The curriculum includes time for personal and social education, with aspects of health and safety education being appropriately covered in science and physical education. Subjects, such as history and geography, are planned and taught well and cover the required areas. The curriculum ensures very good provision for the development of creative arts.

28. There is very good provision for the development of information and communication technology skills throughout the curriculum. This is a considerable improvement since the last inspection. Pupil's learning is good and they are making good progress as there is regular access and use in several areas of the curriculum, including English, mathematics, science, art and design, history, geography and design and technology. The improved accessibility of computers provides all classes with opportunities to develop skills, knowledge and understanding in the use of computers. These improvements have had a good impact upon standards. All pupils receive regular opportunities to develop their skills and are well supported.

The school enjoys an excellent partnership with parents and the local community

29. The school has excellent relationships with its parents and is very keen to involve them in the education of their children. The questionnaire and other evidence indicates that parents feel that the school is welcoming, approachable and works in partnership with them. Parents feel very welcome and many help on a regular basis. Parents are able to come into school and speak to teachers and the headteacher without difficulty. The headteacher and staff are readily available for talks with parents and staff actively encourage parental involvement in their children's learning. The school values the support of the parents.

30. The parents receive very good quality end of year reports detailing their children's attainment and progress. Good quality and detailed information is provided by the school's brochure and by the governing body's annual report. Parents expressed their appreciation of sessions arranged for them to learn about curricular developments, such as the literacy and numeracy work.

31. The school has excellent links with the community. The school has a strong identity in the local community and is well supported by local people and families. It fully involves itself in the

life of the village and pupils take part in initiatives such as the local well dressing ceremony. The school also makes good use of visitors to add their experience and expertise to topics in the curriculum. Visitors from the emergency services, local clergy, musicians and local people have all contributed to work throughout the school.

32. The school is very well supported by the successful parents', teachers' and friends' group. Parents are in strong agreement that the school is well led and managed and that the school has high expectations for their children. These are important features of the school and inform the immense goodwill shown to the school and its staff. The effective links that the school has developed with its parents enhance the pupils' learning and the quality of education provided.

The excellent assessment of pupils' attainment and progress

33. The procedures for assessment are excellent. Good use is made of baseline assessment when children start school to ensure that activities meet their needs in all areas of learning, including their personal development. Further information is gained from the results of the Key Stage 1 tests, reading ages and other assessment procedures. The school makes a thorough diagnostic analysis of all test results and uses the information gained to set targets for future planning to raise and improve standards.

34. Records of achievement are being developed for individual pupils as they progress through the school, including examples of assessed work, the results of formal assessments and standardised tests. Achievements recognised are not only academic but may be for attitude or behaviour and also include achievements of pupils outside of school life.

35. The school uses assessment information effectively to improve standards. For example, individual pupil targets, particularly in English, mathematics and science, have been introduced. Pupils are fully involved with their teachers in identifying and evaluating appropriate targets.

36. Teachers know their pupils very well and assess work very well in the classroom in order to ensure their progress. Marking is used consistently well, with constructive and encouraging comments being used appropriately to recognise achievement and indicate ways in which the quality can improve. Staff regularly discuss assessments, particularly in English and mathematics, to monitor standards and progress. The information recorded is then used well to indicate pupils' targets. Assessments are also used well in all other subjects.

WHAT COULD BE IMPROVED?

38. There are no key issues for the school to address. The basis of the governors' action plan will be its plans for the continued development of the school as outlined in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
29	71	0	0	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)	49
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	8

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	6.9
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	3	4	7

As the number of pupils in Key Stage 1 in 2000 was less than 10, then the school is not required to publish its National Curriculum test results.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	0	5	5

As the number of pupils in Key Stage 2 in 2000 was less than 10, then the school is not required to publish its National Curriculum test results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	42
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: YR – Y6

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	19.6 : 1
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	48

Financial information

Financial year	1999/00
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	£
Total income	96,073
Total expenditure	96,671
Expenditure per pupil	1,860
Balance brought forward from previous year	5,800
Balance carried forward to next year	5,202

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	48	46	6	0	0
Behaviour in the school is good.	32	68	0	0	0
My child gets the right amount of work to do at home.	48	46	6	0	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	63	26	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	26	6	0	5
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	69	26	5	0	0
The school is well led and managed.	60	31	6	0	3
The school is helping my child become mature and responsible.	60	37	3	0	0
The school provides an interesting range of activities outside lessons.	57	40	3	0	0