

Inspection of a good school: Palterton Primary School

Back Lane, Palterton, Chesterfield, Derbyshire S44 6UN

Inspection date:

2 November 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils are happy coming to school. They know adults in the school care for them. One parent commented: 'We feel like they're in safe hands while they're at school and the school is a beacon within the community.' Pupils behave well and are courteous to one another. The school is an orderly place. Pupils move around school calmly. Pupils learn to be respectful of each other and of difference. Pupils know what bullying is and say it rarely happens. Should it happen they say, 'It's dealt with well.'

The school's tag line, 'Learning is RICH; Respect, Innovation, Challenge, Happiness', is central to the school's work. There are many opportunities for pupils to take on responsibilities. At the heart of this are the school 'palton points'. Pupils enjoy earning these rewards for demonstrating the values the school promotes.

Leaders have high expectations for everyone, including adults. However, COVID-19 is impacting on the work to develop the curriculum. Not all pupils achieve as well as they could. This is because the curriculum could be more ambitious and lacks detail. Some staff require further training to deliver the curriculum.

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

Pupils learn to read quickly. The new approach to teaching reading works well. Staff can spot when children are falling behind. Resources support phonics teaching well and there is a consistent approach. However, some reading books do not match the needs of all pupils. Some pupils do not become fluent readers quickly enough.

Pupils have a positive attitude towards reading. Teachers create opportunities to read a wide variety of books. Teachers prioritise time to read to pupils. Pupils really enjoy this time. They become involved in the story because teachers bring the book to life. Enticing

book spaces within classrooms create a sense of excitement for reading. These are calm spaces which are widely used.

There is a sequenced curriculum. However, in some subjects the curriculum lacks step-by-step detail. This means strong connections are not made between learning. It is then difficult for teachers to identify what knowledge pupils are missing and plan future lessons. Teachers often create activities that hook learners. Recently, leaders introduced a new approach to the teaching of mathematics. However, some staff lack the necessary subject expertise to broaden and deepen pupils' knowledge.

Children settle well into the early years foundation stage. This is because routines are quickly established and expectations high. Children play well together. They collaborate on learning activities and can work independently. Parents say they are well informed about how their children are doing. Carefully designed activities keep children focused. However, as with other parts of the school, some elements of the curriculum lack detail. It is not always clear what small steps pupils need to take in their learning so that they can achieve better.

Pupils say behaviour is good in school. Leaders make expectations clear. Pupils respond really well to the 'palton points' and say these help them behave better. Pupils play well together outside. Sports leaders take responsibility for organising games on the multi-use games area at breaktimes. They also make sure it is being used appropriately. In some lessons, learning is affected by low-level disruption. This is not always dealt with by teachers quickly and effectively enough. This means some pupils become disruptive and distract others.

The personal development of pupils at Palterton is a strength. There are many opportunities for pupils to take responsibility within school. The school's pupil 'bankers' and 'shopkeepers' are held in high regard. The roles prepare them for future life opportunities. One pupil stated: 'The responsibilities are fun and we have to apply for the roles – it's like a full-on application to make sure you can do the job. We have an interview as well.' Those within 'team smile' are there to ensure pupils are happy. They deliver assemblies promoting initiatives such as anti-bullying week. Pupils learn to be tolerant of difference and respectful of differing opinions.

Leaders are clear on the work they have to do to improve their school. They have ensured staff are ready for these challenges and raised expectations of them. They have been considerate of their workload and made this a priority. Staff appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

The safety of pupils is a priority. Pupils feel safe. Staff know how to identify the signs of abuse and neglect. They know what to do if incidents should occur. Leaders check records systematically to spot any worries. Leaders are tenacious in getting the support families need. They make sure external agencies provide support when pupils need it. Governors

check the safeguarding systems to assure themselves that these are robust. Leaders make sure only appropriate people work in the school.

Pupils learn how to keep themselves safe in school and out. They know how to report any worries should they have any.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some reading books do not match the needs of all pupils. Some children are not becoming fluent readers quickly enough, and therefore not developing a love of reading. Leaders should make sure all books match the developmental needs of all pupils. This will ensure all pupils develop into fluent and confident readers quickly.
- Although the curriculum is sequenced, in some subjects the curriculum lacks the necessary detail to ensure strong connections are made between learning. As a consequence, some children cannot remember all they have been taught. Leaders should ensure all subjects have the necessary detail so that teachers can determine what gaps in learning pupils have and ensure future planning addresses each pupil's needs.
- Recently, a new approach to the teaching of mathematics has been introduced. However, some staff lack the necessary subject knowledge to broaden and deepen pupils' knowledge. As a consequence, some teaching is not as ambitious as it could be for all pupils. Leaders should ensure staff have the necessary training, and expertise, to deliver this approach to teaching mathematics.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

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 information from Ofsted Parent View 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.

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	112617
Local authority	Derbyshire
Inspection number	10227270
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	98
Appropriate authority	Local authority
Chair of governing body	Leanne Coupe
Headteacher	Rosalind Horsley
Website	www.paltertonprimary.co.uk
Date of previous inspection	21 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leaders, including the special educational needs coordinator, designated safeguarding leader and curriculum leaders.
- Inspectors carried out deep dives in three subjects: reading, mathematics and science. They also studied curriculum plans for English and history. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.
- The lead inspector met with representatives of the governing body and a representative of the local authority.

- Inspectors took account of the responses to the Ofsted Parent View survey, pupil survey and staff survey along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Attendance and safeguarding records were scrutinised. This included the school's single central record. The lead inspector also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Moira Dales

Ofsted Inspector

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