

# INSPECTION REPORT

## **PALTERTON PRIMARY SCHOOL**

Palterton, Chesterfield

LEA area: Derbyshire

Unique reference number: 112617

Headteacher: Mr M E Thacker

Reporting inspector: Mr R W Wonnacott  
2787

Dates of inspection: 14-17 January 2002

Inspection number: 196608

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Back Lane Palterton Chesterfield Derbyshire
Postcode:	S44 6UN
Telephone number:	01246 823143
Fax number:	01246 824524
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Gray-Cowley
Date of previous inspection:	29 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2787	Mr R Wonnacott	Registered inspector	Science Information and communication technology Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
11072	Ms S Elomari	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22056	Mr T Lewins	Team inspector	English Geography History Religious education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?
18346	Mr R Bristow	Team inspector	Mathematics Art and design Design and technology Physical education Foundation Stage	How well is the school led and managed?

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Palterton Primary School is in the village of Palterton, some ten miles from Chesterfield in Derbyshire. There are 102 pupils on roll, between the age of four and eleven years. This makes it a very small primary school compared with primary schools nationally. Pupils are taught in four classes. Because of the small number of pupils in a single year group (less than 20) any statistical comparisons with national data needs to be treated with caution, as one pupil is the equivalent to 5%. The percentage of pupils entitled to free school meals is broadly in line with the national average. The percentage of pupils with special needs, including those with statements of educational need, is below the national average. Pupils have a range of needs but the majority having learning difficulties. All pupils are of white British heritage. When children join the school at age four years, their attainment is generally typical of that found nationally for the age group.

### **HOW GOOD THE SCHOOL IS**

This is an effective school with a strong community atmosphere. Overall, pupils make good progress as they move through the school. Standards in most subjects are typical of those found in primary schools nationally. However, by the age of eleven years pupils do not attain the expected standard in science and information and communication technology. Pupils who have special educational needs are provided with good support. The school meets the needs of all pupils. The importance the school gives to including all pupils in activities is one of its many strengths, all pupils are provided with equal access to the school's provision.

Management and leadership are very good overall. The newly appointed headteacher has established a very good working relationship with the governors in the short period of time he has been in the school.

The cost per pupil to run the school is close to the national average. Teaching in the school is good. Pupils make good progress as they move through the school. When these factors are considered together the school is judged to provide satisfactory value for money.

#### **What the school does well**

- Overall, the quality of teaching observed during the inspection was good.
- In the lessons observed in the inspection, pupils made good progress in their learning in response to good, and at times very good teaching.
- New national strategies for developing the pupils' skills in literacy and numeracy have been effectively established.
- In lessons, pupils show very good attitudes to their learning. Pupils' behaviour is excellent.
- Management and leadership in the school are very good. The newly appointed headteacher and school governors are providing the school with a clear sense of direction.
- Relationships in the school are excellent. Pupils work well together and show respect for each other's feelings.
- The school has very good links with the local community and pupils are actively involved in many aspects of village life.



### What could be improved

- Standards in science in Key Stage 2 are too low.
- Standards in information and communication technology are too low.

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

The school's management team has identified the above areas as being in need of improvement.

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997 when three issues were identified that needed to be improved.

The school has made good progress in tackling these issues: schemes of work are now available for the majority of subjects. Assessment information is being used to help pupils make progress in their learning. Opportunities for subject co-ordinators to evaluate work in the different subjects are developing well.

In addition there has been a significant improvement in the quality of teaching. No unsatisfactory teaching was observed during this inspection. Standards in English and mathematics are higher. The newly appointed headteacher, together with a dedicated staff, provide the school with a high level of capacity to improve quickly.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	E	B	A
mathematics	C	D	B	B
science	C	D	D	D

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

As well as being compared with national results, the school's results are compared with schools with a similar percentage of free school meals; in the table above these are referred to as similar schools. Because of the small number of pupils in a year group the combined results for the last four years provide a more secure picture of the school's results

At age eleven, standards in English and mathematics were broadly in line with the national average. In science, standards were lower than those typically found nationally. At the time of the inspection

the results of tests for 2001 were available but they had not been validated against the national standard; overall, these results show a similar pattern to those for 2000. At age seven pupils attained standards in English and mathematics that were above those found nationally.

The school has used the data available to set realistic targets for pupils in national tests, the evidence gathered during the inspection indicates that the targets will be met.

Discussions with Year 5 and 6 pupils, together with an examination of their books and observations in lessons indicates that in the key areas of English and mathematics, pupils are attaining standards that are higher than those expected nationally for this age group. Standards in science are in line with those expected for the age group. This evidence indicates that in the 2002 tests, results will be higher than those attained in the 2001 tests.

In other subjects, an examination of the pupils' books, discussion with the pupils and through observing lessons, indicates that standards are variable. In history, geography, physical education and music standards are broadly in line with those found nationally for pupils at both age seven and eleven. On the other hand, standards in art and design, information and communication technology and design and technology standards are below those expected nationally for eleven-year-olds, they are in line with those expected for seven-year-olds. Standards in religious education are typical of those expected for both seven and eleven-year-olds.

Children enter the school with a range of skills that are generally in line with those typical for the age group. Teaching that is generally of a good standard enables pupils of all abilities to make good progress as they move through the school.

By the age of five pupils attain standards that are typical of those found nationally for the age group in, the majority of aspects of their learning. Their physical development is restricted because of the lack of suitable outside play equipment.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	In the lessons observed the pupils' attitudes to work was very good. Pupils were keen to be involved in activities and they wanted to succeed. In the majority of lessons pupils responded well to teachers' effective use of praise.
Behaviour, in and out of classrooms	Overall, behaviour in the school is excellent. In lessons, behaviour is generally very good and at times excellent. In the playground, pupils of different ages play together well and their behaviour is excellent.
Personal development and relationships	The personal development of pupils is very good. Relationships throughout the school are excellent. Pupils are provided with many opportunities to take responsibility for aspects of school life.
Attendance	Attendance levels are similar to those found nationally for primary schools.

In lessons there is an excellent relationship between the teachers and pupils. The pupils show very good attitudes to their work and they make good progress in their learning. During the school day there is a very good range of opportunities for older pupils to help in the day-to-day running of the school. Opportunities for pupils to take responsibility for their own learning are beginning to be developed.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very 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.*

The inspectors visited the school over three days and observed 22 lessons. All teachers were seen teaching at least four times. Lessons where literacy and numeracy skills were being developed were observed in every class.

Overall, the quality of teaching observed during the inspection was good. Teaching was judged to be satisfactory or better in all lessons seen. In over two-thirds of lessons teaching was judged to be good or very good. Very good teaching was observed in all three stages of education. Evidence collected from the teachers' planning records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school.

Where the teaching was at its best the lessons were well planned, and teachers used very good questioning techniques to help pupils think carefully about answers. Pupils responded well to this approach and were confident to put forward ideas and make suggestions. When the teaching was judged as satisfactory, the work provided for pupils did not always take enough account of their past learning. As a result not all pupils made the progress they were capable of.

Overall, very good teaching was observed in English lessons where pupils were developing skills in reading and writing (literacy skills). In mathematics lessons where pupils were developing their skills in numeracy the teaching observed was good. Overall, in all other subjects of the curriculum the teaching in the lessons observed was of a good quality.

Pupils make good progress in their learning as they move through the school, and the good and often very good teaching is having an important influence on the pupils' rate of progress in their learning. The careful teachers' planning and the good support provided by classroom assistants enables the school to meet the needs of all the pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school gives appropriate emphasis to developing the pupils' skills in reading, writing and number work. The curriculum provided by the school is satisfactory overall. Pupils are provided with satisfactory opportunities to develop their knowledge and skills in all subjects of the curriculum.
Provision for pupils with special educational needs	Overall, the provision is good. In lessons, pupils are well supported and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is good. Very good provision is made for pupils' social and moral development. Good provision is made for pupils' cultural development. Provision is satisfactory for the development of pupils' spiritual awareness.
How well the school cares for its pupils	The school has very good procedures in place that ensures pupils' welfare. Procedures for child protection are very good.

The school has rightly spent the majority of time developing the pupils' skills in English and mathematics and standards in these subjects have improved. In recent years not enough time and thought has been given to developing the pupils' skills and knowledge in science. This has contributed to the school's relatively low results in this subject. The school is aware of this weakness and a clear and detailed plan has been written that shows how this will be overcome. The school has very positive relationships with parents who are totally supportive of the schools' work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with very good leadership. In the short time he has been headteacher he has identified important strengths and weaknesses in provision. He has successfully gained the trust and respect of pupils, staff and governors. Teaching and non-teaching staff provide the headteacher with valuable support.
How well the governors fulfil their responsibilities	The work of the school governors is very good. They are supportive of the school, and carry out their responsibilities effectively. They have well-developed systems that enable them to hold the school to account for its performance.
The school's evaluation of its performance	Test results in English, mathematics and science are analysed. The data collected is then used to decide on priorities for future years. At the time of the inspection not enough attention was being given to setting detailed and challenging targets for individual pupils.
The strategic use of resources	Overall, the school uses the different specific grants provided to good effect. Good use has been made of money to support pupils with a range of learning difficulties; these pupils are making at least good

progress in their learning.
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The headteacher provides the school with clear and effective leadership. In a very short period of time he has formed a good working relationship with the school governors. They are now in a strong position to develop important aspects of the school's work. The headteacher and school governors have identified a set of appropriate priorities for the school's further development. The governors use the identified priorities effectively to plan spending; priorities take sufficient account of the need to raise standards, particularly in science. The governors understand and use the principles of best value when making decisions regarding expenditure. Teaching staff have started to take more responsibility for aspects of the school's work. The role of subject co-ordinators has been successfully developed since the last inspection. The staff are well qualified to teach the age group. Learning resources are at a good level. The lack of any large hall space makes the overall accommodation in the school poor.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children are keen to come to school and learn; they like school.</li> <li>• Teachers are very approachable and always make time for parents.</li> <li>• The school encourages pupils to understand the difference between right and wrong.</li> <li>• Parents judge that the school is helping their children to mature.</li> <li>• The school is a caring place.</li> </ul>	<ul style="list-style-type: none"> <li>• No issues were identified that parents would like to see improved.</li> </ul>

Parents returned 42 questionnaires. Eleven parents attended the meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by the parents.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

- The small number of pupils in a year group, less than 20, means that comparison of the school's results in national tests with national results has to be interpreted with caution. The results for one pupil are equivalent to 5% of the school's overall results. When the school's results in national tests for the years 1998 to 2000 are taken together then overall the results for pupils aged seven have been above the national average in English and mathematics. The results for eleven-year-olds have shown much variation but overall are close to the national average for English and mathematics. In science, results have been below the national average. The unvalidated results for 2001 show an overall similar picture. Children enter the school as four-year-olds with standards typical of those found nationally. Pupils make good progress in learning as they move through the school.*
- The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for seven-year-olds is Level 2 of the scale; higher attaining pupils should reach Level 3. The target for eleven-year-olds is Level 4; higher attaining pupils should reach Level 5. As well as comparing the school's results with the national picture it is usually possible to make comparisons with schools that are 'in a similar context', that is, schools which have a similar proportion of pupils entitled to free school meals.
- When the school's results in national tests for seven-year-olds for the last four years are taken together, then the percentage of pupils attaining the nationally expected standard in reading and writing have been above the national average. In mathematics the school's results have been above the national average.
- Over the period of the last four years, the school's results in national tests for eleven-year-olds have shown variation. However, when taken together, the results show that in English and mathematics the percentage of pupils attaining the nationally expected standard has been close to the national average. In science, the percentage of pupils attaining the expected standard has been below the national average.
- In the 2000 assessments for eleven-year-olds, in English the percentage of pupils attaining the expected Level 4 was well above the average for this group of schools. In mathematics, the percentage attaining the expected level was above the average for the group of schools. In science the percentage attaining the expected level was below the average for the group of schools. The percentages attaining at the higher Level 5 showed variations. In English, the percentage attaining this level was well above the average. In mathematics and science the percentages were in line with the average for this group of schools.
- At the time of the inspection the results for the year 2001 had not been officially published.

The indications are that results for seven-year-olds are similar to those for previous years. The results for eleven-year-olds show an overall similar picture to the last four years, with the school's results in science still being too low.

7. An examination of the pupils' books in English and mathematics, together with a discussion with the Year 5 and 6 pupils and observations in lessons, indicates that the majority should reach the expected standard by the time they reach the age of eleven. In English, the pupils are beginning to develop their vocabulary so that their written work is becoming more exciting. In mathematics, pupils are able to talk about a range of topics, including work they have completed on shape and measurement. The highest attaining pupils can use a range of strategies to solve problems, for example finding out the answer to multiplying 49 by 7, they multiply 50 by 7 and then subtracted seven; the highest attaining pupils have a good grasp of the way numbers operate. Work in the books shows that pupils are making good progress.
8. In science, standards attained by pupils are generally typical of those found in primary schools. Work in the pupils' books indicates that pupils have a satisfactory base of scientific knowledge. For example, recent work on the way solids can be dissolved in liquids shows that they have a good understanding of the way particles disperse in a solution. In discussion, the highest attaining Year 6 pupils are beginning to develop a secure knowledge of the way substances change when they are solids, liquids or gases. The most recent work in the books shows that Year 5 and 6 pupils are developing the important facts about making a science experiment 'fair'. However, in discussion pupils talk about this being a recent addition to their work in science, '*We have done much more since September*'. This comment indicates that over the last few years not enough attention has been given to science and this has led to the school's relatively low results in national tests for eleven-year-olds.
9. Standards in information and communication technology vary across different aspects of the subject, but overall are lower than those expected for eleven-year-olds. Pupils in the Year 5 and 6 class can explain how they have used a word-processing program and they know about a number of functions in the program. On the other hand, their knowledge of ways in which the computer can be used to control a range of events is underdeveloped. Throughout the school the teaching staff are not all equally confident in working with the computers, this has had an impact on the amount of time pupils have been given to develop their skills in this aspect of their learning. Not enough attention is given to developing, in a systematic way, the pupils understanding of ways in which computers can help them with many aspects of their learning.
10. The standard of presentation of work in the books is good. Work in the books of the highest attaining Year 6 pupils is of a very good quality. Teachers in all classes regularly mark the work, the quality of the teachers' comments is too variable. At its best the marking provides pupils with clear advice about ways in which the work could be improved. On the other hand, some marking is little more than an acknowledgement that the work has been completed.
11. The standards attained in other subjects of the curriculum are variable. In geography,

history, music, and physical education the limited evidence collected during the inspection indicates that pupils are attaining standards that are typical of those expected for pupils at age seven and eleven respectively. In design and technology and art and design, overall, standards are lower than those typical found for eleven-year-olds. In subjects where standards are too low, not enough teaching time is being allocated to the subject to cover the national programme of work adequately. In religious education, standards are in line with the expectations of the locally agreed syllabus.

12. In reading and writing the majority of pupils make good progress as they move through the school. Standards are generally above those typically expected for pupils age eleven; pupils have made good progress. Pupils enter the school with an understanding of number work that is typical of the age group; they make good progress in mathematics so that the oldest pupils in the school are on target to reach the expected standard for eleven-year-olds.
13. In other subjects the progress made by the pupils is too variable. For example, in geography pupils in the Key Stage 1 class make good progress, this progress is maintained when pupils join the Key Stage 2 class. On the other hand progress in the creative aspects of pupils' development, for example art and design, are slow. The variable rates of progress reflect the small amount of teaching time that is allocated to some subjects. It is not clear how, in this limited time, the nationally required programmes of work are always delivered.
14. In the Foundation Stage children attain standards that are typical of those found nationally for four and five-year-olds. During their time in this class children make good progress in their learning. They settle quickly to classroom routines. There is not provision for children to use outside play equipment in a secure environment; this weakness is having an impact on the children's chances to develop their physical skills.
15. During the inspection pupils were judged to have made very good or good progress in 16 of the lessons observed. Very good progress was recorded in nine lessons. The very good progress was a result of very good teaching. In these lessons teachers used on-the-spot assessments to ensure that all pupils were able to develop their learning. For example, in a Year 5 and 6 mathematics lesson the teacher recognised that higher attaining pupils were not sufficiently challenged by the task set and he quickly moved them on to the next stage of the lesson.
16. The staff are making good use of the national guidance for teaching reading, writing and number work. The approach is having a positive impact on the pupils' progress and their levels of attainment.
17. Pupils with special educational needs achieve standards appropriate for their age and ability. They make good progress in developing skills in reading and number work. In Key Stage 1 in particular, a classroom assistant provides them with a very good level of support.
18. These judgements are an improvement on those reported following the last inspection.



## **Pupils' attitudes, values and personal development**

19. *In the lessons observed during the inspection, pupils' attitudes to learning were very good throughout the school. Behaviour in lessons and around the school was excellent. The pupils know what is expected of them and respond very positively to the encouragement and praise given to them. Attendance is broadly in line with the national average.*
20. Pupils are very keen to come to school. They enjoy their lessons and are happy to join in activities. All the parents who responded to the questionnaire stated that their child liked school. Pupils are punctual and quickly settle to listen and work. They try hard to complete the work set and concentrate well. They take a pride in their work. Pupils show very positive attitudes towards the staff and each other. Pupils with special educational needs share the positive attitudes that pervade the school. Throughout the school, the very positive attitudes to learning have a significant effect on the progress pupils make.
21. Behaviour in lessons is excellent overall. Pupils respond very positively to the high expectations of staff. During the inspection, no unsatisfactory behaviour was observed in lessons. Of the twenty-two lessons observed, behaviour was exemplary in six, very good in eleven, good in four and satisfactory in one; these are very high numbers. Pupils come to school well prepared to learn. The school successfully fosters a purposeful working atmosphere where all pupils are enabled to give their best. Pupils listen well to one another and to the teacher. They show respect for the feelings of others and value opinions that may differ from their own. Pupils look after the school's resources well and have respect for other people's property. Due to the restricted space available, pupils are often crowded, for example in assembly, when they sit in a very small space. Despite this, they listen well and there is no jostling or pushing.
22. Behaviour at playtimes and lunchtime is excellent. Pupils play very well together in the playground without barging into one another, although space is restricted. Pupils look after one another, for example, by helping when someone falls over and by including others in their games. The lunchtime routine involves older pupils serving the younger ones, a task they take seriously but also enjoy. Movement around the school is extremely quiet and orderly. There is calm atmosphere in the school. There has been one fixed-term exclusion in the last year.
23. The school provides a very good range of opportunities for pupils' personal development. Nearly all those parents who returned the questionnaire indicated that school helped their children to mature well. The youngest children settle quickly and are encouraged to grow in self-confidence, for example, in one lesson observed during the inspection they mixed white paint with black and were fascinated to discover how many different shades of grey they could make. All pupils are expected to share in tidying up the classroom. Pupils enjoy the many opportunities they have to work together in pairs or small groups. A particular feature of the Year 5 and 6 class is the regular use of learning partners in the evaluation of one another's work. Pupils are involved in setting targets for their learning, especially for literacy

- and numeracy. Older pupils also set themselves personal targets and monitor their progress towards them.
24. Relationships in the school are excellent. Pupils are very well supported by staff and teachers consistently use praise to good effect. Pupils co-operate very well together and have a developing understanding of the impact of their actions on others. Bullying is not tolerated and instances are infrequent as pupils are taught to respect others. The outstanding quality of the relationships is a major strength of the work of the school and makes a very significant contribution to the excellent standards of behaviour achieved. Racism and sexism is not tolerated; pupils work together in mixed gender groups throughout the school.
25. Pupils are given a range of opportunities to help others and these increase as they move through the school. Older pupils are expected to take care of the younger ones and do so willingly. Pupils raise money for charity and have been involved in activities for the benefit of the village community. Pupils are happy to help their teachers by distributing equipment and are enthusiastic at tidying up at the end of lessons.
26. Attendance is consistently high, at around 95%, and is broadly in line with the national average. Attendance figures were similar at the time of the previous inspection, when attendance was judged to be very good. However, the national average for attendance at primary schools has risen significantly in that time, so that attendance at the school, although remaining at previous levels, is now satisfactory in comparison. Almost all absence relates to illness and the level of unauthorised absence is very low. Pupils routinely attend on time.
27. These judgements provide a picture similar to that reported at the time of the last inspection.

#### **HOW WELL ARE PUPILS TAUGHT?**

28. *Overall, the teaching observed during the inspection was of a good standard. An examination of the teachers' planning records together with a scrutiny of the pupils' work and discussion with pupils indicates that over the longer period of time teaching is consistently of a good standard. This judgement represents an improvement from that reported after the last inspection.*
29. There are four classes in the school. There is a class for four-year-olds; this is the Foundation Stage class. There is a class of twenty-three pupils aged five to seven years; this is the Key Stage 1 class. There are two Key Stage 2 classes. One class has twenty-nine pupils aged eight and nine years. The second class has thirty-four pupils aged ten and eleven years. At the time of the inspection the headteacher was teaching the oldest pupils for the majority of the week. At the end of this month a teacher will release him from his teaching duties for two days a week.
30. During the inspection, twenty-two lessons or parts of lessons were observed. In total this amounted to just under twenty hours of teaching and learning. Teaching was judged to be very good in nine lessons, good in seven lessons and satisfactory in the remaining six lessons. Very good teaching was observed in each of the three stages of education. No unsatisfactory teaching was observed during the inspection. These judgements represent a

significant improvement of the quality of teaching that was observed during the last inspection.

31. Common strengths that were identified in the lessons observed where teaching was judged to be at its best were:
  - the way teachers used questions to help pupils develop their ideas;
  - the teachers' understanding and knowledge of the subject;
  - the enthusiasm of the teacher, who provided pupils with good quality materials to help them learn;
  - the careful structure to lessons that helped pupils develop new skills at an appropriate pace.
32. These strengths played a major part in the good progress made by the pupils.
33. In lessons where teaching was judged to be satisfactory, there were some common weaknesses.
  - pupils were not provided with materials that sufficiently built on their previous learning;
  - not enough attention was given to ensuring that all pupils were listening to the teacher's instructions.
34. As a result the progress made in learning was only satisfactory.
35. ***The quality of teaching that was observed in the Foundation Stage class was good.***
36. Five lessons were observed in this class. Teaching was judged to be very good in one lesson, good in three lessons and satisfactory in the remaining lesson. The very good teaching occurred in a lesson where children were exploring a range of ideas. Half the children were in their second week in the school, the teacher made very good use of older children to explain the routines in the classroom. As a result the new children quickly realised the need to clear away after themselves and were able to return equipment to the appropriate place. The teacher provided children with a wide range of opportunities to develop their language skills. Children responded in a very positive way and there were clear gains in their learning.
37. In the lesson when teaching was judged to be satisfactory, children were developing their creative skills. A good range of resources was provided for the children, but they were not given enough opportunity to use materials to express their own ideas. The teacher over-directed the lesson and children were not provided with enough opportunities to use their own ideas.
38. ***The quality of teaching that was observed in the Key Stage 1 class was very good***

*overall.*

39. Five lessons were observed in the Key Stage 1 class. Teaching was judged to be very good in three of the lessons and good in the remaining two lessons.
40. Very good teaching was observed in lessons where pupils were developing their skills in both English (literacy lessons) and mathematics (numeracy lessons). In these lessons the teacher used very good questioning skills that enabled pupils to explain how they had reached a particular answer. For example, in an English lesson where pupils were discussing the story of Cinderella, the teacher used questions to very good effect to help pupils relate to the feelings of the characters in the story. *'What do you think Cinderella is thinking? Do you think she would like to go to the ball?'* This approach helped the pupils to relate to the types of characters in the story. They were able to identify the good people in the story as well as identifying the Ugly Sisters as the bad characters.
41. Good teaching was observed in a science lesson where pupils used their senses to classify everyday objects according to the materials they were made of. Once again the teacher used a range of questioning techniques that enabled pupils to understand the difference between substances that were transparent and opaque. During the lesson pupils made good progress in sorting the different objects.
42. ***The quality of teaching that was observed in the Key Stage 2 classes was good overall.***
43. Twelve lessons were observed in the two Key Stage 2 classes. In five lessons teaching was judged as very good, in two lessons it was good and in the remaining five lessons it was satisfactory.
44. The Year 3 and 4 pupils are taught by a newly qualified teacher, who at the time of the inspection was in the second week of teaching in the school. This very short period of time had not allowed her the chance to learn all the pupils' names or fully understand all aspects of the school's procedures. Nevertheless, all the teaching observed in this class was of a satisfactory standard. The lessons were well prepared and resources were used to good effect. Pupils made satisfactory progress in their learning. Teaching would have been of a higher quality if the teacher has ensured that all pupils were listening to instructions. Too often small groups of pupils were not paying enough attention and this resulted in their learning being too slow.
45. In the Year 5 and 6 class, very good teaching was observed in a number of subjects including English, mathematics and science. The lessons were planned in very great detail and resources were very well organised so that pupils could make maximum gains in learning. For example, in a mathematics lesson where pupils were exploring patterns in number the careful preparation allowed the lesson to go with a swing. The pupils were fully engaged in the activities provided and they made very good progress. In this class the teacher makes excellent use of 'learning partners'. Pupils are paired and they readily discuss ideas together and help each other with solutions to problems. During the visit this

approach worked really well and enhanced the progress made by pupils. The teacher also makes very good use of the last section of lessons. Pupils are encouraged to say what they have learnt and explain if they still do not understand a particular piece of work. Pupils are confident in this approach and it provides the teacher with useful information about the understanding of individual pupils.

46. An examination of the pupils' past work indicates that not enough time has been given to teaching science. Staff have not been totally confident in tackling the subjects and this has had an impact on the attainment of pupils.
47. The school is making good use of a visiting music teacher. During the inspection one lesson was observed where music was being taught; the teaching was good. The teacher's enthusiasm and his knowledge of the subject was transmitted to pupils, who made good progress in the lesson.
48. ***Taken together, the teaching observed in English and mathematics lessons was very good overall.***
49. Eleven lessons were observed where these important aspects of the pupils' development were being taught. In seven of the lessons teaching was judged to be very good, in one lesson teaching was good and in the remaining three it was satisfactory. In English lessons the teaching was very good overall, in mathematics it was good overall. In both subjects the school is making good use of the new national guidance for teaching literacy and numeracy skills.
50. ***Over the longer period of time teaching in the school is judged to be good.***
51. An examination of the teachers' planning records, together with a close scrutiny of the pupils' books and discussion with pupils, indicates that teaching in the school is generally of a good standard. The school has a broad plan that shows how the nationally prescribed programmes of work will be delivered. This broad plan is supported by detailed teachers' plans. However, these plans do not consistently show how the assessments made of pupils' previous learning are going to be used to ensure that pupils of differing ages and levels of attainment will make further progress. In addition an examination of pupils' past work shows that too many worksheets are used. This is particularly so in English in the Key Stage 1 class. As a result pupils are not given enough opportunities to develop their writing skills.
52. ***The progress made by pupils as they move through the school is good. Children enter the Foundation Stage with levels of attainment similar to those found nationally. They make good progress to reach standards close to those expected for five-year-olds when they transfer to the Key Stage 1 class. The good progress is maintained in the Key Stage 1 and Key Stage 2 classes so that by age eleven pupils reach standards that are often higher than those expected for eleven-year-olds, particularly in English and mathematics.***
53. Work in the pupils' books shows that during this school year they have made good progress

in the majority of subjects. When pupils talk about the work, they display a good level of understanding of the work they have undertaken. For example, Year 5 and 6 pupils can explain that vibrations cause sound and they have some understanding of the relationship between the pitch of a sound and the length of a guitar string. However, in other aspects of their development their knowledge is not as secure. For example, although the highest attaining pupils were able to explain how they could use the computer to improve the quality of their work, only a very small number had any idea how computers could be used to control a simple machine. This aspect of their work is underdeveloped.

54. During the inspection, the most effective learning occurred in lessons where the materials were both stimulating and matched to the pupils' differing levels of attainment and maturity. For example, in a Year 5 and 6 mathematics lesson where pupils were solving problems using a number square, the pupils were all fully involved in the activity. The problems given to different groups of pupils enabled them all to make good progress during the lesson.
55. Pupils who have been identified as having special educational needs generally make good progress as they move through the school. Individual pupils are provided with a good level of support.
56. Overall, these judgements show an improvement over those reported at the time of the last inspection as many more lessons were observed where the quality of teaching was judged to be very good.

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

57. *The curriculum provided by the school is satisfactory overall. Provision is broad, balanced and relevant to the needs of the pupils, it meets all major statutory requirements. However, there are weaknesses in the provision for design and technology, and art and design, particularly in the Key Stage 2 classes. A good range of out of school clubs adds to the standards attained by the pupils. The school gives appropriate emphasis to developing skills in reading, writing and number work. In both key stages the time allocated to teaching meets the recommended minimum. Homework is regularly given in Key Stage 2 and contributes to pupils' learning. During the inspection there was little evidence of homework being given to pupils in Key Stage 1 although throughout the school, pupils' reading diaries show that reading is regularly undertaken at home.*
58. The school's approaches to teaching the basic skills of literacy and numeracy are very effective. The planning takes full account of the National Literacy and Numeracy Strategies and this is making a positive impact on teaching and learning. In other subjects the school has made sensible and effective use of national guidance to inform planning. However, the lack of school specific schemes of work for science and information and communication technology, that are supported by efficient systems for recording progress, means that the pupils' skills in these subjects are not being sufficiently well monitored. Good use is made by teachers in developing literacy skills in other areas of the curriculum. For example, pupils

used their writing skills to provide and account of a visit to a Gudwara. Satisfactory use is made in using numeracy across the curriculum. The provision for pupils to use information and communication technology to support learning in other subjects is under-developed.

59. Teachers' planning and practice take account of any special educational needs that pupils may have. This reflects the inclusive nature of the school and its intention, clearly stated in the prospectus, *'to do the very best for the children it serves'*. The special education needs co-ordinator shows very good leadership, and with the support of teachers and teaching assistants, the provision overall is good. The school is well placed to implement the new Code of Practice for this group of pupils, as it becomes applicable over the next year. Resources are used to good effect and the close working relationship between staff ensures that the pupils are provided with carefully planned learning activities. This is particularly the case in Key Stage 1. Pupils with special educational needs make good progress in this class. Pupils co-operate well with their teachers and with each other and this is recognised in class and school assemblies by the awarding of merit points or a headteacher's certificate. A visiting support teacher works with pupils with special educational needs in a withdrawal group, otherwise support is given in class. Teachers make good use of pupils' Statements of Educational Need or individual education plans to inform their teaching. The good support of parents also makes a positive contribution to the pupils' progress.
60. Overall, in the Foundation Stage learning opportunities are good and children make good progress. The staff are beginning to make good use of the recently provided national advice for this stage of children's development. At the time of the inspection the work was over-directed by the teacher, children were not provided with enough opportunities to develop their own ideas. This was particularly the case in sessions where children were working on the creative aspect of their development. The school governors are aware of the need to provide the young children with a safe and secure outside play area.
61. The opportunities pupils have for taking part in out of school activities are good and contribute to the positive ethos of the school. Activities include netball, soccer, cricket, cycling proficiency and a dance club. Pupils from the dance club have performed for older members of the village at the local welfare club and they have also danced at the Bolsover Victorian Fair. The activities are open to both boys and girls and are supported by two local professional football clubs and Derbyshire County Cricket Club. Bolsover District Council has provided tuition in hockey and basketball. Pupils are very enthusiastic when talking about the school's clubs.
62. Satisfactory provision is made for pupils' personal, social and health education. There is a school policy that is used in a consistent way by teachers. Pupils are taught that different substances can be beneficial or harmful to their bodies. Sex education stresses respect for oneself and others and aims to enable pupils to make the right choices as they grow older.
63. The local community make a good contribution to pupils' learning. The school has strong links with the local church, and parents are positive about their own contribution to the life of the school. Older members of the community have visited the school to talk about what life was like when they were young. A past-parent runs a weekly Book Club that is well

supported. Pupils have visited a local farm to watch sheep being sheared. The school has good links with the local secondary school, and for part of the year gymnastics and dance take place there. There is a good induction programme as the pupils transfer to secondary education.

64. ***Overall provision for pupils' spiritual, moral, social and cultural development is good.***
65. The provision for pupils' spiritual development is satisfactory. Assemblies are used to good effect to help in the pupils' spiritual development. Pupils are offered opportunities in assemblies to reflect on their actions and how they affect others. However, during the inspection music was not used to add further to the spiritual dimension of assemblies. In the Year 5 and 6 class, pupils are asked to reflect with their learning partners on their work and to identify what they found difficult and what they have learned that is new. A good range of visits to places of worship of other faiths helps pupils to develop an insight into the beliefs and values of the wider society.
66. Very good provision is made for pupils' moral development. Pupils are taught right from wrong and they demonstrate as they go around the school that they understand the difference. Each class has developed its own rules that are displayed and which emphasise consideration for others. The use of merit badges and headteacher's certificates support the school's promotion of a moral code. This was seen in a Key Stage 1 assembly when a pupil was awarded a merit badge for '*sharing with her friends*'. Key Stage 2 assemblies encourage the pupils to think how they could work together. The behaviour of the pupils is excellent and no disruptive or anti-social behaviour was seen during the inspection.
67. The arrangements for the promotion of the pupils' social development are very good. Throughout the school pupils are polite to each other and to adults whom they meet. There is mutual respect within the school between the pupils and the adults who work there, for example by the way people greet each other at the start of the day. Because space is at a premium within the school, teaching areas have to be used for assembly and at lunchtime. To help with this older pupils brush the floors after lunch and re-arrange furniture, so that teaching can start on time. They carry out the transformation of these areas extremely efficiently and with little direct supervision; this was impressive. Year 6 pupils also serve food to younger pupils at the family style lunch. There is a high degree of care shown by older pupils for younger members of the school community.
68. The provision for the cultural development of the pupils is good. Pupils visit local places of interest, for example Sudbury Hall and places of worship. At the end of the Harvest Festival the food was sold and the money that was raised was sent to fund a generator in Uganda. Pupils in Year 5 and 6 are in regular correspondence with the El Alsson School in Cairo. They are very keen to talk about this link and to show photographs of their pen friends and their families. Every two years the school plays a very active part in the well-dressing, an important part of the culture of the area. During a discussion the pupils explained how they had worked with a local artist to produce a sculpture out of a tree trunk and were proud that it was displayed as a feature on the school field.



69. Overall, these judgements represent an improvement from those reported at the time of the last inspection visit.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

70. *Overall the school provides a very good level of care for its pupils and has built on the high standards noted in the previous inspection report. Teachers and support staff are accessible, caring and thoughtful. Procedures for assessment are satisfactory and have improved since the time of the previous inspection. The school makes appropriate use of the information gained from assessments in planning the next stage of learning for pupils.*
71. The arrangements for ensuring the welfare of pupils are very good. The small number of pupils and the excellent quality of relationships throughout the school help to ensure that staff know the pupils well. This promotes a very high standard of care for all pupils.
72. The procedures for child protection are good. The special educational needs co-ordinator is the designated person responsible and has received appropriate training, regularly updated. There is also a named governor who takes responsibility for overseeing this aspect of the school's work. The health and safety policy is thorough and staff pay good attention to issues of health and safety in lessons and when pupils go on school visits. The headteacher and the governor with responsibility for health and safety check the building regularly and document their findings appropriately. There are regular fire drills, equipment is tested and the accident book is completed. During the inspection the fire alarm went off and the school demonstrated most efficient procedures for evacuating the premises. Clear procedures are in place for any pupil who becomes ill in school. The school follows a clear policy for the use of medicines in school.
73. Throughout the school there is good support for pupils with special educational needs. Their needs are identified at an early stage and appropriate individual support provided. Individual education plans are clear and well focused so that pupils are able to make good, and often very good, progress. Support staff provide sensitive help in the classroom and are at times generally well deployed.
74. The school monitors attendance rigorously, ensuring that levels of attendance are consistently good. All unexplained absences are followed up, but in most cases parents are meticulous about informing the school. Lateness is also monitored and followed up so that it does not become a habit.
75. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The behaviour policy provides a clear and effective framework for achieving and maintaining very good behaviour. The pupils understand the teachers' approach to managing behaviour. Pupils are well motivated by the high expectations placed

on them as well as by the praise and rewards they receive. Staff deal with any incidents immediately and try to ensure that pupils understand why particular behaviour is not acceptable. Monitoring is an ongoing process and where necessary individual behaviour plans are put in place. Parents are appropriately informed and involved when there are concerns. Teachers and other adults provide very good role models for pupils. The excellent relationships and mutual respect evident throughout the school play a significant part in ensuring that behaviour is very good.

76. Since the last inspection there have been some improvements in the way the school collects and analyses information about pupils' attainment and progress. This aspect of the school's work is now satisfactory. The recent introduction of a system that encourages pupils to set targets for their own learning is having a positive impact on the work of the older pupils in particular. During the inspection teachers were seen to carry out assessments of pupils' learning during lessons. Satisfactory and effective systems are in place for recording these assessments. An examination of the pupils' books shows that marking is frequently used to help pupils improve the quality of their work. For example, the teacher's comments in the books of the Year 5 and 6 pupils provide them with clear guidance as to ways in which the work could be improved. The progress pupils make in science and information and communication technology are not sufficiently monitored and recorded, as a result pupils' past learning is not always used when the next lesson is being planned.
77. Pupils' academic performance and personal development are monitored and supported satisfactorily, but the information gained is not consistently well used to set targets for individual pupils to aim at. Weekly test results are recorded and achievement is discussed as the work is returned to the pupil. Opportunities for pupils to celebrate their own and others' success are good. Work is displayed in the classroom and around the building. Pupils are praised and certificates are awarded in assembly. All pupils have a record of achievement where they keep their certificates and examples of good work. Personal development is well fostered through the good range of opportunities pupils have to take responsibility and through the work in personal, health and social education.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

78. *All the parents who returned the questionnaire or attended the parents' meeting were very supportive of the school. They are very satisfied with the standards achieved by their children and with the information they received from the school. Parents regard the caring attitude and family atmosphere as a major strength of the school. They are confident in approaching the school on any matter and feel that there is a very effective partnership in place.*
79. The responses to the parents' questionnaire and comments at the parents' meeting indicate that parents are extremely supportive of the school. They are unanimous in stating that their child likes school and is making good progress due to the good teaching. All would feel comfortable to approach the school with questions or problems. Staff appreciate the confidence parents have in them. Parents value the strong moral code implicit in the work of the school, and the way in which the children are helped to become mature and responsible

individuals. Parents did not raise any significant concerns. Inspection evidence bears out the positive views of the parents.

80. The school has established a number of effective links with parents. The home-school agreement is well established. There is a homework timetable for all pupils. Parents are encouraged to help children at home and are provided with a useful booklet to guide them. The school has carried out a survey of parents' views on homework and found them to be very supportive. They appreciate that homework is regularly set and state that the work is usually interesting and challenging for their child. The reading record book is regularly signed by parents but is not fully developed as a dialogue between home and school. Parents have two formal opportunities each year to discuss their child's progress with the teacher but are welcome to talk to the teacher at any reasonable time. Most parents visit the school daily whilst bringing their child to and from school; this provides an opportunity to share information.
81. The School Association is open to anyone who wishes to become involved with raising money for the school or helping in any other way. This is a successful group that holds events throughout the year and raises a significant amount of money to support the work of the school. The school occupies an important place in the village community.
82. The school prospectus and the Governors' Annual Report to Parents contain the full range of required information. Both are clearly written and appropriately illustrated with pupils' drawings. Newsletters are frequent and informative, celebrating achievements as well as providing information about forthcoming events. All parents also receive a half-termly curriculum newsletter that keeps them well informed about the work their child is doing.
83. The quality of the annual progress reports on pupils to their parents is good overall. Reports follow the same format throughout the school. Comments on English, mathematics and science are detailed and provide a clear picture of attainment. Comments in other subjects are brief and do not consistently provide sufficient detail about the standard the pupil has achieved. Although the reports give a clear picture of what each pupil knows and can do, there are few comments to help parents understand the progress made by their child. This aspect of the reports is a minor weakness. However, attendance at the subsequent consultation meeting is good and parents have the opportunity to discuss their child's progress in detail then.
84. Parents are welcome to come into school and help, for example with readers, although constraints on available space mean that numbers have to be restricted. The school is also very receptive to parents' suggestions such as getting more and better books or pointing out that the field needs draining.
85. These judgements are similar to those reported at the time of the last inspection.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

86. *Overall, the leadership and management of the school are very good. In the short*

*time that the new headteacher has been in post he has made a very good start in advancing aspects of the school that were underdeveloped. In particular he has provided the staff with clear and effective leadership. Governors, teaching and non-teaching staff have a shared vision and are committed to raising standards whilst maintaining the family atmosphere of the school.*

87. Under the very good leadership of the headteacher, the school has developed a clear statement of aims which gives priority to providing all pupils with equal access to a full range of personal and social experiences, as well as developing their intellectual needs. Numbers on roll have enabled the school to inaugurate a reception class for 15 children. The National Literacy and Numeracy Strategies have been implemented successfully and contribute positively to good levels of attainment. Standards have improved in English and mathematics since the last inspection to a point where they are above those typical for pupils at the age of eleven. The headteacher and subject co-ordinators have clear job descriptions and these are having a positive impact on the school's work. The staff and governors work together well to plan for improvement and agree priorities for the school development plan, which is amended as priorities are identified and met.
88. A detailed monitoring programme has been implemented which includes analysing test results, scrutinising pupils' books and teachers' planning, as well as making lesson observations. Subject co-ordinators have begun to contribute to the raising of standards by monitoring teaching and learning and then sharing the best practice with colleagues. This has contributed to the generally high quality of teaching seen in the school. Rigorous half-termly testing in both key stages is analysed to group pupils according to their attainment. The data is also used to target support for pupils who need extra help. The introduction of individual and group targets in order to provide more challenging activities for all pupils are at an early stage of development.
89. During the period of the inspection, the headteacher was teaching full time. Should this strategy continue then less time would be available for him to concentrate on the effectiveness of his leadership and management. Pressures on staffing levels in the school have resulted in some subjects not being given the necessary attention. For example, the lack of a member of staff to co-ordinate science work in the school has contributed to the low standards. The new headteacher has recognised this weakness and is taking a leading role in addressing it.
90. Overall, the work of the school governors is very good. The governing body comprises of active, committed and very well informed governors, including a good proportion of parents. The governing body has an effective committee structure. Committees have clear briefs and they take the necessary actions to ensure the school runs efficiently. Governors are very aware of the need, not only to raise standards, but also to maintain a strong, caring family ethos which values relationships and strikes an appropriate balance between the social, personal and academic needs of all pupils.
91. The governors' systems for monitoring and evaluating the performance of the school are very good, with link governors for all subjects. Working at its best, link governors observe

lessons, discuss successes, analyse data and then discuss plans for the future with subject co-ordinators. Consequently link governors are well informed prior to feeding back to their committees or the full governing body. Governors are involved with staff to identify priorities for inclusion in the school development plan. This plan comprises a number of manageable targets. It recognises the need to provide improvements in standards for information and communication technology and for science, by the ages of seven and eleven.

92. The governors use reports from the headteacher and subject co-ordinators, as well as end-of-year statutory assessment results, to inform their decision-making. The decision to develop a class for four-year-olds was a correct one, as this provision is adding to the possibilities for all pupils in the immediate area. The governors are aware of the need to provide secure outdoor play for the young children; this is a priority in the school development plan. The governing body complies fully with statutory requirements. For example, the school is implementing the required processes for performance management, and annual performance targets have been set for the headteacher and teaching staff.
93. Good procedures are in place to ensure that money is used to support pupils' learning. The budget is managed effectively and the headteacher and the governing body monitor expenditure carefully. They review the effectiveness of spending against the benefits for pupils and are prudent when considering tendering for improvement. The school decided to use most of its income designated for special educational needs to provide additional trained support staff. This has had a positive impact on the pupils' progress. Other specific grants have been used effectively, particularly those relating to staff professional development, the National Grid for Learning and the implementation of the National Literacy and Numeracy Strategies.
94. Systems for the day-to-day administration of the school's financial affairs are very good and effective. The school secretary has access to an appropriate range of technology to support her work. Governors are extremely well informed now that they have taken over control of administering the budget from the local education authority. The finance committee meets at least termly and maintains an excellent overview of the school's financial situation. Private funds are audited annually and limits are imposed upon expenditure.
95. There are good procedures for applying the principles of best value. Of particular note is the way in which governors evaluate the impact of their decisions. For example, they have developed a rigorous system for monitoring the impact of the work of subject co-ordinators.
96. ***Teaching staff have a satisfactory range of qualifications and experience. The quality and size of the indoor accommodation is poor, although the playground and grassed area are satisfactory. Generally, learning resources are good in terms of their range and quality.***
97. Teaching and non-teaching staff are committed, hard working and generous with their time. They have good access to professional development opportunities and an appropriate induction programme has been arranged for the newly qualified teacher. Opportunities are provided for teaching assistants and mid-day supervisors to advance their skills by accessing

a range of in-service training ranging from a deeper understanding of first aid to a wider knowledge of how pupils learn, especially those with special educational needs.

98. Accommodation remains poor even though an additional classroom has been added since the last inspection. The lack of a hall is detrimental to providing the pupils with a full range of teaching and learning opportunities. Although the arrangements that are in place provide pupils with the chance to develop their skills in physical education, the time taken in travelling to and from a neighbouring school is time lost for learning. Playground space is satisfactory and has a good range of markings for organised team games and independent play. There is a small grassed area that provides satisfactory space for summer games. There is no separate outdoor play area for the Foundation Stage.
99. Staff have displayed pupils' work carefully and attractively in the classrooms and shared areas. This has created a colourful and interesting learning environment, particularly in the Foundation Stage and Key Stage 1. Classrooms are furnished appropriately for the numbers on roll. During the week of the inspection the caretaker maintained the school to a high standard. The governors' premises committee has been active in trying to ensure that the building is secure and well maintained. Governors have arranged for appropriate health and safety risk assessments to be undertaken.
100. There is a good range of accessible resources for learning across the curriculum and reading books for home use are used well. Subject co-ordinators audit resources and put in requests for replacements and additions. These requests are then prioritised. Co-ordinators manage a budget and at any time can check their balance. The school has clearly invested in appropriate resources in order to implement the National Literacy and Numeracy Strategies.
101. These judgements indicate an improvement in the management of the school since the last inspection.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

102. The school governors, in conjunction with the headteacher and staff, should take the following actions to raise standards in the school:
- (1) Raise standards in science by:
- Writing a scheme of work for science that is particular to the school and uses the national guidance for the subject as support material;
  - Providing staff with the necessary training so that they are confident in the subject;
  - Undertaking an analysis of the school's science resources to identify where stock needs replacing and where there are shortages;
  - Developing manageable systems of assessing and recording pupils' science

development so that pupils understand what they need to do to attain the required level at age eleven.

(2) Improve the standard of work in information and communication technology by:

- Writing a scheme of work for information and communication technology that is particular to the school and uses the national guidance for the subject to show how, and in which year group, skills are to be developed;
- Providing more opportunities for pupils to use computers by increasing the number of machines in each classroom;
- Developing a manageable system for assessing and recording pupils' attainment, that helps pupils understand what they need to do to reach the nationally expected standard for the subject.

*(Further reference to these issues can be found in the numbered paragraphs of the full report 4, 6, 8, 9, 46, 53, 76, 123, 126, 143, 147, 149, 150, 151, 158, 159, 160, 162, 164, 165, 166, 167, 168).*

In addition the governors need to take the appropriate actions to address the following minor issues:

- Review the range of opportunities provided for pupils in the Key Stage 2 classes to develop their creative skills, for example in design and technology and art and design;
- Provide a suitable range of equipment for children in the Foundation Stage of education, particularly outdoor provision;
- Continue to make every effort to improve the accommodation within the school.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

23

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	7	6	0	0	0
Percentage	0%	41%	32%	27%	0%	0%	0%

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	94
Number of full-time pupils known to be eligible for free school meals	N/a	8

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	19

#### **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	4
Pupils who left the school other than at the usual time of leaving	4



## Attendance

### Authorised absence

	%
School data	4.5
National comparative data	5.2

### Unauthorised absence

	%
School data	0.1
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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	15	14
Percentage of pupils At NC level 2 or above	School	100 (88)	100 (88)	93 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	15	15
Percentage of pupils At NC level 2 or above	School	100 (81)	100 (88)	100 (94)
	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 (Year 6)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	4	13	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	14	13	13
Percentage of pupils At NC level 4 or above	School	82 (61)	76 (56)	76 (61)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	11	11
Percentage of pupils At NC level 4 or above	School	71 (67)	65 (61)	65 (61)
	National	70 (68)	72 (69)	79 (75)

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

**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	102
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	1	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)	5
Number of pupils per qualified teacher	23.5
Average class size	23.5

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	63

**Financial information**

Financial year	2000
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	£
Total income	236612
Total expenditure	234080
Expenditure per pupil	2318
Balance brought forward from previous year	18467
Balance carried forward to next year	20999

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	94
Number of questionnaires returned	42

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	67	31	0	2	0
My child gets the right amount of work to do at home.	50	43	5	0	2
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	62	33	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	62	26	10	2	0
The school is well led and managed.	69	29	0	0	2
The school is helping my child become mature and responsible.	74	24	2	0	0
The school provides an interesting range of activities outside lessons.	24	52	17	2	5

## **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**

103. *Overall the provision made for children in the Foundation Stage of education is good. At the time of the inspection there were 15 children in the reception class, seven of whom had only been in school for one week. The class teacher receives appropriate support from a number of teaching assistants. This level of support enables the children to make good progress in learning.*
104. The Foundation Stage of education includes children who are three and four years old. The school does not admit children until they are four years old. The national guidance for this stage of education sets out a number of targets that children should attain before moving on to the National Curriculum; these targets are divided into four developmental stages. The school is making good use of the nationally provided guidance for the education of this group of children.
105. Good provision is made for children when they start school. Children who started school in January show the importance of a good induction programme to school life. They feel safe and secure and respond positively to the very good relationships that exist between children, teacher and other adults. When children enter school, the teacher makes an informal assessment of their attainment. This is followed up with a formal assessment early in the first term and then is repeated when children leave the reception class in order to check the gains in skills, knowledge and understanding. The more formal assessment is linked to the steps in the new national guidance for the age group. Assessment on entry shows that, on average over recent years, children attain standards broadly in line with the national expectations for four-year-olds.
106. Children's development in the Foundation Stage is considered in five areas of learning. Overall, children in Palterton attain standards that are typical of five-year-olds nationally, in all areas. However, the lack of a satisfactory outside play area and equipment means that children's physical development is on the low side.
107. Good teaching is having a positive impact on learning and the children in reception are making good progress. In the areas of mathematical development, knowledge and understanding of the world, and creative development there has been good improvement since the last inspection. The curriculum is now very well planned and carefully matched to the needs of children. The teacher links the areas of the curriculum effectively and is especially good at using planned and spontaneous opportunities to develop communication skills.
108. Resources are well organised and provide children with a good range of learning opportunities. Additional resources would provide children with a greater range of learning activities. The accommodation for the Foundation Stage is satisfactory for the numbers of pupils on roll and includes a corridor outside the classroom; this is used well to provide

children with a wider range of experiences. The plan for further development includes the provision of a safe outside play area where children may involve themselves in imaginative play and further their physical skills. The class teacher works closely with parents and has provided a very good guide on how parents might help at home.

109. In the six lessons observed during the inspection, the quality of teaching and learning was good overall. All children were involved in activities in the six areas of learning that are recommended for children below the age of five. During the week of the inspection, learning was very well planned, although very carefully controlled by the teacher and other adults. This strategy limited the creativity of children, and also limited the possibility for them to become more involved in their own learning by having an element of choice leading to vital decision making.

### **Personal, social and emotional development**

110. Good teaching in this aspect of the children's development has a significant positive impact on the way they settle into school routines. Overall, provision in this area of children's development is very good and is given the highest priority. Pupils feel very safe and secure. This is especially evident in the group of children who have only been in school one week. They have been introduced sensitively to class routines and planning has enabled them to model themselves on the children who have been in school since September. The teacher listens carefully to what the children have to say encouraging them to talk about feelings. This builds confidence in the children so that they are prepared to try new activities. Good personal development is seen at 'carpet times' when the children report on the activities they have enjoyed. For example, after reading the book *The Little Red Hen* they showed good levels of confidence as they talked to the other children. Gentle reminders encourage the children to sit quietly and to listen when appropriate. They learn to take turns and to say thank you. The children are becoming independent in accessing resources such as scissors and glue-sticks; tidying away activities and managing their own personal hygiene. Children are very well behaved and have very good attitudes to learning. They are enthusiastic and enjoy the range of activities provided.

### **Communication, language and literacy**

111. Good teaching in this area of the children's development ensures that they make good progress. Children enjoy listening to stories and share books with each other and with adults. They know how to hold a book and turn the pages correctly. Whilst reading the book *The Little Red Hen* they could refer to the story and predict what might happen next. They then sequenced pictures accurately to match the story. Children learn the initial sounds of letters. They take books home, with the higher attainers already recognising familiar words and identifying their favourite aspects of stories. All children talk enthusiastically about their reading books, they relate the story linked to the illustrations. In addition, they learn lists of words expected for children of this age. They have developed good speaking and listening skills and make good use of role-play, especially in the 'home corner'. Communication and language skills are developed consistently well in all areas of the curriculum. For example in mathematical development, lower ability children discussed

whether the two-dimensional shapes they had chosen in the 'feely bag' had straight sides and corners or whether they were curved. Most children write their own name, and are aware that reading and writing moves from left to right. Children enjoy using the writing area, where they practise their emerging skills. Most children are in line to have achieved the expected level before they reach Year 1.

### **Mathematical development**

112. Children enter the school with a sense of number that is typical for their age group. Very good teaching, together with effective planning and organisation, enables them to make very good progress in this aspect of their learning. During the inspection, children who had started school in the autumn term showed that they could count every day objects, recognise, name and order numbers up to ten. Through creative play they have made a collage using 'rectangle', 'square', 'circle' and 'triangle', with older children challenged to count the number of sides and corners. The children know and understand 'more', 'less', 'full' and 'empty'. They enjoy sorting and matching objects and number rhymes and games are used well to develop numeracy. Children have produced repeating patterns and sequences on the computer. The children are on course to reach the level of attainment expected when they reach five.

### **Knowledge and understanding of the world**

113. Provision in this area of development is good and children are on course to reach the standard expected for five-year-olds. They enter the school with an understanding of their world that is typical for the age group. Much of the work is linked to the other areas of learning. When discussing the weather, children used 'cold' and 'windy'; and 'freezing' and 'slippery' when talking about snowmen. This theme was developed effectively and involved children in observing ice melting. They used vocabulary such as 'more' and 'less' and were fascinated as they watched their ice 'shrink'. During this investigation children used the computer confidently to type in their names and enter weather information. Even the youngest children were aware that their mouse could be used to control and make decisions. An autumn display shows their resulting display after exploring collections of fruits and nuts. Value is given to purposeful visits that have included the 'Open Centre' in Derby where children investigated foods from other countries as part of their topic work.

### **Physical development**

114. Children's attainment in this area of development is broadly similar to those found nationally for four-year-olds. Opportunities for planned outdoor and imaginative play are unsatisfactory. There is neither a separate secure area nor fixed equipment for children to climb, slide and balance, or tunnels to crawl through. A lack of large constructional toys and bricks prevents the children from building imaginatively. Through using the small games equipment in their one activity of the week, the children are developing an awareness of space. In the playground, children use space safely. They handle tools such as pencils, scissors and brushes correctly; and learn to draw, colour, cut out and glue. They handle water and sand and roll and mould the play dough with increasing skills. The school has

recognised the need to develop the provision of outdoor play, but at the present time the children are barely on course to reach the early learning goals in physical development by the age of five.

### **Creative development**

115. Overall provision in this area of the children's development is good. They make good progress in exploring colour using a variety of paint, crayon and pastel. Children have a very good understanding of how to mix colour and produce different shades. This was evident when producing a night sky using black and greys. They have investigated texture by using seeds, leaves and pasta to produce collages, and printed with fruits and vegetables to produce repeated patterns. Role-play was limited during the inspection, but planning identifies opportunities through the 'hospital', 'office' and 'home corner'. Children enjoy singing and joined in enthusiastically number rhymes such as 'five little fishes' and 'five current buns'. Overall, the evidence gathered during the inspection indicates that children will at least reach the expected standard for children by the age of five.

### **ENGLISH**

116. *In the year 2000 tests for eleven-year-olds the school's results in English were above the national average and well above those for similar schools. This was an improvement on the previous year's results. Work seen during the inspection and discussions with pupils indicates that many of them should achieve the nationally expected standard (Level 4) by the end of the school year, with a significant minority of pupils attaining at a higher level. Work in the pupils' books shows that they make good progress in English as they move through the school.*
117. The numbers in each year group are small, less than 20 pupils. Therefore caution is needed when making comparisons of the school's results in national tests, as the results for one pupil are equivalent to over 5% of the school's results. However, when taken together, the school's results for the last four years indicate that pupils at age seven and eleven achieve standards in English above those found nationally. The small numbers in each year group make it difficult to make any meaningful comparison between the results for boys and girls.
118. Pupils attain very good speaking and listening skills throughout the school. Pupils, who are all keen to contribute to lessons, are not afraid to make mistakes and learn from them. They are very keen to answer questions and are confident when speaking publicly. Teachers encourage all pupils in their classes to be involved in the lessons and they work hard to help them achieve the required standard. Pupils enjoy their lessons and want to do their best for their teachers. There is a mutual respect between staff and pupils that results in lessons being conducted in a very supportive atmosphere. Behaviour in lessons is excellent.
119. Reading standards in the school are consistently high. In the Year 1 and 2 class, pupils joined in willingly reading the story of Cinderella aloud. They then took part in a good discussion about the differences between this story and other versions that they had read. They know that adjectives are describing words and showed their skill in using them to



describe the Ugly Sisters. Pupils are interested in words and enjoyed the fact file on Cinderella. In the Year 3 and 4 lesson, the pupils enjoyed reading together the book, *The Enormous Crocodile*. They were very keen to read aloud and the teacher encouraged them to use an expressive voice. The contribution of the pupil who read in role as a crocodile was really appreciated by the rest of the class. The Year 5 and 6 pupils read fluently and with expression, they know about a good range of authors and can use reference books to find information. The highest attaining pupils are able to extract the main points of information from a text.

120. Throughout the school pupils are encouraged to develop good handwriting skills. The oldest pupils present their work neatly. In the Year 1 and 2 class too much work is done on photocopied worksheets, and this limits the opportunities for pupils to develop their story writing. Nevertheless, they have prepared their own storybooks on *The Story of Mr Grumpy*. Pupils with special educational needs join in with the class and their confidence is helped by the very good support of the learning support assistant, they make very good progress.
121. In the Year 5 and 6 class, pupils work well with their identified learning partners; this is a very positive feature as pupils help each other through discussion. For example, homework done the previous night on prefixes was discussed in pairs and there were clear gains in learning for the majority of pupils. The pupils are very keen to contribute their ideas in class and use language to convey some exciting ideas. One pupil began his creation story with, 'In the beginning an egg ..'. He read this in a way that held the class's attention and left them wanting to hear the rest of the story. During a discussion on pronouns the pupils showed that they had a good understanding of their use. The class has recently studied limericks, and during the inspection a pupil wrote one starting with 'There was an OFSTED inspector ..'. In this class pupils work in pairs and write stories on the computer.
122. ***Overall, the quality of teaching that was observed in English lessons was very good.***
123. During the inspection six lessons were observed. Teaching was judged to be very good in four lessons, good in one lesson and satisfactory in the remaining lesson. Very good teaching was observed in both Key Stage 1 and Key Stage 2. Teachers plan their work conscientiously and their lessons reflect the recommendations of the National Literacy Strategy. They place an appropriate emphasis on helping pupils to develop an understanding of words, sentences and general text. They are enthusiastic, have good subject knowledge and make pupils aware of what they are expected to learn in any one lesson. Teachers generally keep a good pace to their lessons and have high expectations of what pupils should attain. In a lesson where Year 5 and 6 pupils were exploring the similarities and differences between two versions of the same story, the teacher used very good questioning techniques to help pupils develop their arguments about each version. The pupils were fully involved in the activity and were able to explain why they preferred a particular version. In this lesson the teacher used his assessment of pupils' previous work to very good effect to direct their learning. However, this approach is not consistent across the school. Throughout the school there is some evidence of pupils using the computer to

develop their work in English. However, there is no detailed scheme of work for information and communication technology and as a result skills are not being developed in an incremental way.

124. The school is making effective use of the extra support provided for pupils in the Years 1 and 2 class. A learning support assistant is making very good use of the time and as a result pupils are making clear progress in this aspect of their work. Pupils who have special educational needs are well supported throughout the school. In the main, work is well directed to their particular needs and they make good progress in their learning.
125. English is well led in the school. The subject leader has a very clear view about the future direction of the subject. The need to develop aspects of pupils' writing has been clearly identified and plans have been written to raise standards in this aspect of the subject. In addition he has observed lessons and given feedback on the strengths and weaknesses of the teaching; discussed English with pupils and undertaken an analysis of pupils' work. These actions have provided first-hand information on standards within the subject and the over-use of worksheets in Key Stage 1 compared to Key Stage 2. The results of national tests have been analysed and then shared with the other teachers. This information is used to track the progress of pupils from their entry into school, through to Year 6.
126. There is a good supply and variety of *Big Books* for use in literacy lessons. The good supply of several copies of the same book enables pupils to read books together. The books are in good condition and are well cared for by the pupils. The story sacks contain toys to support the stories for Key Stage 1 pupils. The school library is at the heart of the school and is staffed by Year 6 pupils at lunchtimes, who help younger pupils to select appropriate books. At the time of the inspection computers were not being fully used to help develop pupils' skills in English. Too many of the programs in use are exercise that do not provide pupils with enough opportunities to develop their own ideas; they do not enhance pupils overall standards in English.
127. These judgements represent an improvement on that reported following the last inspection. Standards have improved, there is a scheme of work, and formal assessment opportunities are now being used.

## **MATHEMATICS**

128. *The combined results for the last four years in national tests for seven-year-olds show results to be above the average, both with schools nationally and with schools considered to be similar in nature. Results for the same period for eleven-year-olds show comparisons to be broadly in line with what is expected nationally. Evidence gathered during the inspection from lesson observations, scrutiny of work in pupils' books and discussions with pupils indicates that throughout the school, standards in mathematics are above those which are considered typical for pupils at both age seven and eleven.*
129. The numbers in each year group are small, less than 20 pupils. Therefore caution is needed

when making comparisons of the school's results in national tests, as the results for one pupil are equivalent to 5% of the school's results. However, when taken together the school's results for the last four years indicate that pupils at age seven and eleven achieve standards in mathematics that are above those found nationally. The small number in each year group makes it difficult to make any meaningful comparison between the results of girls and boys.

130. In 2000, the school's statutory assessments for seven-year-olds in mathematics indicated standards, which were high when, compared with all schools nationally and above those of a similar nature. These results compare favourably with standards during the last inspection. With the very small number of pupils involved, a clear judgement cannot be made about the different levels of attainment of girls and boys.
131. Test results for eleven-year-olds in 2000 indicate standards that are above those considered typical both for schools nationally and those of schools similar in nature. Once again the very small number of pupils involved makes it difficult to make a clear judgement about the differing level of performance of girls and boys.
132. Unvalidated results for 2001 indicate that these standards have been maintained for both seven and eleven-year-olds. During the period of the inspection, standards were judged to be at least above those regarded as typical for pupils at the ages of seven and eleven respectively. This judgement is based on evidence collected through observing lessons, scrutinising previous work in books, analysing on-going assessments, and discussing with teachers and pupils their work in mathematics.
133. An examination of books indicates that, by the end of Year 2, pupils show a pride in their work, which is presented neatly and accurately. Most pupils know the difference between odd and even numbers, and are very secure with addition and subtraction number facts to at least 20. Many pupils are aware of place value in hundreds, tens and units, with higher attaining pupils understanding larger numbers, knowing for example  $571 = 500 + 70 + 1$ . During the inspection, pupils were able to show that they had made progress in their understanding of mathematics. This was particularly evident during the introduction of a lesson when pupils showed very good understanding of numbers to 100 by counting backwards and forwards in 5's and 10's. They used good strategies to find halves and doubles of numbers with increasing understanding. Their mental recall and accuracy was very good. The higher attaining pupils in the group could explain missing numbers in a 100 square.
134. By the age of seven, pupils identify common two and three-dimensional shapes and most sort shapes according to their simple properties. They use tallying to collect information about birthdays before representing and interpreting their findings in the form of a bar chart. They record time in hours and use simple fractions for one half and one quarter. The higher attaining pupils in the class are well on course to reach the nationally expected Level 3 by the end of the school year. The larger than usual group of pupils with special educational needs in this year group, may well mean that fewer than usual might attain the typical Level 2 in national tests in 2002.

135. An examination of the pupils' books in Year 6, together with discussions with the group, indicates that all have covered many aspects of the nationally prescribed programme of work for mathematics. A good proportion of the higher attainers is on course to attain the higher Level 5 in national tests in 2002.
136. Work in the pupils' books shows that they have progressed in their ability to complete sums involving addition, subtraction, multiplication and division, including decimals to at least two places. During lessons pupils demonstrated that they have a very good understanding of the processes they have been taught, and their ability to complete mental calculations quickly is well developed. For example, when asked to consider 280, the number for the week, pupils of all abilities showed a very good understanding of the relative value of each digit, they were also able to carry out mental calculations involving the number quickly and accurately. Pupils use a range of strategies to calculate halves and doubles, many had begun to choose their own ways of solving problems. During the class activity, most Year 6 pupils used their knowledge of factors and multiples effectively when challenged to interpret data.
137. Work in the pupils' books indicates that they have a satisfactory understanding of a range of other mathematical ideas. In discussion, pupils demonstrated a good understanding of shape, space and measures, explaining accurately terminology such as 'perimeter', 'area' and 'volume'. Pupils measure and construct angles accurately and use co-ordinates to determine position. They analyse data well and record their findings using line graphs and pie charts.
138. ***Overall pupils make good progress in mathematics as they move through the school. Progress in Key Stage 1 is very good and in Key Stage 2 it is good. Pupils with special educational needs make good progress when they have well targeted support, but sometimes struggle when teaching assistants are not available.***
139. The good progress made by pupils is closely related to the way the teaching programme is carefully planned. For example, a simple understanding of fractions in Year 2 is developed in Years 3 and 4 so that pupils calculate comparisons between fractions accurately and are introduced to decimals. In Years 5 and 6 pupils extend decimals into multiplication and division and are introduced to percentages. This approach is replicated in other areas of the pupils' mathematical understanding. The school is implementing the National Numeracy Strategy effectively and draws on its guidance to set appropriate activities for the differing ages and abilities. Pupils present their work neatly and overall the standards of presentation of work in mathematics are high.
140. ***Overall, the quality of teaching observed in mathematics was judged to be good. Examples of very good teaching were observed in both key stages. An examination of the pupils' books and the teachers' planning indicates that this is a true reflection of teaching over the longer period of time.***
141. During the inspection five lessons were observed in which pupils were developing skills in mathematics (numeracy skills). In three lessons teaching was judged to be very good and in two lessons it was judged to be satisfactory. All the teaching observed followed the

structure set out in the national programme for teaching mathematics and was generally effective, promoting learning at a consistently satisfactory, and often good, rate. The planning for the lessons showed in a clear way in which pupils of different ages and abilities were to be introduced to new ideas. The quality of teaching has improved significantly since the last inspection and contributed significantly to an improvement in standards.

142. In the best lessons observed, there was an effective use of direct teaching delivered enthusiastically with pace and a clear understanding of what the pupils were expected to learn. Questioning was used successfully to develop learning, to reinforce key ideas, and to check for gains in skills, knowledge and understanding for all ability groups. Activities were very well prepared, organised and managed. When teaching was judged to be satisfactory, teacher subject knowledge was less secure; time was used less well and explanations were too long, causing the pace of learning to lessen. An important characteristic of the best teaching is the way in which learning support assistants are involved in all stages of learning. For example in a Key Stage 1 lesson, pupils were encouraged to share their answers with their partners. This excellent strategy enabled the teaching assistant to become involved in the introductory and summing up activities of the lesson by boosting the confidence of targeted pupils. During the week of the inspection, homework was not used in a consistent way to support teaching and learning in mathematics, in every class. However, in the Year 5 and 6 class homework was used to very good effect.
143. Teachers make some use of computers to help pupils with their mathematical understanding. However, too often the programs used enable pupils to practise number skills rather than helping pupils see how computers can be used to handle mathematical data.
144. Generally, pupils' attitudes to learning are very good and they share the enthusiasm of their teachers. A particular strength was the way 'learning partners' were used in the Years 5 and 6 class. This approach enabled pupils of all levels of attainment to make at least good progress in their learning. Relationships are at least very good in all lessons and excellent in the Years 5 and 6 class.
145. Leadership of the subject is very good. The co-ordinator has a clear understanding of the strengths and weaknesses in the school's provision. Assessment is carried out at least half-terminally, and this information is used to review the planning necessary for groups of pupils and the groupings within classes. The co-ordinator has analysed the strengths and weaknesses of previous national testing at Key Stage 1 and then used this information effectively to focus on sharper targets for individuals and groups of pupils. Resources for mathematics are satisfactory and are well-maintained and accessible to pupils. Pupils use a range of computer programs to good effect in order to support their learning.
146. Overall, these judgements show that there has been a steady improvement in mathematics provision in the school since the last inspection.

## **SCIENCE**

147. *The combined results for the last four years in tests for eleven-year-olds show the*

*school's results to be lower than the average of schools nationally. Evidence gathered during the inspection from lesson observations, scrutiny of work in pupils' books and discussions with pupils indicates that standards are rising and the indications are that the school's results will be higher this year. Throughout the school, standards in those aspects of science that are to do with understanding scientific facts are similar to those found in primary schools nationally. The pupils' understanding of scientific investigations is less well developed.*

148. When the school's results for the last four years in the statutory assessments for seven-year-olds taken together the pupils' attainment in science was higher than the national average. With the small number of pupils involved, a clear judgement cannot be made about the different levels of attainment of girls and boys.
149. When the school's results for the last four years in the national tests for eleven-year-olds are taken together the pupils' attainment in science was lower than the national average. Results were also lower than those of similar schools. The headteacher and school governors have identified the low standards as a priority for improvement. A detailed plan to overcome the weakness has been written. Once again the very small number of pupils involved makes it difficult to make a clear judgement about the differing level of performance of girls and boys.
150. An examination of the work in the pupils' books shows too much variation in standards as pupils move through the school. In the class with Year 1 and 2 pupils work in the books shows that pupils have been involved in developing their ideas about the human senses. The work of the highest attaining pupils shows that they have a good understanding of the way a shadow is formed. One pupil has written, '*My shadow is attached to my feet. The sun makes a shadow because it shines on me. I block out the light*'. The work in the books of the pupils in the Year 3 and 4 class does not show that they have made sufficient progress in developing their knowledge and understanding in science. For example, although pupils have labelled a diagram of the human skeleton, the detail of the labelling is of a lower standard than that expected for nine-year-olds. An examination of books of pupils in the Year 5 and 6 class shows that pupils have developed a secure understanding of a number of important scientific ideas. The highest attaining pupils are clear about the way that different types of food can affect their health. Their work indicates that they should attain the level expected for pupils aged eleven. Although the work in the lower attaining pupils indicates that they have covered the same range of topics, there is less detail in their descriptions. The standard of work indicates that this group of pupils will not attain the standard expected for eleven-year-olds.
151. Work in the pupils' books shows too much variation in progress as pupils move through the school. In the class with Year 1 and 2 pupils, the work in the books shows that pupils are making at least satisfactory progress in science; work in the books of the highest attaining pupils shows that they have made good progress. In the books of the Year 3 and 4 pupils progress is unsatisfactory. Not enough science work was completed in the autumn term and as a result progress was slow. The work in the books of the Year 5 and 6 pupils indicates that this group is making satisfactory progress. However, overall the progress of pupils in the two Key Stage 2 classes is unsatisfactory. The slow progress will have been a major

contributory factor to the lower than expected results in the national tests for eleven-year-olds.

152. In discussion, the highest attaining Year 6 pupils were able to talk about a range of scientific ideas with confidence. For example, they were able to explain how a plant made food using the sun as a source of energy. They were also able to explain how particles were arranged in different ways in solids, liquids and gases. This level of knowledge provides further evidence that this group of pupils should attain the expected Level 4 in the national tests for eleven-year-olds.
153. Pupils with special educational needs attain satisfactory standards overall. They make good progress in science and generally enjoy their science lessons; classroom assistants support them effectively.
154. *During the inspection four lessons was observed. The quality of teaching ranged from being very good to satisfactory and was good overall. An examination of the teachers' longer term planning, together with an examination of the pupils' books indicates that over the longer period of time science teaching in the school is of a similar quality.*
155. Very good teaching occurred in the Year 5 and 6 class when pupils were developing their ideas about the way that solids and liquids interact. Very good questioning by the teacher enabled pupils to start to understand that it was not just the size of the particles that affected the rate at which solids dissolved. In discussion, the higher attaining pupils were able to explain the way in which the particles that make up a substance change when the substance changes from being a solid to a liquid. The work in the books of the Year 5 and 6 class is marked in a way that enables pupils to understand how they could improve their work. For example one piece of work was marked with the comments, 'A good explanation of what you did in your investigation. How did you make sure it was a fair test?' The pupils concerned had read the comments and were able to develop their ideas of a fair test. The marking had been effective.
156. Good teaching occurred in the Year 1 and 2 class when pupils were using their knowledge of different types of materials to classify a set of everyday objects. The teacher used the pupils' responses in a skilful way to introduce them to the idea of 'transparent' and 'opaque'. By the end of the session the majority of pupils were able to use a simple sorting diagram to sort objects for two properties, for example objects that were smooth and transparent; they made good progress during the lesson.
157. Satisfactory teaching occurred in the Year 3 and 4 class where pupils were exploring the way in which solids and liquids were both different and yet similar. A good range of materials had been prepared for the pupils to examine and they worked well together to develop their understanding of solids and liquids. Pupils made satisfactory progress during the lessons. However, the teacher did not always ensure that all pupils were listening to the next set of instructions and this slowed down the rate of progress.

158. During the inspection no evidence was collected to indicate that information and communication technology were being used in a sustained way to support pupils' learning in science.
159. The school has a scheme of work for science. Although the recently produced national guidance for the subject has been used to help write the scheme, not enough attention has been given to ensure that it is particular to the needs of pupils in Palterton Primary School. At the time of the inspection the school did not have a rigorous system for recording pupils' progress in science.
160. Resources for science are satisfactory. However, they are not organised in a way that makes them readily available for pupils to use. As a result it is difficult for the older pupils to plan, and then carry out, their own investigations.
161. These judgements are similar to those reported at the time of the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

162. ***By the age of seven pupils attain standards that are typical for the age group. By the age of eleven pupils attain standards that are lower than those expected nationally. As pupils move through the school, they generally make unsatisfactory progress in developing their knowledge and skills in information and communication technology.***
163. From an early age, pupils have the opportunity to become confident users of the keyboard and mouse. For example, in the Year 1 and 2 class pupils are able to use the mouse to control items on the computer screen. The pieces of work they have produced shows that they are able to understand how they can combine text and pictures. In addition, pupils in Years 1 and 2 are provided with opportunities to develop their skills and knowledge of ways in which simple machines can be controlled. For example, they are able to use a robot known as a Roamer to develop their understanding of the way their actions in programming the machine affect its movement.
164. In the classes with Year 3 to 6 pupils, they are provided with a limited range of opportunities to further develop their computer skills. There is some work of a satisfactory standard using a word processing program. In discussion, the Year 6 pupils were able to explain a number of important functions from the program. They could explain how you could move and change the size of the text, and check work for spelling mistakes. However, they were less clear on how you could use a computer to help display data in a graphical form. The discussion indicated that the pupils' levels of understanding were being greatly influenced by their access to computers within the home. Pupils have been given e-mail address and the Year 5 and 6 pupils have started to send each other messages. This aspect of the school's work is not yet sufficiently well developed.
165. ***No direct teaching of computer skills was observed during the inspection. An examination of the teachers' planning records, together with discussion with***



*pupils indicates that the intention to develop pupils' skills is generally satisfactory. However, the planning concentrates on showing how computers can be used to support learning in other subjects rather than showing how computer skills are going to be developed.*

166. During the inspection no lessons were observed where pupils were being taught to develop their computer skills. Where computers were used, they supported pupils in developing other aspects of their work, for example in mathematics. An examination of the teachers' planning records does not provide clear evidence of when or how pupils will be helped in developing information and communication technology skills. For example, the plans do not clearly indicate how pupils will improve their word processing or data handling skills as they progress through the school.
167. At the time of the inspection there was no clear and detailed scheme to indicate how and when pupils would develop particular computer skills. Neither was there a rigorous system of assessing and recording pupils' progress so that past learning could be built on in future lessons.
168. Information and communication technology is being co-ordinated in a successful way. The co-ordinator has identified the weaknesses in the school's provision and has a clear plan to develop the subject. The member of staff responsible has a clear understanding of the need to give staff the necessary confidence to use computers to develop the pupils' skills in information and communication technology. She understands the need to develop structured teaching and learning programme that focuses on pupils' skills development. There is a clear plan that identifies what needs to be done and how this is to be accomplished.
169. Resources for information and communication technology are satisfactory. The ratio of computers to pupils is limiting progress. With a more structured teaching programme and more regular access to machines, pupils could make better progress.
170. These judgements are similar to those reported following the last inspection.

## **RELIGIOUS EDUCATION**

171. *By the age of seven and eleven pupils attain standards in religious education that are typical of those found for their respective ages and in line with the standards expected in the locally agreed syllabus. Pupils make satisfactory progress in developing their understanding of religious ideas as they move through the school.*
172. The school has a policy for religious education that takes full account of the locally agreed syllabus. There is a good scheme of work that is based on a two yearly cycle of topics. This is an improvement on the position following the previous inspection when the scheme of work was not in place. As the pupils move through the school they learn about festivals, places of worship, religious signs and symbols, sacred writings and pilgrimage. This provides them with a secure knowledge base; they make satisfactory progress.

173. Although no lessons were seen during the inspection the scrutiny of work, discussion with teachers and pupils show that pupils have covered many aspects of the programme of work. They have visited different places of worship and the visits have increased their knowledge of world religions. Pupils in the Year 1 and 2 class have visited a Gudwara and the Open Centre in Derby. They described the visit in great detail and obviously had learned a lot they also enjoyed the experience. During the inspection the Key Stage 1 class was studying a book on the Jewish faith and they talked about the festival of Shabbat. Pupils in Key Stage 2 knew that the Qur'an was a holy book that had to be treated respectfully. All of the pupils knew the local vicar and they had visited Scarcliffe Church 'loads of times'. Work in books showed that they had studied the Christmas story and Diwali. The pupils described how they had taken part in a play for parents at Christmas. They were keen to talk about the Harvest Festival that is held in the local welfare club, at the end of which the produce is sold and the money sent to a charity. This year's proceeds were sent to buy a generator for a group of children in Uganda.
174. Daily acts of collective worship make an important contribution to the school's work in religious education. There is a satisfactory policy for collective worship that contains the theme for each week. Themes include Working Together and Sharing.
175. Currently there is no subject leader for religious education although the headteacher is acting in this capacity. Resources for the subject are satisfactory.

#### **ART and DESIGN, DESIGN and TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC AND PHYSICAL EDUCATION**

176. *The governors and headteacher have identified raising standards in English and mathematics as a priority. As a result of the relatively limited teaching time and priority given to other subjects, standards in these subjects are variable. The limited evidence gathered during the inspection indicates that in these subjects standards, although at times on the low side, are typical of those found in similar primary schools.*
177. Evidence gathered during the inspection indicates that in **art and design** standards are at least typical of what is expected nationally for pupils by the age of seven but are lower than those expected by the age of eleven. Displays are of a high standard in the Year 1 and 2 class. Pupils build on the good range of skills developed in the Foundation Year and pupils in Key Stage 1 draw and illustrate their stories, for example the story of the *Iron Man*. There are examples of two and three-dimensional work on display in both classes using a range of media, colour, tone, shape and texture. With help, pupils can use information and communication technology to investigate shape and pattern in making their designs. Pupils experiment with colour using paint, crayons, charcoal and pastels. Pupils in the Key Stage 1 class have studied the work of Van Gogh.
178. Overall, older pupils do not demonstrate the expected range of skills and techniques in displays and do not build on the skills demonstrated by pupils up to the age of seven. Only one lesson was observed in the Year 5 and 6 class, there is recent evidence in sketchbooks

to show the development of skills and techniques to develop portraits and body movement in Years 5 and 6. The use of collage to support a history topic on the Tudors in Years 3 and 4 is of an acceptable standard.

179. In discussion with older pupils, it is evident that art and design has not been given a high enough priority in the broad curriculum that is offered.
180. Resources are satisfactory.
181. The evidence of work in classrooms and on display in *design and technology* indicates that pupils' attainment is in line with what is expected by the age of seven, but is below that typical of pupils by the age of eleven. During the course of this inspection it was not possible to observe any design and technology lessons. Design and technology has not been a priority for development in the Key Stage 2 classes.
182. In Key Stage 1 pupils have designed '*funky glasses*', and made '*shadow puppets*' with moving parts. In each case there are examples of well-planned activities with pupils listing the materials needed. However, there are few examples of pupils carrying out an evaluation of how they could make improvements that is a vital ingredient of 'planning and making'.
183. Although no lessons were observed in design and technology, there is some limited photographic evidence of pupils' work in Key Stage 2. In discussion, pupils in Year 6 recalled using electric motors last year to make fans and buzzers but found it difficult to relate other experiences. The evidence available indicates that pupils make unsatisfactory progress in developing skills, and that they do not build on the skills, knowledge and understanding developed by pupils in Key Stage 1.
184. Overall, the school has a satisfactory range of resources for teaching the subject.
185. At the time of the inspection no member of staff had responsibility for developing the school's approach to art and design. The headteacher sees this as a weakness and the issue is intended to be rectified when a new member of staff joins the school in late January.
186. The limited evidence gathered during the inspection through examining pupils' work and by talking to pupils indicates that, overall, standards throughout the school in *geography* are broadly in line with those typically expected nationally. There is a policy for geography and a satisfactory scheme of work. Geography is planned on a two-year cycle and the school has mapped the requirements of the National Curriculum to ensure the correct coverage of the subject. The school also uses the new national guidance provided by the Qualifications and Curriculum Authority when planning work in geography. Progress in geography is satisfactory. The judgements represent an improvement on the situation reported at the last inspection.
187. As pupils move through the school they study a contrasting locality with their own area; they use globes and maps and discuss the seasonal changes in the weather. In Years 5 and 6, pupils find out about rivers and their effect on the landscape. Discussion with pupils showed

that in Year 2 pupils had started to understand plans by drawing around plastic bricks built in the shape of a village. This then led on to drawing the plan of a classroom and the study of an aerial photograph of the school. Pupils in Year 2 can locate Palterton correctly on a map of the British Isles. In Year 3 further work has been undertaken on '*My Neighbourhood*'. Year 6 pupils talked enthusiastically about work in geography, recalling visits to watch sheep being sheared on a local farm and how they had located the village on maps and compared it with other localities. They had an understanding of gradients and could relate this to their current work on rivers. This new topic had started with a study of the exterior of the school looking at the roof and the drainpipes and thinking where the rain that was falling came from and went to.

188. There is no named co-ordinator for geography as a new member of staff is to join the school shortly. Many subject responsibilities will then be re-allocated. The headteacher is acting in a caretaker role but the subject will benefit from the appointment of a dedicated subject leader who can monitor and evaluate the provision. Resources for the subject are satisfactory. However, there is little evidence to indicate that information and communication technology is being used to support the pupils' work in geography.
189. The evidence gathered during the inspection through examining pupils' work and teachers' planning and talking to pupils indicates that by the ages of seven and eleven they attain standards in *history* that are similar to those found nationally. There is a school policy and a satisfactory scheme of work for the subject. This is an improvement on the position following the last inspection when no scheme of work was available. The school has matched the requirements of the National Curriculum to topics in a two-yearly cycle and has also used new national guidance prepared by the Qualifications and Curriculum Authority. As pupils move through the school they make satisfactory progress in developing their skills and knowledge in history.
190. As pupils move through the school they develop an awareness of the past by studying toys and finding out how they have changed. They also talk about the members of their families. In Year 2 they study famous people such as Florence Nightingale. In Years 3 and 4 pupils learn about the Vikings, the Tudors, and local history including a study of Hardwick Hall. In Years 5 and 6 they study the Ancient Greeks, the Victorians and ancient Egypt.
191. The scrutiny of the pupils' work and discussion with them confirmed their interest in history. They recalled how older members of the village had visited the school to talk to them about how life had changed in the village. Pupils in Years 1 and 2 were excited when they talked about their visit to Sudbury Hall where they saw some old toys and how they then compared their own teddy bear with those they had seen. They have also drawn a light time line with images ranging from an old oil lamp to a modern day electric light. They have studied the Gunpowder Plot and tried to work out why people acted as they did. Pupils in Years 3 and 4 visited Tamworth castle and took part in a Tudor workshop; they could explain important aspects of the Tudor period in history. Older pupils were keen to talk about their work on the Victorians and how the dance group, dressed appropriately, had joined in with the Bolsover Victorian Evening. They also talked about work they had done on the Ancient Greeks that is displayed in a home-made book in their classroom. The

pupils have a good sense of chronology and can place events correctly on a time line.

192. The headteacher is currently co-ordinating history as the school is waiting for a new member of staff to join the staff shortly. Subject responsibilities will then be re-considered. The subject will benefit from a dedicated subject leader who can monitor and evaluate standards. Resources for the subject are satisfactory.
193. Overall, these judgements represent an improvement from those reported after the last inspection.
194. The limited evidence gathered during the inspection indicates that standards in *music* are in line with than those that are typically found in primary schools nationally. The school is making good use of a visiting music teacher, who has a very good knowledge of the subject, and his enthusiasm for music is having a positive influence on the pupils' attitudes towards the subject.
195. One lesson was observed where older pupils were developing their skills in music. The pupils showed that they had a good understanding of the way music can be used to affect mood. They were able to use instruments to create different moods. Informal observations made during the inspection indicate that pupils sing well. All pupils enjoy their music lessons. However, during the inspection, music was not used to enhance the spiritual aspect of assemblies.
196. Resources for music are good. The school has a good range of pitched instruments.
197. These judgements represent an improvement from those reported at the time of the last inspection.
198. Overall standards in *physical education* are typical of those found nationally. In spite of the lack of a school hall, appropriate arrangements have been made with a neighbouring school in Bolsover so that one opportunity per week is provided for all pupils to develop gymnastic and games skill. In discussion, pupils in Year 6 expressed their enjoyment and enthusiasm for these activities; as they did for swimming, where pupils were developing a good range of recognisable strokes leading to awards for distance and water safety.
199. The school has a satisfactory range of small equipment that can be used in the school playground. This equipment is stored in an appropriate way. During the period of the inspection, except for swimming, no lessons were observed due to constraints on time.
200. The outdoor facilities are marked for team and individual activities, and there is a grassed area that is used during the summer months. Encouraging visiting coaches to develop football, cricket, hockey and basketball skills strengthens the school provision. Out of school activities for Key Stage 2 pupils are seasonal and include football and netball. Where possible challenges are provided for the development of personal and social skills by taking part in team games in football and basketball against other schools. The school is heavily involved in the community and takes part in festivals of dance and sport.

201. Good planning compensates for the poor indoor accommodation. The school is to be commended for the way in which it compensates for its lack of accommodation and the way in which it uses national guidelines to provide the requirements of the subject.
202. ***Overall, the teaching observed in the above subjects was good. Over a longer period of time, teaching is judged to be of a similar standard.***
203. Two lessons were observed when the above subjects were being taught. Teaching was judged to be good in the music lesson observed and satisfactory in the art and design lesson. In both lessons pupils were observed to have made progress in their learning.
204. An examination of the pupils' books and a scrutiny of the teachers' planning records indicate that over the longer period of time teaching in the majority of the above subjects is good. There are weaknesses in those subjects that are related to pupils developing their skills in art and design. At the time of the inspection the staff were not giving enough attention to regularly providing pupils with opportunities to plan, make and evaluate artefacts.
205. Pupils who have special educational needs make at least satisfactory and often good progress in these subjects. Progress in art and design and design and technology is only just satisfactory, this is a result of the low priority these subject have had within the school's overall provision.
206. Information and communication technology is not well used to support work in the range of subjects. Some satisfactory use is made when pupils are using a simple painting program to draw and colour pictures. However, overall the school is not taking full advantage of the many ways computers can be used to enhance pupils' learning. The school is connected to the Internet in a secure way. At the time of the inspection connection to the World Wide Webb was not reliable and pupils were not able to access information successfully.
207. Overall, these judgements represent an improvement over those reported at the time of the last inspection.