



Bishop Pursglove CofE (A) Primary School

Inspection Report

Unique Reference Number 112893
LEA DERBYSHIRE LEA
Inspection number 279048
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mr. Michael Best AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	St John's Road
School category	Voluntary aided		SK17 8NE
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01298871282
Number on roll	142	Fax number	01298871282
Appropriate authority	The governing body	Chair of governors	Rev.Frank Yates
Date of previous inspection	27 March 2000	Headteacher	Mrs. Jacqueline Teeney

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than many other primary schools. Its pupils come from owner-occupied and rented homes in the area. The prosperity of the area is generally good. Pupil mobility is broadly average. The proportion of pupils speaking English as an additional language is below average. The overall attainment of children entering the Foundation Stage is at least average. The proportion of pupils with learning difficulties is below the national average. The proportion of pupils with statements of special educational needs is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The overall effectiveness of the school is inadequate. Pupils are not doing as well as they should by the end of Key Stage 2 because they are not making good enough progress as they move through the school. The school does not provide satisfactory value for money. The standards reached by learners are broadly average. The quality of education and progress made by the pupils in the Foundation Stage are satisfactory. Overall, pupils make satisfactory progress at Key Stage 1 but, over time, inadequate progress at Key Stage 2. The school has identified areas for improvement but the impact of its action to address weaknesses has yet to reflect securely in pupils' performance. Although teaching is satisfactory, it is not always challenging enough for learners. This is why achievement is inadequate. Since the last inspection the school has maintained the high quality of its care, welfare and personal development of pupils. However, it has not effectively identified and addressed the underlying causes of underachievement. Progress since the last inspection is therefore inadequate. Although there are strengths in school leadership, it is only satisfactory because the headteacher has not rigorously monitored teaching, learning and standards, or provided a clear lead to staff in assessing pupils' progress. Inspection evidence does not support the school's own judgement that this is a good school. Its self-evaluation process is inadequate because there is insufficient analysis or focus on raising standards. However, with the local authority supporting the school's senior managers and subject leaders, it has the capacity to improve. In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the achievement of pupils.

What the school should do to improve further

- Raise standards, especially at Key Stage 2, by accelerating the progress pupils make as they move through the school.
- Improve the accuracy and rigour of assessment through carefully tracking pupils' progress and taking effective action.
- Put in place rigorous procedures for monitoring and evaluating teaching and learning, and effectively disseminate good practice in the school.

Achievement and standards

Grade: 4

Standards at the end of the Foundation Stage are slightly above average. Results in the national tests in 2005 were broadly in line with national averages at both Key Stage 1 and Key Stage 2. Over time, standards have remained broadly similar at Key Stage 1. At Key Stage 2, overall results were above average in 2003 but declined in each of the following years. The school predicts an upturn this year, with likely improvements in English confirmed by inspection evidence. However, achievement is

inadequate. Although progress in the lessons observed was satisfactory, over time pupils have not made as much progress as they should in Key Stage 2. Pupils are not set sufficiently challenging targets. The school did not meet its Key Stage 2 targets in 2005, particularly at the higher levels. Pupils' progress from Key Stage 1 to Key Stage 2 was in the bottom 5% of schools in England in both 2004 and 2005. In relation to pupils' performance, there are no significant differences between boys and girls. Those learning English as an additional language make similar progress to other pupils. Pupils with additional learning needs make satisfactory progress overall and good progress towards the targets in their individual education plans.

Personal development and well-being

Grade: 2

Pupils say they enjoy coming to school. They feel safe and well looked after, and value the sports facilities available on the site. Pupils are polite, friendly and self-confident. They behave very well during lessons and around the school. Pupils say that the school acts quickly to resolve any incidents of bullying. Attendance is good. Pupils' spiritual, moral, social and cultural development is good. They respond sensitively to talks and readings in assemblies. Pupils look after each other well. They have a sound understanding of other faiths and cultures, strengthened by visits and visitors. Pupils understand the importance of keeping themselves healthy and safe. They enjoy a good range of sporting activities and readily accept responsibility. Pupils play an active role in the school and wider community, particularly through the school Eco-council. Their impressive personal qualities and sound basic skills equip them effectively for the future and life within the world of work.

Quality of provision

Teaching and learning

Grade: 3

Inspection evidence indicates that the quality of teaching and learning is satisfactory. The school evaluated these aspects as good. In the most effective lessons, pupils are clear about what they are learning. The good quality of teachers' questioning encourages learners to think carefully, apply their skills and understanding, and contribute their ideas and views. The quality of teachers' planning is satisfactory overall. In the best practice, plans demonstrate clearly how crisp lesson objectives are developed for different groups of learners, the deployment of staff and the resources required. In other instances, plans identify what pupils will do and not what they will learn, and give little indication of how staff will meet the differing needs of learners. Support staff provide good support for individuals and small groups of pupils with learning difficulties, but teachers do not always make best use of adults during lesson introductions to support pupils. Teachers' recording of what pupils have learnt is inconsistent. As result, their expectations are not always high enough, and they do not clearly identify the next steps in learning for individuals or groups. Pupils say that

recent improvements in marking give them a clear understanding of what they need to do to improve their work.

Curriculum and other activities

Grade: 2

The school's curriculum is broad, balanced and meets statutory requirements. In the Foundation Stage there is an effective balance between adult-led and child-chosen activities, and the school has successfully resolved shortcomings in its provision identified in the previous inspection report. Curriculum planning draws on appropriate published materials and a rolling programme ensures that pupils in mixed classes do not repeat topics. Older pupils learn a modern foreign language. The school's provision for pupils' personal, social and health education, and citizenship very successfully prepares them to be responsible members of the community. Pupils successfully learn about caring for themselves and for the environment, particularly about sustainability issues. Pupils enjoy a very good range of activities outside lessons, including musical and sporting activities. Visits to residential centres, museums and other local places of interest, together with a good range of visitors to the school, enrich the curriculum well.

Care, guidance and support

Grade: 3

The school has successfully maintained the high quality care and welfare it provides for its pupils. Parents value the welcoming atmosphere the headteacher promotes in the school. There are good, trusting relationships between members of the school community, and pupils know there is someone they can turn to about anything that worries them. The school makes appropriate checks on adults working in the school and the named person for child protection has recently undertaken refresher training. The school has close links with external agencies that ensure prompt specialist support for pupils. Procedures to promote and monitor pupils' attendance, attitudes and behaviour are good. The support given to pupils with behaviour difficulties is very good. The school has satisfactory procedures for tracking learners' attainment and uses this to set annual targets. However, teachers' recording and use of information about pupils' progress is inadequate in helping them to identify and support those who are underachieving.

Leadership and management

Grade: 3

The headteacher is very committed to the school and to the care and welfare of her pupils. She works enthusiastically to foster their personal development, particularly through a wide range of activities. However, her leadership is only satisfactory because she has not been rigorous enough in focussing the school on raising standards. The headteacher's monitoring, analysis and evaluation of the school's work is inadequate, and assessment procedures insufficiently rigorous. Standards and the quality of teaching

have declined since the last inspection. Parents and other stakeholders are consulted regularly, but the school's self-evaluation is too descriptive and lacks rigorous analysis. The school development plan has insufficient focus on raising standards. Although improvement since the last inspection is inadequate, the school has the capacity to improve. The relatively new deputy headteacher demonstrates good professional practice. Subject leaders in English, mathematics and science are working well with their colleagues and with support from the local authority to share and develop good practice in teaching and learning. The school effectively manages its support for pupils with learning difficulties. It is an inclusive community where every pupil's contribution is valued. Day-to-day routines are well established. Learning resources are good and the outdoor sporting facilities excellent. The governing body is keen to develop its role as the school's 'critical friend'. Budget plans are carefully structured with reserves within recommended levels. The school recognises that it needs to comply fully with statutory requirements relating to racial equality and special educational needs, and that its child protection policy requires revision.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making me so welcome when I visited your school earlier this week. I greatly enjoyed hearing about all the things you do at school. Your confidence, very good behaviour and willingness to get on well with everyone is impressive. I think the maypole dancing and the standard of your well-dressing displays are very good. I particularly like the way in which you all have a say in helping the school improve through the school Eco-council. You are really lucky to have such good outdoor facilities and I am delighted that so many of you take part in the good range of after-school and other activities that the school provides. Mrs Teeney and the staff take very good care of you. They are working hard to help you grow up into interesting and responsible adults who can work and play well with others, and enjoy life. In the best lessons, you are clear about what you are going to learn and your teachers ask some difficult questions. These really make you think and you answer well. In other lessons, the work your teachers give you is not always hard enough. They are not always sure how much you already know and how much more you can learn. As a result, a number of you are not doing as well as you should by the end of Year 6. Your teachers have found out some of the reasons why the test results have not been good enough and are improving what they do, for example, by the way they mark your writing in English. However, I have asked the school to look more closely at ways to improve, so that you all do as well as you can in future. Work hard and continue to enjoy yourselves at school.