

Cambridge Education
Demeter House
Station Road
Cambridge
CB1 2RS

Direct Tel 01223 578500
Direct Fax 01223 578501
Email – Risp.inspections@camb-ed.com

www.ofsted.gov.uk

Ofsted helpline 0845 640 4045



26 January 2007

Mrs Jacqueline Teeney
Bishop Pursglove CofE Primary School
St John's Road
Tideswell
Buxton
Derbyshire
SK17 8NE

Dear Mrs Teeney,

OFSTED MONITORING OF SCHOOLS WITH NOTICE TO IMPROVE

Thank you for the help which you and your staff gave me when I visited your school on 25 January 2007, for the time you spent on our phone discussions and for the information which you provided before and during my visit. Please also pass on my particular thanks to those pupils and staff who met with me and the chair of governors for the time he gave.

This letter will be posted on the Ofsted website.

As a result of its inspection in June 2006, the school was asked to look at three matters: raise standards especially at Key Stage 2, improve the accuracy and rigour of assessment and put in place rigorous procedures for monitoring and evaluating teaching and learning, including effectively disseminating good practice in the school.

Having considered carefully all the evidence presented by the school and the local authority, I am of the opinion that at this time the school is making satisfactory progress overall in addressing the issues for improvement identified at the last inspection.

The school has rightly focussed on raising standards and trying to ensure each child reaches their potential. Last year's Key Stage 2 test results indicated an improvement on the previous year. Pupils in Key Stage 2 understand the high expectations in lessons and for completing homework and appreciate the helpful and thorough marking, which has improved this academic year. Targets are now a strong feature of the lessons and of the

marking of work. Key Stage 2 pupils now know how to achieve their targets and what to focus on next. Through more regular assessment and by tracking each pupil's progress carefully, the school more effectively decides where to place additional support for individual pupils and groups of pupils. This year the school has made writing in English a whole school focus and early indications from interim assessments are positive. Although achievement did not rise significantly in the autumn term, pupils are now more settled in their new classes and the interventions put in place have been running for a longer period of time. Current indications, including work scrutiny, show that pupils are on course to meet their targets at Key Stage 2.

The school has monitored teaching and learning alongside the local authority to ensure the work is sufficiently adapted to pupils' needs in lessons. Support has been provided by senior staff and the local authority to help improvement. The school's records indicate that teaching is at least satisfactory across all phases, but inspectors agree with the school and the local authority that there is still a need for further support in some areas to ensure lessons are always good or better. More recent monitoring by subject co-ordinators, for example in mathematics, is evaluative and accurately identifies strengths and weaknesses across the school. Governors are also more aware of the need for accountability in monitoring teaching and learning and a new committee has recently been established for this purpose. The school has yet to rigorously monitor the new teaching arrangements introduced this academic year for Foundation Stage and Key Stage 1 pupils in terms of specifically ascertaining the impact on pupil progress and raising standards. However monitoring did identify some weaknesses in this area necessary for address.

The school has received a good level of support from the local authority. Its statement of action is clear, covers all of the areas required and identifies priorities well. The measures taken fit into the school's own development plan, and have both supported and challenged the school.

Staff and governors have worked together as a team under the guidance of the local authority and the governing body to bring about change, which has been satisfactory. Monitoring and evaluation still needs to gather the same rigour and quality assurance measures as the assessment and tracking of pupils' progress. Whilst the school has mainly focussed on Key Stage 2, it now needs to ensure that the Foundation Stage and Key Stage 1 receive the same level of scrutiny and that best practice is shared across all phases.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Jane Melbourne
Her Majesty's Inspector