

Bishop Pursglove CofE (A) Primary School

Inspection report

Unique Reference Number	112893
Local Authority	DERBYSHIRE LA
Inspection number	298548
Inspection dates	11–12 July 2007
Reporting inspector	John Foster

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	139
Appropriate authority	The local authority
Headteacher	Mrs Jacqueline Teeney
Date of previous school inspection	19 June 2006
School address	St John's Road Tideswell Buxton Derbyshire SK17 8NE
Telephone number	01298871282
Fax number	01298871282

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is smaller than average and serves the village of Tideswell. Almost all pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is significantly below average. The percentage of pupils with learning difficulties is broadly average, though the percentage with a statement of special educational need is slightly above average. The school has recently gained the Healthy Schools Award, the Eco Schools Green Flag and the Activemark Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that gives satisfactory value for money, a judgement which closely matches the school's own evaluation. Since the previous inspection, when the school was given a Notice to Improve, satisfactory progress has been made in addressing the issues identified at that time. In accordance with Section 13 (5) of the Education act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Standards have improved. Pupils now achieve satisfactorily and make sound progress. In 2004 and 2005 standards had fallen to below average. National data showed that in 2006 standards were average and this improvement has been maintained. The Key Stage 2 national tests for 2007 indicate that a higher percentage of pupils attained the higher level 5 than did in 2006. These results have yet to be validated against results nationally. National Curriculum assessments for pupils in Year 2 show that they consistently attain broadly average standards.

The quality of teaching is satisfactory overall, though there are good elements, particularly at Key Stage 2. The better teaching occurs when planning takes account of pupils' previous learning and offers enough challenge for pupils to make progress. This challenge, however, is not consistent throughout the school. The quality of assessment has improved and is now satisfactory. Data gained is used satisfactorily in planning lessons. The school provides a good curriculum. Statutory requirements are met and the range of activities to enhance the curriculum is good. Whilst predominantly sport and music based, other activities include a gardening club and a knitting group.

Pupils' personal development and care are good. Their behaviour is exemplary. Pupils enjoy school and this is reflected in the high attendance levels. Pupils are given many opportunities to take responsibility for activities around the school, and the Eco Council gives a strong lead to other pupils. The school enjoys excellent links with the village and is involved in many local activities. Pupils' spiritual, moral, social and cultural development is good. The school has close links with the church and personal, social, health and citizenship education lessons are planned to improve pupils' understanding about how other cultures differ from their own. They are encouraged to live healthy lifestyles and to eat healthy foods. They take an active part in the many sporting activities provided.

Leadership and management are satisfactory overall. The headteacher and senior managers have worked together well to improve the school since the last inspection and have made satisfactory progress in this. The issues raised have been addressed, and, though the monitoring and evaluation of the school's performance are now satisfactory, the processes introduced have not yet had an impact on raising pupils' achievement beyond satisfactory levels. The monitoring of subjects has improved and, though now satisfactory, is not always rigorous enough. Governance is good. Governors are now involved fully in strategic planning for the school's future.

What the school should do to improve further

- Develop the monitoring of teaching and learning so that further improvements can be made to ensure that they are consistently good.
- Further develop the systems for using data gained through tracking pupils' progress to set challenging targets to help them to make the best progress possible.

- Develop the role of the subject co-ordinators so that they are fully aware of the standards and quality of teaching and learning in their subjects.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children start in Reception with attainment that is expected for children of their age. They make satisfactory progress throughout the Foundation Stage and Key Stage 1 so that by the end of Year 2 their attainment is average. Standards are broadly average by the end of Year 6. This is an improvement from the previous inspection when they had fallen to below average. Whilst standards had been significantly above average in 2003, during the next two years pupils' achievement slipped, placing the school in the bottom 5% of schools nationally in 2004 and 2005. This trend has been reversed and their achievement is now satisfactory, with standards rising so that they are now average. The percentage of pupils reaching level 5 in the 2007 national tests has improved over the previous years' results. Pupils with learning difficulties or disabilities make similar progress to other groups of pupils.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Their spiritual, moral, social and cultural development is good. They care for each other well through the playground buddy system. Their spiritual development is good and is aided by the close links established with the church. Pupils' behaviour is exemplary. They enjoy school and this has led to high attendance levels. Pupils are encouraged to live healthy lifestyles by taking an active part in the many sporting activities offered. Pupils are very involved in community affairs. Through the class and Eco Councils, they are encouraged to work for the good of all in the school. Links to the wider community are good through involvement in the local village. For example, pupils take part in the annual Wakes Week by dressing their own well and many take part in the carnival on Big Saturday. The preparation for pupils' future is adequate because the development of literacy and numeracy skills are satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with some good teaching in Key Stage 2. The quality of planning varies throughout the school. At its best, lessons are planned well to give pupils appropriate challenge based on their previous learning. However, whilst the assessment of pupils' work has improved and is now satisfactory, the results of these assessments are not always used well enough to give challenge to all pupils. This is particularly the case when teachers use too many photocopied worksheets rather than setting specific work based on their own teaching in the lesson. The quality of marking has improved so that many pupils now know what they should do to improve their work, but this is not consistently applied throughout the school.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It is broad, balanced and meets statutory requirements. The Foundation Stage curriculum is good, allowing use of the inside and outside environments. The curriculum is based on a three-year cycle in Key Stage 1 and a four-year cycle in Key Stage 2. This allows the differing age ranges in most classes to experience a good range of learning. A major strength of the curriculum is the care for pupils' environment. They are taught to care for the areas around them and actively participate in activities such as the recycling of material. A good range of activities is provided beyond the normal school day. Pupils learn to play musical instruments and take an active part in such sports as football, netball and bowls. The excellent outdoor facilities are used well to enhance pupils' learning. Visits and visitors give the pupils good opportunities to develop socially and gain increased independence. Groups undertake day visits and the older pupils take part in residential visits which help them to develop self-confidence.

Care, guidance and support

Grade: 2

The school provides good care for its pupils. Parents are overwhelmingly supportive of the school and what it does for their children. As one parent wrote, 'There is always room for the individual at Bishop Pursglove.' Pupils say that they feel safe and secure in school and there is always an adult in whom they can confide. At the Eco Council meetings, pupils work alongside governors and staff and they say that their views are heard and taken into account. The arrangements for child protection and undertaking risk assessments are secure and arrangements for safeguarding pupils meet requirements. At the previous inspection, it was judged that pupils were not given enough guidance about how to improve their work. Satisfactory progress has been made and pupils, particularly the older ones, say that they know their National Curriculum levels and have a clearer idea about how to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. Satisfactory progress has been made in devising plans to move the school forward though it is too soon to evaluate the effectiveness of their implementation. The plan clearly defines what needs to be done and who is to do it, in order to improve standards and achievement. Governance is good. Governors have reorganised their committee structure and are now fully involved in monitoring the school's performance. Data provided is used well and they undertake a programme of visits to observe for themselves the quality of teaching and the standards attained. Whilst subject monitoring is satisfactory, all co-ordinators are not fully aware of the strengths and areas for development in their subjects. The monitoring of teaching and learning has improved and the information gained is beginning to be used to improve teaching. This has yet to impact sufficiently to raise standards and improve pupils' achievement beyond a satisfactory level. The school has made satisfactory progress in addressing the issues from the previous inspection and is soundly placed for further development.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

July 16 2007

Dear Children

Inspection of Bishop Pursglove CE (Aided) Primary School, Tideswell, Buxton, Derbyshire, SK17 8NE

As you know, I came into school recently to see how you were getting on with your work. I would like to thank you for the welcome you gave me and for the ways in which you helped me to do my work. This letter is to let you know what I found out about your school.

Mrs Teeney and the staff take great care of you. This shows in the way you told me that you enjoy school and by your excellent behaviour. You all get on well with each other, with the older children looking after the younger ones well. You told me that you feel safe in school and that usually you are given help to improve your work. The school provides a good range of activities for you, both during lesson time and out of school time, particularly using the excellent outdoor facilities you have. I was very impressed when I met your Eco Council and they told me about the work you do to help the environment. The staff give you many opportunities to work in the village such as when you do the well dressing and take part in Wakes Week.

Since Mr Best came to see you last year, Mrs Teeney, the staff and governors have worked hard to develop the school but I have asked them to look at some other areas which will improve it even more. I have asked that a close check is kept on how well you are taught and how much progress you are making so that you can be given even more challenging work. I have also asked the teachers to check more accurately what is happening in each subject.

With all best wishes for the future.

John D Foster

Lead inspector