

Bishop Pursglove CofE (A) Primary School

Tideswell, Buxton, SK17 8NE

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a school where senior leaders, staff and governors know pupils exceptionally well. Together they ensure that pupils achieve well, benefit from a wide curriculum, and are safe and well looked after.
- Leaders were quick to identify why standards dipped in 2014 and took prompt action which has led to sharp improvement. Pupils currently in Year 6 are achieving well compared with others of their age and are on track to attain above average standards.
- The governing body provides a good level of support and challenge to leaders. It works closely with the headteacher to improve teaching and pupils' achievement.
- The overall quality of teaching is good. Teachers have high expectations and make good use of marking and feedback. Teaching assistants are deployed well.
- Pupils of all abilities make good progress throughout the school in reading, writing, mathematics and many other subjects.
- Pupils behave well in class and around the school. They have very positive attitudes and are keen to learn.
- Pupils are polite and friendly towards adults and one another. They are proud of their school and say that staff will always take care of them.
- Children make a good start in the early years. As a result, they make good progress and achieve well. They are well prepared for their future education.
- The additional sports funding for primary schools is spent effectively to inspire pupils and ensure their sports skills and enthusiasm are secured.

It is not yet an outstanding school because

- The outdoor area for children in the early years does not provide a wide range of experiences in different areas of learning.
- Subject leaders do not play a full part in checking and improving the quality of teaching and learning.
- The curriculum does not provide enough opportunities for pupils to develop an understanding of other cultures and religions in Britain today.
- Occasionally, teachers set pupils work that is too easy for them.

Information about this inspection

- The inspector observed lessons throughout the school. She also looked at a wide range of pupils' work. Most activities were carried out jointly with the headteacher.
- Discussions were held with the headteacher, staff, pupils, governors and a representative of the local authority.
- The inspector took account of the 23 responses to Ofsted's online questionnaire, Parent View. She also spoke to parents during the inspection.
- A wide range of the school's documentation was checked, including systems for tracking pupils' progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.
- The inspector took account of the 11 questionnaires completed by staff.

Inspection team

Mary Hughes, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There is a Year 6 class and four mixed-age classes, including one that combines Reception children and Year 1 pupils. Reception children attend full time.
- Almost all pupils are White British and none speaks English as an additional language.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A breakfast and after-school club are provided. These are not managed by the governing body and did not form part of this inspection.
- From September 2011 until July 2014, the school was part of a soft federation with Stoney Middleton Primary School. There was an executive headteacher, who had overall responsibility for both schools, with the school's deputy headteacher appointed as acting headteacher for two days per week. The acting headteacher was confirmed as the school's substantive headteacher in February 2015. Four new teachers have joined the school during the last two years.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to accelerate pupils' learning by:
 - ensuring that subject leaders are involved in training staff and they monitor pupils' achievement by checking pupils' work and their learning and progress in lessons
 - ensuring that activities stretch all pupils, whatever their ability, throughout lessons
 - providing a broader range of experiences for Reception children in the outdoor area by improving the resources and facilities to support this.
- Develop the curriculum so that it provides opportunities for pupils to develop their understanding of other cultures and religions in Britain today.

Inspection judgements

The leadership and management are good

- Together with the deputy headteacher, the headteacher sets a culture that insists on good teaching and encourages pupils to behave well. There is a pursuit of high standards in all aspects of the school's work, despite a period of staff changes. As a result, the achievement of all pupils is rapidly accelerating.
- Leaders have quickly addressed the dip in results in Year 6 in 2014. Although one factor was the relatively high proportion of pupils with special educational needs in Year 6 in 2014, another factor was weakness in teaching. Resolute leadership has successfully addressed the issues with teaching. New initiatives were introduced, including a robust system for the tracking of pupils' progress, a wider range of monitoring activities and training for staff on teaching strategies. More regular assessments were introduced. Staffing is now stable. The result is that pupils of all abilities are now making good progress throughout the school, with those in the current Year 6 on track to achieve above average results.
- Strong leadership of teaching by the headteacher has meant that teachers know how to become even more effective. They are given challenging targets to improve their performance. Targets are followed up and checked on a regular basis.
- The school has introduced rigorous procedures to check and measure pupils' achievement. There is a thorough system of regular data-gathering in which teachers are now fully involved. Regular meetings with staff to discuss the progress of individual pupils ensure that support is quickly put in place where it is needed. Regular observations by leaders, discussions with pupils and the checking of books ensure that all groups of pupils make good progress and have equal opportunities to succeed.
- Following staff changes, many subject leaders are new to their role. They are enthusiastic, have created useful action plans and given presentations to the governing body. However, they are still developing their roles and are not yet all involved in observing lessons, checking how well pupils are doing and training staff. They are currently spending time shadowing senior leaders so they can take on fuller management of their subject areas.
- The school promotes equality of opportunity well, fosters good relationships and ensures there is no discrimination. A nurture group has been established to help pupils develop specific skills, such as sharing, turn taking and interacting with others. The nurture group ensures that pupils with behavioural, emotional and social needs are well supported. Parents talk about the impact it has in helping to raise their child's confidence levels and developing their personal skills.
- Leaders spend the pupil premium effectively to ensure that disadvantaged pupils make good progress and achieve well. This is ensuring that the gap is closing quickly between the attainment of these pupils and their peers. Pupils are well supported through one-to-one teaching, small-group support, visits and clubs. Leaders measure and analyse very precisely the expenditure of the pupil premium to increase its effectiveness.
- The primary school sports funding is used extremely well to provide pupils with additional sports and aspirational goals. Pupils talk about how they were inspired by the recent visit of a Paralympic athlete. As a result of the spending, pupils participate in a wider range of sports and competitions.
- The local authority has given valuable support to the school. It works closely with the headteacher to give challenge and support and to ensure that pupils' achievement continues to improve. The school has valued support for senior leaders and governors.
- Pupils greatly enjoy the topics which combine subjects across the curriculum and develop reading, writing and mathematics skills well. They also enjoy the visits and visitors who help to bring their learning to life.
- Pupils' spiritual, moral, social and cultural development is promoted well overall, particularly the aspects that link with the school's status as a church school. The pupils directly work towards the core values of 'reach higher, think deeper and love wider' in their work. In the classroom and playground, pupils

demonstrate good social skills, relationships and respect for others. Some aspects of British values are very well promoted. A school election, modelled on the recent general election, was held to enable pupils to gain a better understanding of debates and the decision-making process. However, there are insufficient opportunities for pupils to learn about and appreciate the range of cultures and religions in Britain today.

- The school has established strong links with parents. Most parents, in discussion or in their responses to Parent View, were confident that the school is being led and managed well. All would recommend this school to other parents.
- Safeguarding arrangements meet all requirements and are effective. Leaders carry out all necessary checks on staff and keep careful records of any concerns about pupils' welfare.
- **The governance of the school:**
 - The governing body has played a key part in school improvement since the previous inspection. Its work is effective. Governors know the school very well and are very supportive. They have a good understanding of data and how pupils are performing compared with pupils in other schools. They hold leaders to account for the performance of the school. They were very quick to question the school following the dip in results in 2014.
 - Governors know about the quality of teaching and make regular visits to the school to find out for themselves how pupils are doing. Governors ensure that pay increases are aligned to teachers' performance and they know what is done to tackle any underperformance. Governors regularly review the use of the pupil premium so that they can be certain that it is being used to good effect to raise the achievement of disadvantaged pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils enjoy school, have positive attitudes to learning and approach their work with enthusiasm. Most pupils concentrate well in lessons and are keen to take a full and active part. Their positive behaviour makes a significant contribution to their good achievement.
- Pupils contribute to the smooth running of the school by taking on responsibilities. Year 6 pupils have many duties, such as looking after younger pupils during lunch or performing house captain duties. School council representatives take their responsibilities very seriously.
- Pupils are polite, respectful and welcoming to visitors. They are proud of their school. Some of their comments included: 'The school is great fun, with lots of learning,' and 'You will be well prepared for secondary school if you come here.'
- Attendance has improved and is now broadly in line with the national average. Leaders and governors have introduced more robust procedures to monitor and improve attendance. Pupils are responding positively to new initiatives, such as certificates for full attendance.
- Records of behaviour show that there is little disruption in classes, at playtime or dinnertime. Any such instances are dealt with effectively by staff. Pupils, parents and staff say that behaviour is good.
- Occasionally, when work does not challenge pupils sufficiently, a few pupils become restless and lose their concentration.

Safety

- The school's work to keep pupils safe and secure is good. The site is secure and carefully monitored. Pupils feel safe and can give examples of staff dealing promptly with their concerns. 'Teachers help you, even if it is nothing to do with school,' said one pupil, summing up the views of others.
- Pupils have been trained in e-safety and know how to stay safe when using the internet. They talk knowledgeably about cyber-bullying and of how to protect themselves. They know that bullying may arise

in different forms. Pupils say that any rare instances of bullying are quickly dealt with.

- Pupils know how to care for the environment, for example by recycling and turning lights out when they are not in use. They talk enthusiastically about the wind turbine that is currently being installed and how it will be 'a safe form of energy'.
- All staff have had training at the required level to protect all pupils, and particularly those whose circumstances might make them vulnerable. The school's procedures are followed rigorously and show staff to be alert to any problem that may arise.

The quality of teaching

is good

- Strengths in teaching include good relationships between staff and pupils, good management of behaviour and good systems to teach literacy and reading skills. Lessons are generally well planned. As a result, there is a purposeful atmosphere for learning around the school, pupils achieve well and are usually attentive. They listen and concentrate well, and enjoy reading.
- The teaching of phonics (the sounds that letters make) is effective. Teaching in small ability groups ensures that pupils' work is usually well matched to their abilities. A group of more-able pupils from Years 1 and 2 were able to proof read a piece of text, change the incorrect word endings and then discuss the reasons for the changes.
- Effective teaching of reading and writing skills has helped to raise achievement in English. Pupils read widely and with enjoyment. Older pupils talk about their favourite authors and explain why they like different genres of books. Writing skills are systematically taught. Pupils quickly acquire a fluid handwriting style. Teachers have high expectations of how pupils should present and organise their work, particularly in Key Stage 2.
- The impact of teaching on mathematics is good because pupils have good opportunities to talk about their ideas and these help them to learn and use new vocabulary. Pupils are happy to share ideas and work well in pairs and small groups. For example, during a Year 2 mathematics lesson, pupils enjoyed learning about fractions using chocolate. A group of more-able children were able to talk about a quarter being 'half, then half again', worked out three quarters of a chocolate bar and then found three quarters of different objects.
- Teachers are now fully involved in using the school's tracking system. They closely monitor pupils' achievement and target any areas of underperformance. Clear targets are set for pupils. Pupils understand these and they know what they need to do to reach the next level. Marking and feedback are used well to ensure that pupils improve their work and identify the next step in their learning. Generally, teachers ensure that pupils address errors that are identified and follow any guidance given.
- Teaching assistants are well deployed. They bring skilled support to pupils of all abilities, and particularly those who have special educational needs. They are well trained and well informed.
- Leaders use the funding for disadvantaged pupils to provide teaching closely matched to these pupils' individual learning needs. Specific interventions are regularly reviewed and evaluated to ensure that they are effective in addressing any gaps in learning.
- Most parents who responded to Parent View believe that their children are taught well. Parents and pupils talk about how the project-based homework in Years 3 to 6 has increased both their involvement and their children's enthusiasm. The homework projects are based around a current topic. Pupils can choose for themselves how to present their project. Evidence was seen of projects produced in a range of media, ranging from models and posters to videos and written work. Pupils talk about how much fun they have with the project homework.
- Occasionally, pupils of all abilities do not make the very best progress they should. This happens when teachers do not provide activities that challenge all pupils and so do not move their learning forward rapidly.

The achievement of pupils

is good

- Given their individual starting points when joining the school, children in the early years make good progress and this continues as pupils move through Key Stages 1 and 2. Overall, all groups of pupils, including the most-able pupils, make good progress and achieve well. Most parents who responded to Parent View agree that their children make good progress.
- The numbers in each year group can be small and, as a result, standards can vary from year to year. Standards in the 2014 Year 2 national tests were broadly average. This represented good progress from the children's starting points, which the school assessed as below the levels typical for their age. The school's data shows that an above average proportion of pupils are on track to attain the higher Level 3 in 2015.
- Over time, the trend has been for standards to be at least average in the national tests for Year 6. Results were above average in 2012 and well above average in 2013. However, results were much lower in 2014. The results can be partly explained by the cohort including a number of pupils with complex special educational needs. The school's data and pupils' work shows that the current Year 6 cohort is on track to attain above average results in 2015. Almost all pupils are likely to make the progress they should, with an above average proportion making better progress than this in reading and writing. An above average proportion of pupils are predicted to attain the higher Level 5, with a few pupils attaining Level 6, in reading, writing and mathematics.
- Reading for enjoyment is promoted well across the school and many pupils of all ages are fluent and expressive readers. They are skilled in reading and understanding new texts. A group of Year 1 pupils were able to read a piece of previously unseen text fluently. They could talk about the features of an information book and about why question and exclamation marks were used.
- Pupils make good progress in writing. Many older pupils display maturity in their writing. Pupils in Year 6 were observed writing a character description for the robot they had made. Sentences such as: 'Wistfully, the small rusty robot dragged himself along looking for happiness,' and 'Cautiously, she hopped over shards of rock that lay abandoned since the last earthquake,' exemplify how pupils make good use of their writing skills to grab the reader's attention.
- Pupils achieve well in mathematics. They build on their knowledge of number bonds and multiplication tables to use these skills well in written calculations. Pupils recall number facts well and use them effectively in mental calculations. Pupils increasingly apply their knowledge well to solve problems and develop their reasoning. For example, many Year 6 pupils were able to work out a simple algebraic formula for how many handshakes seven football managers would make through discussion, acting-out the problem and using their knowledge of number patterns.
- Disadvantaged pupils make good progress overall and achieve at least as well as their peers. In 2014, the proportion of disadvantaged pupils in Year 6 was too small to comment on their attainment without risk of identifying individual pupils. This was also the case in the previous two years. The school's own data, case studies and other inspection evidence show disadvantaged pupils make good progress throughout the school.
- Disabled pupils and those who have special educational needs achieve well from their starting points. Their individual learning needs are regularly and accurately checked. Pupils in the nurture group make good progress in their personal development.
- The most-able pupils achieve well. These pupils show good levels of maturity and enthusiasm for their work. They retain facts well and make good use of their skills to solve problems, as seen in Year 3. The most-able pupils used their knowledge of symbols to interpret and draw their own pictograms.
- Occasionally, pupils are not challenged to achieve their full potential because they are set work that is too easy for them.

The early years provision

is good

- Achievement is good in the early years. When children first join the Reception class, their knowledge and skills are assessed by the school as below those typical for their age, particularly in their personal development, literacy skills and their understanding of the world. By the end of their time in the Reception class, the majority of children in 2014 had attained the nationally expected level of development.
- Many children meet and some exceed the goals expected of them by the time they start Year 1. This represents good progress. The school's data shows that this year, three quarters of the children are on track to achieve the expected level, which is an above average proportion. In 2014, all the children were successful in meeting the required standard in their physical and personal development, their understanding of the world and their creative skills.
- Particularly rapid progress is made in children's personal development. Children show good levels of confidence as they choose activities and organise themselves. Their behaviour is good and they are eager to join in with activities. They cooperate and work well together. For example, a group of children in the class bakery worked together to make and add together different cakes.
- Children learn successfully through a balance between activities led by adults and those chosen by the children themselves. Children's own interests and ideas are reflected in daily activities. A good range of activities is available in the classroom. Although the outdoor area is easily accessible, there is a limited range of activities on offer. There are insufficient opportunities in the outdoor area for children to investigate explore and solve problems.
- There is a strong focus on the development of phonic and early reading skills. The well-structured phonics sessions and group guided-reading sessions ensure that children use these skills well in their reading and writing.
- Staff assess children's progress regularly. An effective partnership with the local authority ensures the accuracy of assessments made by staff. Half-termly checks are used to ensure that children are making progress across each of the areas of learning.
- Leaders ensure that children are kept safe. New, higher fencing ensures that the outdoor area is totally secure. Children know how to use resources carefully and they move around the school safely.
- The early years provision is well led and managed, with all adults working closely together. Leaders work closely with parents so that they are kept well informed and involved.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112893
Local authority	Derbyshire
Inspection number	449598

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 of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Simon White
Headteacher	Lynn Kilford
Date of previous school inspection	9 November 2009
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