

# Bishop Pursglove CofE Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	112893
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338043
<b>Inspection dates</b>	9–10 November 2009
<b>Reporting inspector</b>	Doris Bell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	The Reverend Frank Yates
<b>Headteacher</b>	Mrs Jacqueline Menzies-Conacher
<b>Date of previous school inspection</b>	11–12 July 2007
<b>School address</b>	St John's Road Tideswell Buxton Derbyshire SK17 8NE
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	9–10 November 2009
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons, and held meetings with the chair of governors, staff, pupils and parents. They observed the school's work, and looked at a wide range of documentation including teachers' planning, pupils' books, the school improvement plan, monitoring and evaluation records, assessment records, individual educational plans, minutes of meetings, reports by the school improvement partner and all safeguarding documentation and procedures. The responses from the pupil and staff questionnaires were analysed as were the responses from the 47 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. They looked in detail at the following:

- children's starting points on entry to the school, and how good provision and progress are in Reception
- whether teaching is good enough in Years 1 to 6 to sustain the good progress and higher standards evident in 2009
- pupils' understanding of how to keep themselves safe, fit and healthy, and of different communities in the United Kingdom and around the world
- how well leaders and managers are building on the school's recent successes to ensure pupils' progress continues to gather pace and standards remain above average
- the procedures for ensuring pupils' safety and well-being, and how far the school has got with its work on promoting community cohesion.

## Information about the school

This is a smaller than average size primary school where almost all pupils are from White British backgrounds. The proportion of pupils in receipt of free school meals is below average. The proportion with special educational needs and/or disabilities is average. The Early Years Foundation Stage consists of Reception aged children who are taught in a mixed Reception/Year 1 class. Pupils in Years 3 and 4 are also taught in a mixed age class, while pupils in Years 2, 5 and 6 are taught in single age classes. The school holds a Healthy Schools Award, an Eco Schools Award, an Activemark and an Artsmark and it has also achieved an award for Financial Management Systems in Schools. There have been several staff changes since the previous inspection including a new headteacher in April 2008 and a new deputy headteacher in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The good quality of education provided for the pupils in this school has accelerated their progress considerably in the past eighteen months. This is evident in their work and in the school's records tracking their progress. Pupils enjoy learning and they achieve well to reach above average levels of attainment by Year 6. Pupils approach their lessons enthusiastically, praising the well-planned curriculum and the practical, hands-on learning it promotes. They report that 'this makes it more fun', 'you learn more that way' and 'you get drawn in, remember what you have learned, want to learn more'. This, combined with lively, often imaginative teaching inspires pupils.

Pupils' learning is constantly assessed. The information is used effectively in planning for literacy and numeracy, but not yet consistently in other subjects. This sometimes hinders the progress of more able pupils because they are not always moved on to more demanding work quickly enough in lessons. Teachers encourage pupils to write in different styles in different subjects but they do not always ensure, for example through their marking, that pupils use the skills they have learned in literacy, in all of their writing.

The leadership team, under the headteacher's strong direction, is driving improvement at a fast pace. Having embedded in all staff a strong desire to raise standards further, leaders manage their particular subjects and areas well and undertake regular, accurate observations of teaching and learning. Teachers respond well to the help and advice that arise from these evaluations and this is further improving pupils' progress. Additionally, staff and governors are fully involved in determining the school's priorities and governors have a good understanding of their role in helping the school to improve. All of this demonstrates that the school has good capacity for sustained improvement. The school has a suitable policy and action plan for promoting community cohesion, but it has yet to be fully implemented.

Children make satisfactory progress in their Reception year. Their learning is planned well but in lessons, staff do not always take sufficient account of how well children are learning so that those who understand quickly or demonstrate good knowledge are moved on to the next steps and those who need extra help get it. In addition, there is an over-emphasis on adult-directed activities and limited opportunities for children to select activities themselves. This affects the children's ability to develop personal skills and become more independent in their learning.

Behaviour is good and attendance is above average. Pupils are proud of their school

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and very committed to it. They have a good understanding of how to keep themselves safe, fit and healthy, and they play and learn in an attractive, supportive learning environment. Parents echo the pupils' positive comments about the school and praise the good quality of care, guidance and support their children receive.

### **What does the school need to do to improve further?**

- Encourage pupils to use their writing skills better in different subjects.
- Ensure that all pupils, especially the more able, are suitably challenged in all subjects.
- Achieve good progress in Reception by:
  - providing a better balance between adult led and child selected activities in all sessions so that children develop better personal and social skills
  - ensuring that teaching is modified to take account of how well children are learning during the lesson.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their learning and they achieve well. They start school with the skills expected for their age and levels of attainment are above average in Years 2 and 6. All groups of pupils, including those with special educational needs and/or disabilities, make the same good progress in English and mathematics. In lessons, pupils usually perform well and their learning moves on apace because they are taught well. Their work, taken alongside the school's records of their progress, shows that the majority of pupils currently in Year 6 are well on course to reach the challenging targets set for them this year. Standards are therefore look set to continue to rise, as they have done in all but one year since 2005. Within this positive picture, writing, although improving, is not as strong as other subjects. Assessed pieces of longer writing show that pupils can use their writing skills well when writing in different styles for different purposes. However, in their books, spelling and punctuation are not always accurate, and handwriting and presentation are sometimes untidy. Also, pupils do not always remember to use their literacy skills well at all times. Consequently writing is often of a lower standard when done in other subjects.

Pupils have a strong sense of self awareness and of their place in the world. They contribute well to the school, church and local communities and develop a strong moral and social conscience as they learn to respect others and raise money for different charities. Older pupils readily accept responsibility, for example, looking after younger children, as school or eco councillors, or as house captains who lead assemblies each Friday. The eco committee's action plan demonstrates the pupils' good understanding of how important it is to care for the environment and promote sustainable development within it.

Pupils feel very safe in school, confident that staff will always help them should they have any concerns. They behave really well in class, highly motivated by their

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learning. Pupils understand what bullying is, and state confidently that there is no ‘serious’ bullying in the school. They say they can approach a member of staff directly, or post concerns anonymously in the worry boxes in each class, confident that staff will always help them. School councillors also speak proudly of the suggestion boxes where pupils post ideas anonymously for them to deal with.

Pupils say the school ‘has got healthier’ with fruit and a salad bar at lunchtime, and the increased opportunities they have to participate in exercise, for example, in the two hours of physical education each week. They know that there are lots of different cultures in Britain and state confidently that there are no racist attitudes in school. Despite this, pupils’ awareness of the different cultures in the United Kingdom is the least well developed aspect of their good spiritual, moral, social and cultural development. Nevertheless, they leave the school well prepared for their futures.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The creative approaches used in teaching contribute greatly to the pupils’ achievement and their enjoyment of learning. Much joy and laughter is heard around the school as pupils work hard, often helping each other to succeed. For example, they guide each other through activities that help them understand the need for clear instructions, before writing their own instruction manual, or build up a picture of a mythical creature with their teacher before creating their own information manual. Teachers use many different techniques in class to check pupils’ learning

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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and move it on. They involve pupils well in this, and therefore pupils are clear about how well they are doing and what they need to do to improve, especially in English and mathematics. Teachers' marking helps because it usually, though not always consistently, provides pupils with guidance on how to improve. It does not often do this in other subjects, however, and therefore misses opportunities, for example, to remind pupils to use their literacy skills better in all of their work.

The well planned curriculum is built securely on pupils' learning needs and it meets them well. Relevant links between subjects join learning up for the pupils, engaging them well, and fostering in them a love of learning. The curriculum also promotes basic skills well, although it is not yet explicit enough about how to do this in all subjects or about how awareness of cultural diversity can be built into different subjects. The good range of well-attended extra-curricular sports and arts activities, visits and visitors contributes effectively to pupils' learning and personal development, including their health, safety and well-being. All of this is further enhanced by the very warm, welcoming and supportive learning environment that celebrates pupils' achievements and makes them proud of their school.

The school is vigilant in its care of all pupils, including those who are vulnerable for whatever reason. There are good procedures for managing pupils' behaviour and pupils understand them well. However, they are not as successfully implemented outside of lessons as they are within them. Strong teamwork among the staff eases transition from year to year and effective links with external agencies and other schools do the same as pupils move from one key stage to the next.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school's records and joint observations carried out with the headteacher confirm that teaching and learning are accurately evaluated. Subject leaders contribute well and have been instrumental in making the curriculum more creative and exciting for the pupils. Through the committee structure and visits to school, governors contribute effectively to school improvement. Their school improvement plan hits the right priorities and provides a secure scaffold for further, sustainable improvement. Safeguarding procedures are satisfactory.

The school's partnership with parents is good. Parents support the school well, for example, as parent helpers and as friends of the school, raising funds to support

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their children's learning in different ways, and helping their children at home. They particularly appreciate the recently introduced 'communication' books because of the link they provide between home and school.

Despite the agreed procedures for promoting community cohesion not yet being fully implemented, much has been done to raise pupils' awareness of the work of Anglican communities across the world. As a result, pupils show respect for others and demonstrate their developing understanding of cultural diversity in comments such as 'We are not all white in Britain any more, but we all have the same blood and should get along well together.' This sentiment was then echoed by others. Pupils also have a satisfactory understanding of different religions and how they affect the way people live.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle quickly; they behave well, are keen to learn, and make satisfactory progress from their starting points. The curriculum is suitably broad and balanced and it meets children's learning needs satisfactorily. Children develop satisfactory reading and writing skills and successfully learn how to count, add and subtract, recognise shapes and explore size. Staff make careful observations of children's learning and satisfactory leadership and management ensure the information is collated and used effectively in planning. However, opportunities are missed in lessons to move learning on in response to what children do or say at a given moment. This limits the impact of the good planning on children's learning as do the limited opportunities children have to select activities for themselves. This means that opportunities for children to develop independence, mix with others and develop good personal, social and emotional skills are also limited.

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Staff make the best use they can of the outdoor area. Alterations are planned to make it more easily accessible at all times so that children can have more spontaneous access to learning in and out of doors. The current organisation of the classroom does not lend itself well to this, even indoors, at the present time.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers who responded to the inspection questionnaires were overwhelmingly positive about the school's work and the efforts of the staff. Comments such as 'new staff have been a joyous addition to the school', 'the environment has greatly improved', 'staff are approachable and friendly', and 'are working hard to raise standards' typify the responses on the questionnaires and the comments made by parents during the inspection. Some parents feel their children do not make enough progress. Inspectors found that progress is good although, while more able pupils are suitably challenged in English and mathematics they are not always moved on to harder work quickly enough in other subjects. Subject leaders have this in hand as part of the ongoing development of the curriculum.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Pursglove CofE Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	53	19	40	2	4	0	0
The school keeps my child safe	27	57	16	34	1	2	2	4
The school informs me about my child’s progress	14	30	29	62	2	4	1	2
My child is making enough progress at this school	19	46	17	36	9	19	1	2
The teaching is good at this school	21	45	23	49	1	2	0	0
The school helps me to support my child’s learning	14	30	22	47	4	9	4	9
The school helps my child to have a healthy lifestyle	22	47	21	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	26	27	57	0	0	0	0
The school meets my child’s particular needs	15	32	24	51	5	11	1	2
The school deals effectively with unacceptable behaviour	12	26	22	47	8	17	0	0
The school takes account of my suggestions and concerns	14	30	23	49	6	13	0	0
The school is led and managed effectively	20	43	18	38	6	13	1	2
Overall, I am happy with my child’s experience at this school	21	45	21	45	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



11 November 2009

Dear Pupils

**Inspection of Bishop Pursglove CofE Aided Primary School, Tideswell SK17 8NE**

Thank you for the warm welcome you gave us when we visited your school. We really enjoyed talking to you about your work, seeing how much it has improved and how much you and your teachers want it to get even better. Your school gives you a good quality of education that prepares you well for the future. Indeed, there are many good things about your school and these are a few of them.

- You enjoy school and you behave well in lessons because you find them exciting and you want to learn.
- You have a good understanding of how to keep yourselves safe, fit and healthy.
- You do well in English, mathematics and science and are working hard to improve your writing.
- All the staff look after you and care for you well. You, in turn, care for and respect the staff and each other and know how important it is to care for the world around you.
- Those who lead and manage your school are doing a good job. They very much want you to do well and are doing everything possible to help you improve your work even more.

There are a few things we have asked the school to do to make it even better. These are to:

- encourage you to use your writing skills better in all subjects
- make sure that all of you, and especially those of you who find learning easy, get hard enough work to do in all subjects
- help Reception children to make the same good progress as all other pupils

You can help by remembering what you learn in literacy when you write in other subjects, by listening to your teachers and by following the guidance they give you, for example, when they mark your work. We hope that by doing all of this, you will enjoy learning in the future as much as you do now.

Yours faithfully

Doris Bell  
Lead inspector

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