

## National Society Statutory Inspection of Anglican Schools Report

### **Bishop Purglove Church of England (Voluntary Aided) Primary School**

St. John's Road  
Tideswell  
Buxton  
Derbyshire  
SK17 8NE

<b>Diocese:</b>	<b>Derby</b>
Local authority:	Derbyshire
Dates of inspection:	8 <sup>th</sup> December 2009
Date of last inspection:	3 <sup>rd</sup> and 4 <sup>th</sup> July 2006
School's unique reference number:	107738
Headteacher:	Mrs. J. Menzies-Conacher
Inspector's name and number:	Mrs L Patterson (310)

#### **School context.**

The school is smaller than average and nearly all pupils are from white British backgrounds. There are fewer than average pupils in receipt of free school meals. There are some mixed age classes, but years 2, 5 and 6 are taught in single year groups. There have been significant changes in staff in the last 18 months, including a new headteacher in April 2008 and new deputy headteacher in September 2009. There is a completely new Key Stage 2 team now in place.

#### **The distinctiveness and effectiveness of Bishop Purglove as a Church of England school is outstanding.**

Christian values and principles underpin every aspect of the life of the school, making a significant impact on learners. Children are enthusiastic, happy, confident and caring of each other. They are very proud of their school. The extremely strong Christian ethos is valued and lived out by all members of the school community. This is having a very positive impact on the delivery of both religious education and collective worship. The quality of relationships is observed to be outstanding. There has been significant progress made in the last 18 months as a result of the inspirational leadership of the headteacher.

#### **Established strengths**

- The outstanding Christian ethos of care and support provided by and modelled by all staff which is making a significant impact on learners.
- Very high quality acts of worship with high levels of pupil delivery.
- The commitment of the headteacher, staff, governors and clergy to the Christian foundation of the school.

#### **Focus for development**

- Involve staff and pupils in reviewing themes for collective worship
- Celebrate the Christian foundation which is evident in the outstanding ethos and worship, in public documentation and the web site.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

There has been significant and effective work undertaken to develop the Christian ethos of the school since the current headteacher was appointed in April 2008. It is now a major strength of this outstanding Church Aided school. There has been great emphasis placed on the development of the Christian ethos of the school, resulting in the effective progress in collective worship and religious education. Older pupils can articulate the difference being a church school makes, making comments like 'we are unique, not just a plain school' and 'there would be not much left – the church part is the best thing in school. It makes us special to God'. The valuing of the individual and the quality of care are outstanding, with pupils and adults being clear about how important it is to work co-operatively to thrive and to achieve. There is a very purposeful and orderly atmosphere around school which is contributing significantly to the spiritual development of both pupils and staff. Pupils are confident, polite and welcoming, and are proud of their school. Pupils are happy and are shown respect and kindness by adults. Prayer is a very strong feature of the school with pupils comfortable and eager to deliver their own prayers in worship and at lunch time. Pupils take full advantage of the good range of opportunities for prayer. Though the Christian ethos is outstanding and making a significant impact on those involved with the school it is not celebrated in public documentation or on the web site.

**The impact of collective worship on the school community is outstanding.**

Pupils and adults recognise that worship occupies a central place in the life of the school. There is excellent pupil delivery of some parts of worship. Each class is welcomed by pupils leading that part of worship with a verbal welcome and the lighting of a candle. Levels of participation and enthusiasm are very high. A pupil reads the school prayer, to which pupils respond with vigour. Excellent use is made of elements of Anglican liturgy including The Peace and the structure of gathering, engagement, response and sending out. Very good planning and excellent relationships ensure that pupils and staff enjoy worship. Pupils know that it is a time for them to come together for time with God. Worship effectively promotes the spiritual development of all involved through listening, song, prayer and reflection. Pupils commented that 'worship makes me feel alive inside', 'it makes me feel really thoughtful and cheerful' and 'if worship were cancelled it would make a giant difference to our school and not in a good way!'. Pupils agreed that if there were no worship it 'would take a lot of smiles off peoples faces. Worship is enjoyed and it impacts on the ethos of the school and on visitors in a very positive way. Though planning is good, pupils are not involved in long term or individual worship planning. Worship is evaluated effectively to inform future planning.

**The effectiveness of the religious education is outstanding.**

There has been significant input into the development of religious education, including training for all staff, which places the subject firmly at the core of the curriculum. Skilful teaching is enabling pupils to make very good progress within religious education. Teaching and learning methods are varied, effective and appropriate. Pupils are involved in walks around the village photographing the Christian places of worship to use later in developing work on denominational Christianity and effective use of mind mapping to develop difficult concepts such as betrayal, and perceptions of Jesus, in Christian art are in evidence. There is evidence of appropriate differentiation of tasks. Religious education is effectively monitored in the school cycle with lesson observations and work scrutiny. Pupils demonstrate a clear and deep understanding of many difficult Christian concepts such as cleansing and forgiveness and they can articulate these using appropriate language. The use of 'I can ....' statements in assessment is in the early stages but is proving effective and it is informing future planning. Marking is of a very high standard with constructive comments, often with pupil responses. This is having a very positive impact on pupil levels of progress within subject. The recently appointed co-ordinator, along with the headteacher, is giving good support and is becoming an effective subject leader. Children are gaining skills in empathy, expression, reflection and questioning, which were clearly demonstrated in class discussion. This is having a very positive impact on the spiritual development of pupils.

**The effectiveness of the leadership and management of the school as a church school is outstanding.**

The inspirational leadership provided by the headteacher contributes significantly to the success of this outstanding church aided school. There is a clear vision for the school which is driven by the commitment and dedication of the staff and governors, leading to a pervasive distinctive Christian ethos. Foundation governors receive regular updates after each monitoring cycle of religious education and collective worship and issues are discussed in committee, who receive regular feedback from school. This then helps to inform future developments within the school as a Christian community. Foundation governors regularly attend school services. Support by the diocesan team has been highly valued and has contributed significantly to the quality and rate of improvement. All staff attended the diocesan training day which has impacted significantly on development of both religious education and collective worship. There has been a lot of change in a very short time which has been very well managed. Parents commented 'everything has been done to keep it as smooth as possible' and 'she (the headteacher) has done a spot on job!'. Staff feel valued and appreciated and there is an excellent team spirit. There is a very positive and productive relationship with local clergy. There is evidence of an effective partnership between the school and local church, along with the wider church community, promoting very good community cohesion. Adults are very good role models and provide inspiration for the high expectations of care and respect for the individual, which are characteristic of the school.