

Inspection of a good school: Bishop Pursglove CofE (A) Primary School

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

Inspection date:

4 May 2023

Outcome

Bishop Pursglove CofE (A) Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel safe and happy in school. They say that bullying does not happen. If there was a 'fallout', pupils are confident that teachers would sort it out. Staff have high expectations of pupils' behaviour. Classrooms are typically very calm and purposeful. Pupils work well together. They are taught to be tolerant and respectful of others. For example, one pupil said that 'You shouldn't get judged for what you wear; it doesn't change you as a person.'

Pupils can get involved in a broad range of opportunities outside of the classroom. These include sports, music, chess, bootcamp and mindfulness. Trips are carefully chosen. They widen the pupils' experience of other ways of life, with visits to local cities, for example. The local community supports the school's work. Members of the community have provided extra books on a range of themes. Each book has a special message inside.

Parents say that they would recommend the school to others. Many commented on their child's enjoyment of learning and their happiness in school.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum, which begins in the early years. In many subjects, they have thought carefully about what pupils should learn and when. This approach is helping pupils to build their knowledge up piece by piece. Teachers plan activities that help pupils to remember what they have been taught. For example, pupils in Year 1 used their understanding of past and present when they were learning about schools in Victorian times.

Leaders have been developing different ways to check how well the pupils can remember what they have been taught. Leaders say that they want to develop assessment further. In some foundation subjects, plans are not always precise about exactly what the pupils should learn. A few pupils were less settled in lessons where this was the case. Leaders

know it will be easier to assess what the pupils have learned once this has been made clear.

Reading is a priority. Pupils learn phonics as soon as they start school. Teaching follows a well-organised programme. Teachers check that pupils are remembering new sounds. They use this information to identify pupils who are not keeping up. These pupils receive extra help for as long as they need it. Leaders have made sure that reading books match the sounds pupils know so that they grow in confidence as they progress. Once they can read, pupils choose appropriate and diverse books from fiction, non-fiction and poetry. They learn about other lifestyles, past and present. They enjoy reading for pleasure.

There is a consistent approach to the teaching of mathematics. Teachers have secure subject knowledge. They explain new concepts well. They spot misconceptions. They provide concrete resources, helpful pictures and additional support when pupils need it. Leaders have pinpointed gaps in mathematics learning from when pupils were not in school due to the COVID-19 pandemic. These gaps are being tackled to make sure that learning in mathematics is secure.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Teachers adapt activities so that pupils with SEND learn the same curriculum as their classmates. They are provided with effective extra support. This helps them to catch up. Some parents of pupils with SEND spoke in glowing terms about the help their children receive.

Leaders have identified the characteristics they want pupils to develop, such as compassion, forgiveness and kindness. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils told the inspectors that 'everyone is kind here'. They understand values such as democracy and can give examples of how they take on responsibilities such as book or light monitor. They say that these jobs are 'really important to help our school work'.

Leaders at senior and subject level have an accurate understanding of the strengths of the school. They are proud to share their expertise in early years with other schools. They are ambitious and have identified appropriate next steps for the school. Governors provide a valuable link with the community. Trustees hold leaders to account effectively and have a keen eye for any support needed.

Teachers know that the executive headteacher has high expectations, and they value her concern for their well-being. They say that their workload is well managed, and they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of safeguarding. Staff understand the procedures for reporting concerns. Leaders have ensured that staff are well trained. They understand about the range of possible risks.

Pupils feel safe in school. Leaders ensure that teaching about safety is relevant. For example, leaders have made sure that pupils know how to stay safe when they are using the internet. Leaders keep detailed records of their actions when a pupil is in need of help. They work well with wider agencies and follow up any concerns they have.

Leaders undertake suitable checks before adults can work in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in foundation subjects are not consistently precise about the essential knowledge pupils should be taught. As a result, pupils are not able to pick out the most important content, and leaders are not able to assess if pupils know and understand more about each subject. Leaders should ensure that the curriculum is coherently sequenced and sets out precisely what pupils should know in all areas, from early years to Year 6, and that effective assessment practice is refined alongside.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, also called Bishop Pursglove CofE (A) Primary School, to be good in May 2015.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 148108 |
| Local authority | Derbyshire |
| Inspection number | 10269272 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Appropriate authority | Board of trustees |
| Chair of trust | Sarah Charles |
| Executive Headteacher | Lynne Kilford |
| Website | www.bishoppursglove.derbyshire.sch.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- There is a breakfast and an after-school club, both of which are run by the school.
- The school does not use the services of any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since converting to become an academy and since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors undertook deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspectors met with the designated safeguarding lead and reviewed relevant safeguarding documentation. They spoke with staff about their safeguarding training.
- The inspectors visited the breakfast and after-school clubs. They observed pupils during breaks and around the school site.
- The inspectors visited lessons to see how the curriculum is adapted to meet the needs of all pupils and considered provision for a sample of pupils with SEND.

- The inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with the chair of the trust and the trust's acting head of school improvement. She reviewed minutes from meetings and reports written by those responsible for governance.
- The inspectors considered the responses to Ofsted's parent, pupil and staff questionnaires. An inspector also spoke with parents at the start of the day.

Inspection team

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|-------------------------|------------------|
| Jo Ward, lead inspector | Ofsted Inspector |
| Rob della-Spina | Ofsted Inspector |

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