

# Canon Sharples Church of England Primary School and Nursery

Inspection report

---

<b>Unique Reference Number</b>	133781
<b>Local authority</b>	Wigan
<b>Inspection number</b>	381565
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Melvyn Hemmings

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

---

<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>	372
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rob McKenzie
<b>Headteacher</b>	Roy Mason
<b>Date of previous school inspection</b>	10 June 2009
<b>School address</b>	Whelley Wigan WN2 1BP
<b>Telephone number</b>	01942 776 188
<b>Fax number</b>	01942 776 119
<b>Email address</b>	enquiries@admin.canonsharples.wigan.sch.uk

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by three additional inspectors who observed 18 lessons or parts of lessons taught by 13 teachers. The inspectors held discussions with the Chair of Governors, staff and groups of pupils. They observed the school's work, and looked at school documentation, particularly relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 102 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils make sufficient progress in Key Stage 1.
- How effectively leaders are working to raise attainment, especially in writing.
- Whether there is sufficient challenge for different groups of pupils throughout the school.
- The extent to which leaders monitor and evaluate the performance of different groups.

## Information about the school

Canon Sharples is much larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average, as is that of pupils with special educational needs and/or disabilities. Most pupils are of White British heritage. It has gained a number of awards, including the Activemark, and holds Healthy School status. During the inspection, most Year 6 pupils were on a residential stay. The onsite after-school club is privately managed. This will be inspected and reported upon separately.

**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?**

**3**

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

**3**

## Main findings

Canon Sharples provides a satisfactory standard of education. It is a welcoming and friendly setting in which to learn. The school has worked closely with advisers and consultants from the local authority since the previous inspection to accelerate progress and raise attainment, particularly in writing. This is proving to be successful with increasing numbers of pupils making good progress. Attainment is improving steadily in writing but there is more to be done. The headteacher and deputy headteacher work well together and provide clear educational direction. They are not complacent and know there is more to do. This includes rigorously evaluating teaching to improve its consistency, improving the skills of the governing body in holding the school to account for its performance, and raising attainment in English and mathematics to above the national average by the end of Year 6. Self-evaluation is accurate and gives leaders and the governing body a clear picture of strengths and weaknesses. The school's plans reflect what needs to be done to consolidate success and gain further improvement. The capacity for sustained improvement is satisfactory.

Pupils make satisfactory progress and, by the end of Year 6, attain broadly average standards in English and mathematics. This represents satisfactory achievement from their skill level on entering school, which is generally typical for their age. Writing is a weaker aspect of their performance in English. This stems from pupils' lack of accuracy in structuring sentences with correct grammar, punctuation and spelling. In mathematics, pupils are not proficient at solving real-life number problems. Progress is no better than satisfactory because of inconsistencies in the quality of teaching between classes. This results in a lack of effective challenge at times for groups of pupils in some classes. Teachers do not provide sufficient opportunities in lessons for pupils to develop as independent learners by exploring ideas for themselves.

Most pupils behave well and enjoy coming to school, which is reflected in their above average attendance. They say they feel safe and secure in school. The curriculum is enriched by a variety of extra-curricular activities and visits to places of educational interest. The residential visit for pupils in Year 6 successfully promotes their personal and social development. In the Early Years Foundation Stage, links between indoor and outdoor learning are not strong enough. At times, teachers' planning in this stage lacks sufficient emphasis on what children are to learn rather than what they are to do. Parents and carers appreciate the care taken of their children while in school.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in writing and mathematics to above the national average by:
  - improving pupils' skills in using accurate grammar, punctuation and spelling to write correctly structured sentences
  - improving pupils' ability to solve real-life number problems
  - improving the quality of teaching to ensure all teachers consistently challenge different groups effectively and provide sufficient opportunities for pupils to explore ideas for themselves.
  
- Strengthen leadership and management by:
  - rigorously evaluating teaching to ensure staff respond effectively to identified areas for improvement
  - developing the skills of the governing body in holding the school to account for its performance.
  
- Improve the Early Years Foundation Stage by:
  - ensuring planning always emphasises what children are to learn rather than what they are to do
  - improving the way adults intervene during independent activities in order to promote better learning
  - making stronger links between indoor and outdoor learning.

## Outcomes for individuals and groups of pupils

<b>3</b>
----------

Pupils' achievement is satisfactory. They enjoy their activities and collaborate well in pairs and small groups to complete tasks. Pupils work steadily and willingly make contributions to class and group discussions. They are particularly enthusiastic when engaged in practical activities. This was evident in a geography lesson for pupils in Years 3 and 4, in which they were creating publicity material to persuade people to visit India. Pupils speak clearly and read confidently. They enjoy writing but lack expertise in constructing sentences accurately. Pupils have secure mathematical calculation skills but are not adept at using these to solve real-life number problems. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the extra support they receive. There is no significant difference between the achievement and learning of different groups.

Pupils enhance school life by taking on a variety of responsibilities, including older pupils looking after younger ones at lunchtime, and by acting sensibly in and out of class. They also make a useful contribution to the wider community, such as by raising funds for local charities. Pupils know the need to take regular exercise and eat healthily. They have a clear understanding of the traditions and beliefs of cultures different to their own. Though most pupils behave well, some with behavioural difficulties find it hard to control their emotions at times. When this

happens pupils say staff act promptly to calm the situation. Pupils have a good understanding of what might be an unsafe situation. Pupils' broadly average attainment and above average attendance mean they are satisfactorily prepared for their future lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers have secure subject knowledge and generally plan soundly to meet the needs of pupils of different ability. Nevertheless, inconsistencies between classes mean there are times when activities lack sufficient challenge for different groups and this slows the progress that they make. Classrooms are managed well so that little time is lost. Teachers use questioning effectively to find out what pupils know and to take their learning forward. Pupils are not provided with enough opportunity to use their initiative by finding out things for themselves, such as through problem-solving activities in mathematics. Relationships are good and teachers use praise well to bolster pupils' self-esteem and confidence. Teachers make appropriate use of a variety of resources, including information and communication technology (ICT), to support learning. Teaching assistants are soundly deployed, particularly in terms of supporting pupils with special educational needs and/or disabilities.

The curriculum is enhanced by a variety of out-of-school activities, including sports, chess and ICT clubs, which are well attended. Visits to places of educational interest, including Haigh Country Park and Wigan Museum, and opportunities to work with a variety of visitors, extend pupils' skills and widen their horizons. Established links with the local high school further promote pupils' learning and development, particularly in sport, drama and their scientific investigational skills. There are insufficient opportunities for pupils to practise and refine their mathematical calculation skills by taking part in practical problem-solving activities. Links between subjects have been strengthened but there is room for further improvement, particularly in upper Key Stage 2.

<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

The school provides a safe learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. The support for pupils who are potentially vulnerable due to their circumstances is well established and effectively promotes their development and learning. Transition arrangements are thoughtfully planned throughout the school and onto secondary school, and contribute to pupils' satisfactory development. Established links with a variety of outside agencies ensure extra support for individual pupils is available as required. Leaders work successfully to promote pupils' regular attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Leaders work well together to enthuse staff and there is a shared vision for school improvement. The governing body discharges statutory responsibility diligently, is supportive of staff and pupils and ensures they are safe. It does not sufficiently hold the school to account for its performance. Leaders observe lessons and teachers are given areas for development. Nevertheless, subsequent observations do not rigorously evaluate if these areas have been responded to successfully. As a result, inconsistencies in the quality of teaching between classes remain. All safeguarding requirements are met and arrangements are regularly reviewed. Staff have been appropriately trained and have the necessary skills and expertise to make sure pupils are safe in school.

The promotion of equal opportunity and tackling of discrimination is sound, with the school regularly checking the performance of different groups. This has enabled leaders to rightly identify the need to ensure consistency between classes in providing effective challenge at all times. Leaders actively promote community cohesion within the school and pupils from different backgrounds get on well with each other. The school is working to strengthen this aspect of its work by developing links with a range of community groups beyond the school and the immediate community.

The school works in partnership with others and this contributes to pupils' satisfactory achievement and well-being. A good example of this is the link with a variety of agencies to support pupils who are potentially vulnerable due to their circumstances. The school has generally positive relationships with parents and carers and keeps them regularly informed of the progress and achievement of their children.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Staff have a sound understanding of the needs of children of this age and work well as a team to ensure they are met. As a result, children make satisfactory progress in the Nursery and Reception classes. Children cooperate well in pairs and small groups, taking turns and sharing fairly. They enjoy their activities. This was especially evident in a Reception role-play area, set up as a baby clinic, in which children were lost in a world of their own. Good emphasis is placed on children learning how to link letters and sounds. This was seen in a session in Reception when children were challenged to identify rhyming words such as 'dish and fish', and 'cake and snake'. At times, planning tends to focus on what children are to do rather than what they are to learn. This limits the progress they make. Children are encouraged to make choices for themselves but the activities tend to lack sufficient structure and adults miss opportunities to intervene to move learning forward.

An interesting range of enrichment activities enhances the curriculum, such as seasonal walks around the local environment and a visit to a farm in Bolton. The leader ensures that safeguarding procedures are secure so that children feel safe. Assessment procedures are sound and provide an accurate record of children's progress and achievement. Activities in the outdoor area do not always link sufficiently to learning that has taken place indoors, and do not fully support development across all areas of learning. Parents and carers say that staff are approachable and keep them informed of their children's progress.

*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 in the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers who returned questionnaires were positive about the school's work and the efforts of all staff. Two comments were typical, 'My son seems to be very happy at school,' and, 'I am very pleased my child is a pupil at Canon Sharples.' The inspection team saw many examples in school that reflect parents' and carers' positive views. A small minority of parents and carers did not agree that the school deals effectively with unacceptable behaviour. There was no such behaviour observed during the inspection and pupils say it is dealt with promptly if it occurs. A few parents and carers did not agree that the school is led and managed effectively. Inspectors judge that leadership and management are satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Canon Sharples Church of England Primary School and Nursery 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 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 372 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	54	44	43	2	2	1	1
The school keeps my child safe	52	51	46	45	3	3	0	0
The school informs me about my child's progress	27	26	62	61	12	12	0	0
My child is making enough progress at this school	35	34	55	54	9	9	3	3
The teaching is good at this school	34	33	58	57	8	8	0	0
The school helps me to support my child's learning	34	33	54	53	11	11	0	0
The school helps my child to have a healthy lifestyle	33	32	61	60	4	4	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)	23	23	60	59	7	7	2	2
The school meets my child's particular needs	29	28	59	58	7	7	1	1
The school deals effectively with unacceptable behaviour	25	25	47	46	16	16	6	6
The school takes account of my suggestions and concerns	27	26	54	53	11	11	4	4
The school is led and managed effectively	27	26	50	49	12	12	6	6
Overall, I am happy with my child's experience at this school	37	36	54	53	6	6	3	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 October 2011

Dear Pupils

**Inspection of Canon Sharples Church of England Primary School and Nursery, Wigan, WN2 1BP**

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a satisfactory school and that:

- you make satisfactory progress and attain broadly average standards in English and mathematics at the end of Year 6
- adults are interested in your views, as you indicated in your questionnaires
- your understanding of how to stay safe is good
- you enjoy school, as shown by your above average attendance
- the school is a friendly place and relationships between people are good
- your behaviour is good and you collaborate well with others.

What we have asked your school to do now:

- improve your ability to write accurately structured sentences and to solve mathematical problems
- ensure teachers always give you work that makes you think hard and provide you with more opportunities to explore ideas for yourselves
- check more carefully the quality of teaching and improve the skills of the governing body in helping the school to improve
- help children in Nursery and Reception classes do better by improving lesson planning, supporting them more in their independent activities and making better use of the outdoor area.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely  
Melvyn Hemmings  
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).