

Sharples Primary School

Hugh Lupus Street, Bolton, Lancashire, BL1 8RX

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children make good progress in the Early Years Foundation Stage.
- From Years 1 to 6, pupils achieve well and make good progress in reading, writing and mathematics.
- The pupils who speak English as an additional language make outstanding progress.
- The pupils in the resourced provision for the visually impaired make outstanding progress because their needs are met exceptionally well.
- The quality of teaching is good and some elements are outstanding. Pupils enjoy their lessons, which provide very well for their spiritual, moral, social and cultural development.
- Behaviour and safety are good because there are clear systems in place to support this. All adults respect pupils and show them how to behave. They are on hand to help pupils with any issues that they may have.
- The pupils are proud of their school. Everybody is made to feel welcome and everyone has equality of opportunity regardless of their background or ability.
- The headteacher's determined drive for improvement has resulted in raising standards and accelerating the rate of pupils' progress. He has a clear view of how successful the school can be. Senior leaders help to ensure the quality of the teaching and the pupils' achievement has improved since the last inspection.
- Governance provides effective support and challenge on behalf of all pupils in the school.

It is not yet an outstanding school because

- The teaching of English is not as strong as that of mathematics and sometimes the rate of progress slows in English, especially that of the most able.

Information about this inspection

- The inspectors observed 21 lessons. They also made a number of short visits to lessons and listened to pupils read in Years 1, 2, 3 and 5. There were observations of the teaching of phonics (letters and the sounds that they make) in the Early Years Foundation Stage and Year 1 and Year 2.
- Separate meetings were held with members of the governing body, staff, groups of pupils and a representative from the local authority.
- Inspectors reviewed information from 18 responses to the online parent questionnaire (Parent View).
- They took account of the views of staff from 11 questionnaires.
- The inspectors observed the school's work and looked at a wide range of documentation including national assessment data, the school's assessments, the school's view of its own performance, local authority reports, curriculum information, pupils' work and safeguarding documents.

Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- Sharples Primary School is an average-sized primary school.
- The proportion of pupils who are supported by pupil premium funding is similar to the national average. The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school provides enhanced resourced provision for pupils with a visual impairment. Nine pupils are allocated a place by Children's Services. These pupils are taught in classes with other pupils in the school and also have individual teaching sessions.
- The proportion of disabled pupils and those with special educational needs supported through school action is below the average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is much higher than average.
- The proportion of pupils who speak English as an additional language is well-above the national average.
- The school meets the government's current floor standards that are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the teaching in English to consistently good or better by:
 - ensuring the teachers' marking clearly indicates the next steps for pupils to address in their writing across all subjects and that pupils are given the time to do this
 - ensuring teachers' plans build on what pupils have learnt before in reading and writing tasks, particularly for the most able pupils
 - developing reading systems and processes to ensure consistently high-quality feedback and guidance to help pupils improve their reading, and also to support parents who are trying to help their children with their reading.

Inspection judgements

The achievement of pupils is good

- Children start school with skills that are below those typically expected for their age, especially in literacy and communication. They make good progress overall in the Early Years Foundation Stage and achieve well.
- As pupils move through the school they all make at least good progress from the start of Key Stage 1 to the end of Key Stage 2. They are well prepared to transfer to the next stage of their education.
- The pupils' attainment is similar to the national average at the end of Key Stage 1. Attainment at the end of Key Stage 2 is above the national figures by a small margin. Attainment has improved since the last inspection, particularly in mathematics. School data, confirmed by inspection evidence, show that the improving trend is set to continue. National test data have to be viewed with a degree of caution as they do not take into account the complex needs of some pupils.
- Last year, some pupils exceeded expected progress in reading, writing and mathematics in the national tests at the end of Key Stage 2. However, although the proportion of pupils attaining the higher levels has improved, it is much better for mathematics than English.
- Because work is planned to build well on previous understanding and expectations are high in mathematics, the most able pupils make good progress. For example, some pupils in Year 4 were particularly adept at interpreting relevant data and information from line graphs. However, in reading and writing, not enough is done to move the most able on to attain at a higher level.
- Pupils who have special educational needs make good progress owing to good targeted support, as do those who speak English as an additional language whose progress from their starting points is outstanding. Those from the visually impaired resource provision make outstanding progress owing to highly experienced teaching and well-trained support staff.
- Attainment in reading decreased slightly in 2013. Although by Year 6, pupils are competent readers, they are not acquiring enthusiasm for books or gaining skills in a systematic way. Attainment in writing has improved, but not significantly so, as some pupils are unsure of the next step they need to take to improve their written work.
- Pupils in Years 1 and 2 make good progress in understanding the sounds letters make. They achieved higher in the national screening check in Year 1 and 2 than others nationally. The good skills pupils gain at this age helps them achieve well in their reading.
- The pupil premium funding ensures that the pupils in receipt of such funding, including those known to be eligible for free school meals, are making good progress. The gap in attainment for English in 2013 between those entitled to additional funding and those who are not is approximately three terms behind for reading and writing. The gap for mathematics is one and a half terms behind. However, the school data from June 2013 confirm that the gap is closing rapidly in all subjects.

The quality of teaching is good

- Teaching is good and results in pupils making good, and sometimes, outstanding progress. This is confirmed by the work in pupils' books. Teachers usually have an accurate understanding of what pupils are able to do and generally plan work that enables them to learn well. However, teachers do not plan enough challenging tasks to support the most able readers and writers, especially when they are working in other subject areas.
- Teachers' training in teaching reading, writing and phonics (letters and the sounds they make) has made a real difference to pupils' learning. However, although reading books are taken home for parents to help their children learn to read, staff give little high-quality feedback in, for instance, the reading journey booklet. Consequently, pupils and parents are unsure what to aim for.
- The quality of the teachers' marking is generally effective as it is regular, consistent and

celebratory. However, too often, teachers' comments in books do not help pupils know what they need to do next to improve their work. Too little time is provided for pupils to respond to comments and so making sure that pupils understand their errors.

- The teaching for pupils with visual impairment is outstanding and results in pupils' high achievement. Currently, for example, some of these pupils in Year 6 are working at the highest level for reading and mathematics. Information and communication technology teaching in the resources provision is a noticeable strength and therefore enables pupils to be ready for their next stage of education with seamless transition.
- Pupils make rapid progress in writing in Year 1 because teachers' planning provides a fast pace to the development of their writing skills. For example, pupils were totally involved and thoroughly motivated to learn as much as they possibly could in a writing lesson where they had been asked to produce a short report about the Inuit people of Canada. During their partner work, with their friends who speak English as an additional language or those who are visually impaired, they tackled this difficult task with confidence and skill, producing well-thought-out pieces of writing.
- Highly trained and well prepared teaching assistants make a significant impact on pupils' learning, as provision is well tailored to suit pupils' individual needs.

The behaviour and safety of pupils are good

- The behaviour of pupils is good and makes a positive contribution to their good progress. They have a sense of what good behaviour is and pride themselves on knowing what is not acceptable. They have a good sense of caring for their classmates who are disabled or who have learning difficulties. This makes the school unique and special. To see this from pupils of such a young age is inspirational. They are well on the way to becoming valuable citizens and empathetic and caring individuals for Bolton.
- In the classrooms and on the playground, pupils' behaviour is good. The older pupils develop a sense of responsibility as they care for the younger ones or help them with their moves in karate club. They act as good role models and help those in need to find friends or sort out issues.
- Pupils are friendly, polite and considerate. Pupils enjoy coming to school and show good attitudes to their learning. They try their best to succeed. Pupils are well-mannered, respectful and polite. One pupil says, 'We like school because the teachers make it fun, we learn loads and have exciting trips.' A parent says, 'I was worried that my visually impaired child would find it very difficult to make friends because of his need. It makes me smile so much because he is so happy. He loves school and he has so many friends. This school does so much for him.'
- Attendance is just above the national average. There are effective monitoring systems in place and links with parents are good. This ensures learning continues at home with research work and projects. Some parents do not support their children well enough with their homework reading tasks.
- The school's work to keep pupils safe and secure is good. The parents and staff believe that pupils feel safe and happy in school. Pupils know about name-calling and physical bullying and say that it does happen but it is rare. However, they do know who to talk to if this happens. They know how to keep themselves safe and talk sensibly about the dangers of inappropriate use of the internet.

The leadership and management are good

- The headteacher has established a clear plan for raising standards. He is driving improvement by ensuring that teachers concentrate on the progress pupils are making from their starting points in reading, writing and mathematics.
- The monitoring of the quality of teaching by the senior leadership team is carried out well as it is timely, regular and effective. This has already led to improvements in teaching and identified where these need to be made. Leaders hold staff to account for the progress of pupils, including

the link between this and teachers' movement up the pay scales. However, the middle leaders are not yet involved in this as much as they could be, although there are good plans to adjust this.

- Senior leaders regularly assess pupils' knowledge and skills. This means that the school's data that track pupils' attainment and progress are reliable. Progress meetings to discuss pupils' progress are effective and are held five times a year.
- School leaders regularly check how well additional funds are used. For example, pupil premium funding is used to provide support for small group work. The new primary school sports funding is used to improve pupils' achievement and health through a wide range of sporting opportunities such as Bolton Wanderers Multi-Sports Club on a Thursday. The impact of this funding can be seen in good outcomes for pupils and in helping to ensure that the teachers' skills are improved once the funding has gone.
- There are effective partnerships with external agencies and this is helping to ensure that those with special educational needs make good and often outstanding progress.
- The curriculum is a real strength of the school as it provides for and meets the needs of pupils effectively. Lively and engaging topics keep pupils keen to learn. The leaders ensure that pupils' basic skills are developed well. There is a positive impact on pupils' spiritual, moral, social and cultural aspects of learning and their development.
- The local authority has provided a range of effective support. The school leadership value this as a means of professional development. This support has resulted in rapid and sustained improvement in teaching and pupils' achievement since the last inspection.
- **The governance of the school:**
 - Governors have an accurate view of pupils' achievement through analysing the data from national tests. They have a good grasp of what teaching in the school is like. Governors have ensured that leaders have addressed any weaknesses in teaching. They check that performance management systems are implemented effectively. Only those teachers whose pupils make good progress are rewarded with a pay increase. They ensure that the pupil premium funding is allocated to support the learning of those pupils for whom it is intended and have checked closely whether this support has been effective in narrowing the gap in the attainment of these pupils compared with similar pupils nationally. Governors ensure that the school's arrangements for safeguarding are in place. Statutory duties are fulfilled and meet requirements and discrimination is not tolerated

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	105162
Local authority	Bolton
Inspection number	430948

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Mrs S Buckley
Headteacher	Mr A W Hemmings
Date of previous school inspection	3 July 2012
Telephone number	01204 333077
Fax number	01204 333078
Email address	office@sharples-pri.bolton.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 assesses 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.

You may copy all or parts of this document for non-commercial educational 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 St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

