



Canon Sharples Church of England Primary and Nursery School

Inspection Report

Unique Reference Number 133781
LEA Wigan
Inspection number 282385
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Mrs Marie Cordey CfBT Lead Inspector

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

Type of school	Primary	School address	Whelly
School category	Voluntary aided		Wigan
Age range of pupils	4 to 11		WN2 1BP
Gender of pupils	Mixed	Telephone number	01942 776 188
Number on roll	363	Fax number	01942 776 119
Appropriate authority	The governing body	Chair of governors	Mr Rob McKenzie
Date of previous inspection	Not applicable	Headteacher	Mr Roy Mason

Age group 4 to 11	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 282385
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large sized Church of England primary school and nursery, which serves a wide area of mixed housing. It is an amalgamation of two former schools in a brand new building. Attendance is average and eligibility for free school meals is lower than usual. The vast majority of the pupils are white British. The percentage of pupils with learning difficulties and/or disabilities is below average and standards on entry are broadly average. The headteacher has been in post since September 2004 and the school has been on one site since January 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Canon Sharples is a caring school that provides a satisfactory standard of education and satisfactory value for money. Pupils in the nursery and in Reception make an effective start to their school life because of sound teaching and good support for their personal development. Standards are broadly in line with national averages by Year 2 and Year 6 and pupils make satisfactory progress. Staff have an accurate understanding of the school's strengths and weaknesses. They judge correctly that good provision is made for pupils' personal development and well-being and that other aspects of the school's work, such as the quality of teaching and learning, and leadership and management are satisfactory. They recognise that more needs to be done to raise standards in writing and link this to improving the quality of their self-evaluation. Pupils' outstanding spiritual development is attributable to the deliberate fostering of care, tolerance and respect by the school. The curriculum is varied and offers a range of extra curricular activities but does not consistently develop skills across subjects. Satisfactory provision for care, guidance and support ensures that pupils are safeguarded and supported, particularly the most vulnerable ones. Parents and pupils rightly see this as a school where all pupils are included and every pupil matters. Now that the combining of the two schools has been successfully achieved the school can move forward in its aim of raising standards and embedding this in all of the school's work. There is satisfactory capacity for improvement.

What the school should do to improve further

- Develop more rigorous procedures for monitoring and evaluating the performance of the school.
- Enhance teaching and learning to raise achievement in writing.
- Improve procedures for assessment both to target achievement and to inform pupils about their work and what they need to do in order to make progress.

Achievement and standards

Grade: 3

Achievement is satisfactory. Pupils enter the school with standards that are broadly average, although their social and communication skills are slightly lower. They make satisfactory progress throughout the school because of positive teaching and good support for their personal development. By the end of their time in the nursery and Reception most pupils are reaching early learning goals and their standards are in line with national expectations. Results in national tests at the end of Year 2 are broadly in line with national averages and the proportion of pupils who gain level 3 in mathematics is significantly above average. Pupils' work certainly shows a relish for problem solving. Reading standards are higher than those in writing and pupils do not write in a wide range of styles. Although effective use is made of national schemes of work for writing they are on occasions, insufficiently adapted to meet the wide range of pupils' needs. Writing is beginning to improve by using real life situations as a

stimulus, for example, the precise and attractive wedding invitations made by Year 2 pupils after reading 'Cinderella'. In 2005 standards by Year 6 were broadly in line with the national average by the time pupils' left the school except in English where they were below. However, good teaching and learning in Year 6 has improved pupils' writing and puts them on course to meet the school's challenging targets. Standards and achievement in mathematics and science continue to improve especially for higher attaining pupils. Pupils with learning difficulties and/or disabilities are identified early and supported to make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good. They like the school and their teachers, and as one pupil said, 'Its hard to decide which one you like best'. Pupils' behaviour and attitudes are good and they enjoy lessons. Members of the school council take their responsibilities seriously and they explained with pride their recent work on improving hygiene facilities for all pupils. Pupils undertake the role of toast, fruit or book monitors with enthusiasm and commitment. They know how to keep healthy and safe. Pupils' attendance is in line with the national average. The school works closely with parents and external agencies to promote attendance although there is still more to be done in this respect. Pupils are keen to attend assemblies which are outstanding; they quickly and quietly settle down to the accompaniment of gentle and moving background music. The headteacher's welcome, 'The peace of the Lord be with you', was met with an immediate and confident response from all pupils. The caring and inclusive atmosphere plays a key role in ensuring that all pupils feel valued and links with the church are strong. The provision of spiritual, moral, social and cultural development at the school is good and includes the very effective 'Special Mention' assemblies and the successful 'Warriors against Bullying programme'. There are no exclusions.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. In the nursery and Reception, teaching is satisfactory and pupils make expected progress. However, opportunities are occasionally missed to secure pupils' wider knowledge and understanding of the world and to ensure that they understand the school's expectations of behaviour. In Years 1 to 6, teaching and learning are satisfactory overall but include a significant minority of good lessons. In the best lessons pupils are engaged in a range of interesting activities and they learn well. High expectations and good planning mean pupils know exactly what they are doing and how to improve. However, in a few lessons, largely to do with writing, the introduction periods are too long, pupils begin to lose interest and too much time is spent completing exercises. Other than in Years 2 and 6 pupils are not all aware of how they are doing in their work or what to do to improve it.

Classroom support staff are effectively deployed to support the teaching and learning of pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory overall and meets national requirements. National schemes of work support short term planning but the school has recognised the need to adapt these to the requirements of their pupils. Insufficient links have been made in developing skills across subjects, particularly in writing. Improvements in resources for information and communication technology (ICT) and teachers' confidence to use them, has strengthened pupils preparation for the world of work. The curriculum in the Foundation Stage provides sound opportunities in all areas of learning. Provision for pupils who have learning and/or behavioural difficulties matches the satisfactory provision that is made for all pupils. Through the personal, social and health programme, topics such as anti-bullying and drug awareness are emphasised and pupils are encouraged to adopt healthy and safe lifestyles. The range of clubs is satisfactory, introducing pupils to new activities such as gardening and developing their sporting skills.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory with some good features. A significant number of pupils with learning difficulties and/or disabilities have complex needs and low levels of self-esteem and there are effective and relevant levels of support, welfare and guidance provided for these pupils. Pupil protection procedures are in place and appropriate checks are made on new staff appointed to the school. Accidents involving pupils are quickly and effectively addressed and detailed records are maintained as they are with occasional medical administration. Regular fire drills take place and risk assessments are carried out in advance of school trips. Pupils feel safe and secure and this is supported by their parents' and carers' views. However, the school's planned systems of sharing assessment with pupils, designed to raise standards and achievement at a brisker pace, are not yet sufficiently in place to ensure that all pupils know their targets for improvement.

Leadership and management

Grade: 3

The leadership and management of the school at all levels are satisfactory and show sound capacity to improve further. The headteacher is a committed leader whose management of the amalgamation of two schools and subsequent new build has been instrumental in maintaining standards, fostering good personal development for pupils and energising staff. Senior teachers have been successful in creating a sense of unity and strength reflected in the good attitudes and behaviour of the pupils and the parents' positive views. Parents and pupils praise the school and value it highly. The

leadership team is aware of the strengths and weaknesses of the school and these are reflected in their priorities for improvement. Systems to improve the standards in literacy based on speaking and listening are beginning to take effect and pupils' writing is improving. However, as the school recognises, self evaluation is not yet rigorous enough because the quality of teaching and learning is not monitored and evaluated and assessment procedures are not embedded so that pupils' progress can be tracked and evaluated sufficiently. The school is now poised to improve standards and raise achievement through its priority of involving all staff in systematic planning and evaluation of performance. The governing body is very supportive of the school and is actively involved in its work. The school's finances are effectively monitored and governors hold the school to account. Accommodation is spacious and enhanced by good quality display.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when we inspected your school. We enjoyed our visit and would like you to know what we found out. The things we particularly liked were:

- the way senior staff have managed to help everyone settle down in this new school
- the excellent assemblies that help you to think about yourself and others
- the good behaviour and the interest that you show in lessons
- the way you work at problem solving and investigations.

We have asked your headteacher and staff to make your school even better by increasing your achievement in writing, improving your understanding of how you are doing and what you need to do to improve and examining what things lead you to achieve higher standards. We think they can best do this by:

- helping you to enjoy writing more so that you learn to write in a variety of ways, using correct English
- sharing with you how to improve your work and understand how you are doing
- working out what works well for you in school and doing more of that.