

Sharps Copse Primary and Nursery School

Inspection report

Unique Reference Number	133303
Local Authority	Hampshire
Inspection number	381492
Inspection dates	12–13 September 2011
Reporting inspector	Janet Dinsmore

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Marie Mitchinson
Headteacher	Carol Koerner
Date of previous school inspection	18–19 November 2008
School address	Prospect Lane Havant PO9 5PE
Telephone number	02392 484545
Fax number	02392 492330
Email address	admin@sharpscopse.hants.sch.uk

Age group	4–11
Inspection date(s)	12–13 September 2011
Inspection number	381492

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 2011



Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons taught by 11 teachers. Meetings were held with staff, groups of pupils, and members of the governing body, and discussions were held with parents and carers. Inspectors observed the school's work and looked at school documents about self-evaluation, assessment data, the school improvement plan and the governing body minutes. Questionnaires were received from 45 parents and carers and these were analysed alongside those completed by staff and pupils.

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

- The use of assessment to ensure progress for all groups of pupils, particularly in mathematics at Key Stage 2.
- The quality of teaching and assessment for learning in Key Stage 1 to determine reasons for below-average attainment.
- The Early Years Foundation Stage provision to determine effectiveness in promoting children's learning and development.
- The use of challenging targets to raise achievement and the effectiveness of leadership and management at all levels in planning for improvements.

Information about the school

Sharps Copse Primary and Nursery School is larger than average serving a locality on the outskirts of Havant that includes some areas of disadvantage. A much higher than average proportion of pupils is known to be eligible for free school meals. The proportion with special educational needs and/or disabilities is also above average. Very few pupils are from minority ethnic groups; almost all are White British. The nursery is now part of the neighbouring children's centre. The school has the Healthy Schools award and the Marjorie Boxall Quality Mark for nurture groups.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is a vibrant community where all its members are highly valued as individuals. Through a climate of mutual respect and dedication, the headteacher and staff promote positive attitudes to learning, raising aspirations and enabling pupils and their parents and carers to overcome barriers.

Attainment has steadily improved since the previous inspection and for the last two years the attainment of a large majority of pupils has been broadly average in both English and mathematics. Good progress begins in the Early Years Foundation Stage and continues through Key Stage 1, although assessments at the end of this key stage show that attainment is still lower than average due to the high proportions of pupils with identified special educational needs and/or disabilities. Progress in Key Stage 2 continues to be good so that the majority of pupils leave having reached the standards typically expected for their age.

Teachers assess pupils regularly and well so that any groups who are making less than expected progress are quickly identified and interventions put in place. The one-to-one tuition for reading, together with targeted support for parents and carers in supporting their children's reading at home, has been successful in accelerating progress. Improvements in writing have been a particular success; no pupils underachieved, and most made at least good progress with a few exceeding the school's expectations. The school's actions to achieve this, led well by the senior leadership team, resulted in thorough, concerted whole-school initiatives, training of teachers and consistent expectations of practice. The leadership team monitors and reviews this very effectively and reports to the governing body. This clearly demonstrates a continued good capacity for sustained improvement.

Pupils feel safe and safeguarding is good. All adults are well trained and concerns are highlighted regularly and followed up well by a very effective team of senior leaders. Behaviour is good. It contributes strongly to well-paced lessons and pupils know that they have to 'do it the first time you are told' in order to stay safe when handling equipment. Any incidents of bullying and poor behaviour are dealt with well and pupils are learning good skills in resolving interpersonal conflicts. Very well trained support staff work with individual pupils, including those with identified special educational needs and/or disabilities, to provide targeted support for modifying poor patterns of behaviour and helping those on the autistic spectrum, as well as supporting those with speech, language and communication difficulties. Support staff are involved in training colleagues and sharing good practice with other schools,

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

contributing to strong partnerships. The nurture group provision has achieved a nationally recognised quality mark and was used in an Ofsted survey inspection programme on work in this field.

Teaching is good, securing good learning and progress. In the majority of lessons, work is well planned to meet the needs of all groups of learners. Teaching is adjusted effectively to provide more challenge when pupils have successfully completed a task. Support staff contribute well to this. In a small minority of lessons, there is less challenge for middle- and high-ability pupils as time is not always planned for or used effectively. Teachers are enthusiastic and effective at engaging pupils in practical learning activities where they demonstrate good interpersonal skills when working in pairs. 'Talk partners' are well used by teachers and pupils are encouraged to develop speaking and listening skills in all lessons to promote good language development.

The curriculum is good. It provides memorable and interactive experiences that motivate children well and are designed to make good use of the local area so that learning is fun and relevant. This contributes well to providing a purpose for writing and ensures that all groups, especially boys, succeed. Information and communication technology is used well to provide visual support to deliver the curriculum and opportunities for pupils to present work. However, the school is aware of the need to provide more opportunities for pupils to use technology to develop their independent learning skills even further.

What does the school need to do to improve further?

- Improve attainment in English and mathematics by providing consistently high levels of challenge for all groups of learners across the school
- Increase pupils' skills at using the full range of new technologies to develop independent learning.

Outcomes for individuals and groups of pupils**2**

Children start the Early Years Foundation Stage with skills that are often well below typical expectations for their age and, in some cohorts, a large majority have been identified with speech and language delay. All groups of pupils, including those known to be eligible for free school meals, are now making good progress. Those with special educational needs and/or disabilities are also making at least good progress, with some making outstanding progress. Pupils enjoy school; they particularly like the 'maths monkeys' and 'learning lions' rewards given to promote learning. Comments such as 'I like harder numbers' and 'I'm going to try 100s' show that pupils are prepared to be challenged and progress in mathematics is now good across the school.

Pupils contribute well to the school and wider community. They learn business skills in running a stationery shop, the profits from which enable two children in Tanzania

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

to go to school. The 'Electros' contribute strongly to energy saving, reducing the school energy bill significantly. Class names and themes alternate between cities in the United Kingdom and countries of the world, and this contributes to pupils' good understanding of other cultures, similarities and differences and an understanding of other parts of the United Kingdom that are different from their own. Pupils are considerate and confident in speaking to adults. They have a good understanding of foods that make up a healthy diet and know that exercise is important. The school has piloted and now undertakes a successful teeth-cleaning programme that is proven to reduce cavities and contributes to the Healthy Schools award. Targeted responses by the school to individual families have improved attendance so that it is now broadly average.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers' creativity, good subject knowledge and collaborative lesson planning for parallel mixed year group classes ensure consistency. Provision for specific teaching interventions to accelerate progress for groups of pupils that are identified is now being planned by these teaching teams and is a good example of the whole-staff commitment to keep making improvements.

The curriculum is enriched well by planned visits and visitors as a stimulus for each topic. Recent examples of this include the role play of Years 5 and 6 on a flight to India. This involved all staff and children in modelling airport security procedures.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

Year 3 and 4 had a visit that explored several aspects of ancient Egypt. Both these experiences gave pupils a good understanding at the beginning of a topic and these were built on well in subsequent lessons using a rotation of activities. This ensures equality of opportunity for all pupils, good use of time and also uses individual teachers’ knowledge and skills well, making good cross-curricular links. For example, as part of the Ancient Egypt topic in Year 3 and 4, preparation for embalming, using a real fish, was demonstrated linking history and science; preparing artefacts for the afterlife linked history and personal, social and health education, and work on costume linked art and history. There is a good range of clubs and extra-curricular opportunities involving parents and carers and pupils working together for craft and cooking; parents and carers commented about how much they enjoyed these. There is also a good range of sporting opportunities.

Care, guidance and support are good with examples of outstanding practice. The nurture group provides clearly targeted support for pupils and their parents and carers with individually tailored support to promote significant improvements in behaviour, attitudes to learning and confidence. This support, evident in the progress of pupils with special educational needs and/or disabilities, helps to ensure equality of opportunity for all pupils. During the inspection, the nurture group staff were monitoring and assessing new entrants to the Reception class so that early intervention can be put in place. Parents and carers comment that their children are now ‘able to cope with difficult situations’ and that ‘anxious pupils settle in really quickly because of the love, care and attention received in the nurture group’.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The ethos of valuing each member of the school community is particularly evident in the strong teamwork exhibited at all levels. Shared leadership and coaching of emerging skills are particularly good. A good programme of continuing professional development for all teaching and support staff contributes well to the ongoing improvements that are being made. This demonstrates how well the senior leaders are using challenging targets, which are embraced by all staff, to improve the attainment of all pupils. For example, action research projects for higher degree programmes have been well used to enable better understanding of how children learn. The cycle of monitoring through the senior team and phase leaders is well designed to ensure that the main aims for the school improvement plan, which have

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

resulted from well-focused self-evaluation, are carried out. A good range of activities are used including lesson observations, work and planning scrutiny and pupil interviews. Results of monitoring activities are reported comprehensively to the governing body. Membership of the governing body has changed recently and the chair and vice-chair are new to the role. They are committed to learn and are receiving training and support to help them carry out their roles. This is currently satisfactorily undertaken with a strong commitment to the overall aim. Governors carry out all statutory responsibilities, including those relating to safeguarding, and support the school by the good use of resources in appointing, training and deploying staff that are clearly focused on the aim to enable all pupils to fulfil their potential, as well as being able to form effective relationships with others.

Engagement with parents and carers is good and there is a good understanding of some of the specific needs within the wider community. Community cohesion is good and national and international links are developed through the curriculum, annually changing class themes and fund-raising opportunities. Specific needs relating to attendance, medical needs and parenting are addressed individually by the home/school link worker and other members of the leadership team. This is one of the many ways the school ensures equality of opportunity. Parents and carers are widely consulted and senior staff talk to parents and carers at the beginning and end of each day so that they can raise concerns immediately, receiving well-tailored responses to individual need that are really appreciated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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

Early Years Foundation Stage

Reception children started school on the first day of the inspection. They settled well and were confident in the setting and with the adults because of the effective transition programme that had taken place involving home visits and visits to school. Parents and carers were well informed about school. Children enjoyed finding new equipment they could use outside, setting up a shop and being well supported by prompting and discussion by adults. Children play safely understanding the boundaries and behaviour is good. Some make good use of the role-play area and were confident to offer visiting adults a cup of tea, discussing temperature; others exhibited significant language delay.

Adults are well trained in the developmental needs of children and how to promote areas of learning and development that are weaker, especially communication, language and literacy and personal, social and emotional development. Assessments are accurate and used well to inform the planning for the activities to promote imaginative play, and adults model language well and promote learning through good questioning.

Children learn independence in planning their own learning and the clear routines enable this. There are good links with the nursery that is now part of the children’s centre and large play facilities are used very regularly as well as sharing of good practice in promoting language skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of the parents and carers who responded are very supportive of the school. Virtually all say their child enjoys school and all say it keeps them safe. ‘Amazing school’ said one. Others commented that their child was ‘behind with some work’, but with parents’ and carers’ concerns and help from teacher ‘he is now back to the level he should be at’. Parents comment that they are ‘more than happy with school and how it works with parents and children.’ Inspectors agree that the school’s work with specific parents and carers and children is very responsive to individual needs. There was a lower than average response to the questionnaire.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sharps Copse Primary and Nursery School 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	76	10	22	0	0	1	0
The school keeps my child safe	37	82	8	18	0	0	0	0
The school informs me about my child’s progress	29	64	14	31	2	4	0	0
My child is making enough progress at this school	32	71	12	27	0	0	1	0
The teaching is good at this school	33	73	11	24	0	0	1	0
The school helps me to support my child’s learning	30	67	15	33	0	0	0	0
The school helps my child to have a healthy lifestyle	26	58	18	40	0	0	1	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)	26	58	18	40	0	0	1	0
The school meets my child’s particular needs	29	64	15	33	0	0	1	0
The school deals effectively with unacceptable behaviour	26	58	16	36	2	4	1	0
The school takes account of my suggestions and concerns	24	53	17	38	3	7	1	0
The school is led and managed effectively	30	67	13	29	1	2	1	0
Overall, I am happy with my child’s experience at this school	32	71	12	27	0	0	1	0

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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



13 September 2011

Dear Pupils

Inspection of Sharps Copse Primary and Nursery School, Havant PO9 5PE

We really enjoyed our visit to your school. Inspectors agree that yours is a good school. Thank you very much to those of you who spoke to us as they gave us a true picture of how much you enjoy school. Here are some of those good things.

- Everyone in school really cares for you, especially when things are tough.
- The school helps your parents and carers as well as you.
- We can see how much you are learning from the interesting topics you do.
- You are learning to write well and this will be very useful when you move to your next school.
- Adults in school know how to help you to improve your work and you are keen to learn.
- You behave well and learn to sort out difficulties.
- Some of you who need more help with your work do really well because staff know how to help you.
- Your headteacher and all the staff know how to help the school improve more.

We know that everyone at Sharps Copse is looking for ways to make it even better. We have suggested that they:

- make sure that you are always challenged in all your lessons
- use computers more often for more activities in the classroom and lessons.

We know that you will continue to work hard and learn new things, and we wish you the very best for your future.

Yours sincerely

Janet Dinsmore
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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**