

Sharnford Church of England Primary School

Henson Way, Sharnford, Hinckley, LE10 3PN

Inspection dates 20–21 February 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher, governors and senior staff work well together to lead the school very effectively. They have a clear vision 'to be the best that we can be' and are driving improvement rigorously.
- Both teachers and pupils have benefited from the federation with the partner school. Joint planning, shared specialist teaching and a varied range of trips and events all have a positive impact on learning.
- Teaching and learning have improved in the Early Years Foundation Stage and Key Stage 1 since the last inspection so that pupils now make good progress throughout the school.
- Teaching is good and some is outstanding. Teachers plan work well together so that it is relevant and interesting. As a result, pupils are motivated and enthusiastic learners.
- Disabled pupils and those who have special educational needs make good progress because teachers check that they are making progress regularly and support them well.
- The behaviour of the vast majority of pupils is good. They say that they enjoy school and feel safe and secure. They relate well to each other, and to staff, so that there is a good climate for learning.

It is not yet an outstanding school because

- At times teachers do not adapt teaching in the light of what questioning tells them about pupils' understanding.
- Leaders do not always check that teachers are setting, sharing and reviewing targets with pupils effectively so that they know how to improve.

Information about this inspection

- The inspector observed eight lessons taught by six teachers, one of which was a joint observation with the assistant headteacher.
- Meetings were held with a group of pupils, representatives of the governing body and senior leaders, and there was a telephone conversation with a representative of the local authority.
- The inspector took account of the 14 responses to the online questionnaire (Parent View). Other parents' views were sought through informal discussions at the start and end of the school day.
- The inspector also took account of the seven questionnaires completed by the school staff.
- The inspector observed the school's work and looked at a range of documents. These included the school's own self evaluation and records of the monitoring of teaching and learning, information related to pupils' progress, records relating to behaviour and safeguarding, school policies and minutes of governor meetings.
- A group of pupils were heard reading and opportunities were taken during lessons to look at work in pupils' books.

Inspection team

Christine Merrick, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is part of a hard federation with All Saints Church of England Primary School in Sapcote. The two schools share a headteacher and governing body and subject leaders and teachers work across both schools.
- The school is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, additional funding for children in the care of the local authority, those known to be eligible for free school meals and those from service families, is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school does not make use of alternative provision for its pupils off site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Move teaching to outstanding by making sure that teachers:
 - have more opportunities to see colleagues at work in order to share successful teaching across the schools
 - use the information they gather from questioning to reshape teaching during lessons.
- Strengthen the checking of teaching so that all teachers follow the procedures for setting, sharing and reviewing individual targets with pupils.

Inspection judgements

The achievement of pupils is good

- The small numbers of pupils in each age group mean that the attainment of different cohorts can vary considerably. However, the school's tracking of individual pupils is good and shows that almost all pupils make good progress from their starting points.
- Children's abilities are usually in line with expectations when they enter the Early Years Foundation Stage, though in areas such as communication and language some are below expectations. They all settle well and make good progress and, with the improvements to teaching, a large majority reach above-average standards by the end of Reception.
- Pupils make a good start to reading because the teaching of phonics (the sounds that letters make) in Reception and Key Stage 1 is targeted to their abilities and is consistently good. Good progress continues through Key Stage 2 and by the time they reach Year 6 pupils read widely and talk enthusiastically about the books they have read.
- Improvements in teaching through the Early Years Foundation Stage and Key Stage 1 have meant that the levels that pupils reach have been rising continually over the last five years. In 2012 pupils at the end of Key Stage 1 were well-above average in reading, writing and mathematics.
- Pupils enjoy lessons and learn well because they are challenged to do their very best. Although attainment levels at the end of Y6 in 2012 were average this represented good progress from pupils' starting points. A good proportion of pupils in the current Year 6 are on track to reach above-average levels in reading and mathematics, though slightly fewer in writing.
- There are regular meetings to discuss each pupil's progress so that if a pupil is falling behind they receive additional help in small groups or on a one-to-one basis. As a result, disabled pupils and those who have special educational needs, make good or better progress.
- Pupils known to be eligible for the pupil premium achieve well. They have individual support and help in class so that they catch up with other pupils, and pupils known to be eligible for free school meals reach levels of attainment that are often in line or above average by the end of Key Stage 2.
- A very large majority of the parents who responded to Parent View and most of those spoken to informally felt that their child was taught well and made good progress.

The quality of teaching is good

- Teachers work very closely with the staff from the partner school in the federation. They plan together and share training days. Pupils from both schools who are in the same age group have regular opportunities to work together and they are given very focused teaching that supports their good progress.
- In the Early Years Foundation Stage children have a good range of activities that they can choose from, both inside and outside. Role-play areas such as the space station promote early reading and writing activities and children can explore the dark with torches in the space pod. Forest-school activities encourage the children to engage with the natural world and develop confidence away from the classroom.

- Lessons are interesting and pupils say they enjoy them. This is because the activities provided are set in real-life situations such as planning the budget for a trip to the fairground, or making pizza as a reason for practising punctuation in their lists of ingredients. Pupils are expected to work together and therefore develop good social skills.
- Teaching is consistently good with high expectations, work that is matched to individual needs, and good relationships between pupils and staff. Staff offer a wide range of opportunities to solve problems and pupils are encouraged to think for themselves and become active, independent learners. By Year 6 they feel confident and capable of moving on to the next stage of their school career.
- Other adults working alongside the teachers make a good contribution to the learning in classrooms. Sometimes they provide one-to-one teaching for individuals and at other times work with groups of pupils to make sure that they have understood expectations and are able to complete the work set. Pupil premium funding is used effectively to support this work.
- Where teaching is outstanding, questions challenge pupils' understanding very effectively and pupils are engaged in discussions that deepen their thinking. Teachers then listen carefully to what pupils know and understand and alter their teaching in response to this. At other times teachers are not always as flexible and do not make the adjustments needed as swiftly.
- Pupils say that staff are helpful and feel they are supported to improve their work. They understand what levels they are aiming for and use prompts to check how well they are learning. However, teachers do not always make best use of pupils' individual targets during learning and miss opportunities to give focused guidance.

The behaviour and safety of pupils are good

- Most pupils are keen to learn because they have stimulating and exciting experiences in school. There are high levels of engagement and pupils sustain their concentration well in an atmosphere that is positive and productive.
 - Pupils have a good understanding of other faiths and cultures and spoke respectfully of the different places of worship they had seen on their visit to Leicester. Racist incidents and bullying are minimal and most pupils understand how to behave towards each other. They appreciate the systems that are in place such as the 'worry boxes' and feel that there is always someone who will listen if they need to talk.
 - The headteacher and governors have established good systems to track attendance, which is broadly average. They make sure that parents are well informed about the importance of good attendance and most pupils are developing good habits in relation to attendance and punctuality.
 - Pupils are taught how to keep themselves safe in a range of situations such as outside on bicycles or on the internet when working with computers. They take part in visits such as 'First Steps' road safety in Key Stage 1 and to the 'Warning Zone' in Y6. As a result, they understand risks to their personal safety well.
 - A very large majority of parents who responded to Parent View felt that the pupils were well looked after and were safe and happy in school. A small minority expressed concerns about the behaviour of some pupils. However, pupils said that behaviour was typically good and staff agreed. Pupils said they felt safe and secure because, as one child commented, 'When you've
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been here a while it's just like family'.

The leadership and management are good

- The headteacher, governors and senior leaders are highly committed to the success of the federation and to the benefits it brings to the two participating schools. They make sure that subject leaders and teachers work together in both schools. Common policies and systems are shared and pupils benefit from access to a greater range of trips and instrumental tuition.
 - Leaders and managers are good professional models for other staff and communicate their high expectations well. They have well-focused plans for improving the school that are regularly reviewed and adjusted. Most parents and all staff who completed questionnaires agree that the school is well led and managed.
 - The subjects and topics are well organised and enriched with sports clubs, dance and drama, and foreign languages. Subjects are linked together well and offer the chance for pupils to apply their literacy and numeracy skills in other lessons. The school promotes equal opportunities well and makes sure that there is no discrimination.
 - Systems for checking the performance of staff are generally robust with teachers given clear steps for improvement. Leaders and managers use the information gathered to focus training. They do not always check that teachers are making good use of setting, sharing and reviewing pupils' individual targets.
 - As part of the federation leaders and managers make sure that staff plan together regularly. Staff do not always have opportunities to share successful teaching across the federation as much as they would like.
 - The local authority provides good support where necessary, particularly when the school needs additional help to meet the needs of disabled pupils or those who have special educational needs.
 - **The governance of the school:**
 - The governing body has been strengthened since the last inspection and governors have a range of skills that are well matched to their responsibilities. For instance, those who have financial skills are able to see that the school spends its money well, and that it provides good value for money. Governors are well trained and knowledgeable so that they are able to both support and challenge the school effectively. They know about the quality of teaching and how well the school is doing compared with all schools nationally. They have a thorough knowledge of the strengths and weaknesses of the school because they are closely involved in checking information about the progress of pupils. They understand how funds such as the pupil premium are used to raise achievement through small-group and one-to-one tuition. They make sure targets for teachers are robust and that good staff are recruited, retained and rewarded appropriately and that any underperformance is tackled rigorously. All statutory requirements for safeguarding are met.
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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	120157
Local authority	Leicestershire
Inspection number	402816

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair	Rachel Chamberlain
Headteacher	Kathryn Allsopp
Date of previous school inspection	17 April 2008
Telephone number	01455 272456
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