

# Sharpness Primary School

New Town, Berkeley, GL13 9NU

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- In Key Stage 1 and Key Stage 2, achievement in reading and mathematics is currently good.
- Children make good progress in the Reception class due to well-planned learning.
- The school provides good support for vulnerable pupils so they make good progress.
- The good quality of teaching enables pupils to achieve well.
- Teaching has improved due to effective advice and guidance from school leaders and the support of governors.
- Marking tells pupils how to improve their work and makes sure they act on the advice given.
- Pupils are well cared for and kept safe; they are well aware of how to keep themselves safe.
- Pupils behave well and are eager to learn and to help each other.
- Governors have good knowledge of the school's work and clear understanding of the information about pupils' progress.
- Attendance has improved due to actions taken by the school.

### It is not yet an outstanding school because:

- Pupils do not make fast enough progress in writing.
- Teachers do not always expect enough of what pupils can achieve in written work.
- Leaders and teachers are not asked to account for the pupils' progress in writing often enough.

## Information about this inspection

- The inspector observed six lessons or part lessons and some small groups being taught. Some teachers were observed twice. Four lessons were observed jointly with the headteacher.
- The inspection included observations of playtime and lunchtime.
- The inspector looked at pupils' work and heard some pupils read.
- Meetings were held with pupils, the Chair the Governing Body and one other member, and staff with specific responsibilities.
- The inspector had a meeting with a representative from the local authority.
- The inspector took account of the 19 responses to the online questionnaire, Parent View. He talked to some parents and carers individually.
- The inspector took account of the 12 responses to the staff questionnaire.
- The school's work was observed and a number of documents considered, including: the school's data on pupils' progress, planning and monitoring documentation, and records relating to pupils' behaviour, attendance and safeguarding and the performance management of teachers.
- The school's annual sports day was held during the inspection.

## Inspection team

John Taylor, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- Children in the Early Years Foundation Stage are taught in one class with some Year 1 children. Other pupils are also taught in mixed-age classes.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding for looked after pupils and those known to be eligible for free school meals, is low.
- The school works in partnership with other local primary schools to share expertise to help each other improve teaching and leadership.
- 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?

- Increase the proportion of pupils making at least good progress in writing by:
  - teachers providing more challenging work when appropriate
  - teachers having even higher expectations of what the pupils can achieve
  - governors holding the school to account more frequently for pupils' progress in this skill
  - ensuring leaders' and teachers' objectives are closely linked to increasing pupils' achievement in writing.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with knowledge and understanding below the levels typical of their age group. They learn well because of well-planned learning tasks and effective teaching.
- In the national check on phonics (the sounds that letters make) at the end of Year 1, the proportion of pupils who reach the expected national standard has been well-above average for the past three years. As a result of the high-quality teaching of phonics, children make good progress in reading in Reception and sustain their progress in Year 1.
- Current pupils' attainment at the end of Key Stage 1 has improved and is above the 2013 national average. Attainment in reading and mathematics is stronger than in writing.
- In Key Stage 2, progress in reading and mathematics is strong because of improved teaching. Learning is successful and good teaching keeps the pupils fully engaged. Boys make particularly strong progress in mathematics.
- Information on the achievement of disabled pupils and those who have special educational needs shows that they are making similar progress to that of their peers, due to the school's well-focused support.
- The rate of progress of the most-able pupils is similar to that of others and they achieve well.
- Preliminary national test results at the end of Year 6 in 2014 show that the small numbers of pupils eligible for additional funding were eight months behind their classmates in writing, and 12 months behind in reading and mathematics. Current school information shows that the school's work to support eligible pupils is effective in all years. Any differences in attainment between eligible pupils and others are being reduced by effective teaching and support.

### The quality of teaching is good

- Pupils learn successfully from the good quality of teaching across the school. They respond well to teachers' instructions and guidance.
- Marking is regular and helpful. It praises the pupils for their successes and tells them how they can improve their work. They are given time to act on teachers' guidance and correct errors so that they accelerate their rate of progress. Older pupils seize opportunities to assess each other's work and suggest how it can be improved. Pupils enjoy this challenge, respond well and their progress improves.
- Adults provide good support for disabled pupils and those who have special educational needs. This additional help enables these pupils to contribute to learning activities in lessons and make progress in line with that of their classmates.
- Teachers tell the pupils clearly what learning is intended. Resources, including examples of good work, help pupils to succeed with the learning. However, teachers do not always challenge pupils fully in writing activities and expectations of what pupils can achieve in this skill are not consistently high enough. Consequently, pupils do not make as rapid progress in writing as in reading and mathematics.
- The most-able pupils are given challenging work to stretch their thinking. They enjoy the work and make at least good progress.
- There is effective use of teaching assistants across the school. They work in close cooperation with the teachers, helping pupils in many situations to learn well. They do this by keeping them focused on the tasks and guiding their learning, for example, through well-directed questions.
- Pupils say they enjoy learning, especially in mathematics, and the vast majority of parents and carers who expressed a view are right to think their children are taught well.
- In the Reception class, learning is successful. Children engage with the wide range of focused activities available and respond well to adults' guidance - so progress is good. For example, the children were seen to extend their vocabulary well by using correct terms to describe different shapes with helpful support from adults present.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils say behaviour is usually good in lessons and elsewhere. They are eager to learn and to contribute to the learning process. They are quick to follow instructions and want to help each other, so their learning moves on quickly and successfully.
- Around the school, pupils are polite and courteous to staff and each other. They appreciate the equipment they have to play with and use this cooperatively. Parents, carers and staff agree with the pupils that behaviour is good. School records show that behaviour has improved. There are few exclusions.
- Pupils know the difference between teasing and bullying. They have confidence in the teachers to deal with the very few cases of bullying that occur.
- The school's work to keep pupils safe and secure is good. Leaders make access to the building secure and staff are rigorously checked before appointment. Pupils feel safe at school, and parents and carers agree that they are safe. Pupils learn how to remain safe outside school, and the older pupils understand cyber bullying and how to keep safe on the internet.
- Vulnerable pupils are very well cared for. They are well supported in lessons and their personal and learning needs are well met. This support enables them to make good progress.
- The school has taken effective action to improve attendance, which has risen considerably in the current year.

**The leadership and management are good**

- Improvements in the quality of teaching and pupils' achievement show that the school has capacity to go further forward. Issues from the previous inspection report have been successfully addressed.
- Staff are increasingly being held to account for their areas of responsibility. A recently introduced tracking system of pupils' progress and attainment is giving leaders greater clarity on where to focus efforts for improvement. Improvement in pupils' progress in mathematics has been achieved.
- Leaders below senior level have a thorough understanding of the strengths and the priorities for development in their areas of responsibility. Improvements in mathematics are impressive.
- The curriculum is wide-ranging and well matched to the pupils' learning needs and interests. There are many school clubs and trips and these make a very positive contribution to the pupils' personal development.
- Teachers' performance is suitably managed in most respects. Training enables teachers to develop their teaching skills, and leaders link teachers' performance to salary advancement. However, the targets set for teachers to improve their work are not focused sharply enough on improving pupils' writing.
- The school is making increasing use of partnerships with local schools for mutual support in successfully improving the quality of teaching.
- The leadership in the Early Years Foundation Stage is good. Leaders have a good knowledge and understanding of the information about how well the children are learning. Consequently, teaching effectively focuses on the priorities for children's development.
- The local authority has provided effective support and challenge for the school, including training for governors. This has helped the school make considerable improvements.
- The primary school sports funding is used well. A specialist sports coach is employed who provides opportunities for pupils to experience a wide range of sports. Teachers are helped to develop their own skills in teaching physical education and sport. Sport has gained a higher profile in the school. There is a wider variety of sports played at the school and increased participation in sporting events.
- All staff and most parents and carers who expressed a view are positive about how well the

school is led and managed.

- Safeguarding meets statutory requirements, and evidence shows incidents are dealt with swiftly and effectively.

■ **The governance of the school:**

- The governing body is well led and has a good range of expertise. Governors ensure prudent management of the budget and are aware of future restraints. They have an accurate perception of the quality of teaching.
- Governors know how the pupil premium and the primary school sports funding are spent, and the success that these have brought to pupils' academic and social development.
- Governors have a good knowledge and understanding of information on how well the pupils are achieving. However, they have not challenged the school often enough about pupils' progress in writing.
- Governors understand and approve the school's arrangements for reviewing teachers' performance and the link to the national Teachers' Standards and pay.

## 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

<b>Unique reference number</b>	115526
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	431085

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>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tigre Coleman
<b>Headteacher</b>	Mrs Jill Brookes
<b>Date of previous school inspection</b>	15 May 2012
<b>Telephone number</b>	01453 811220
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