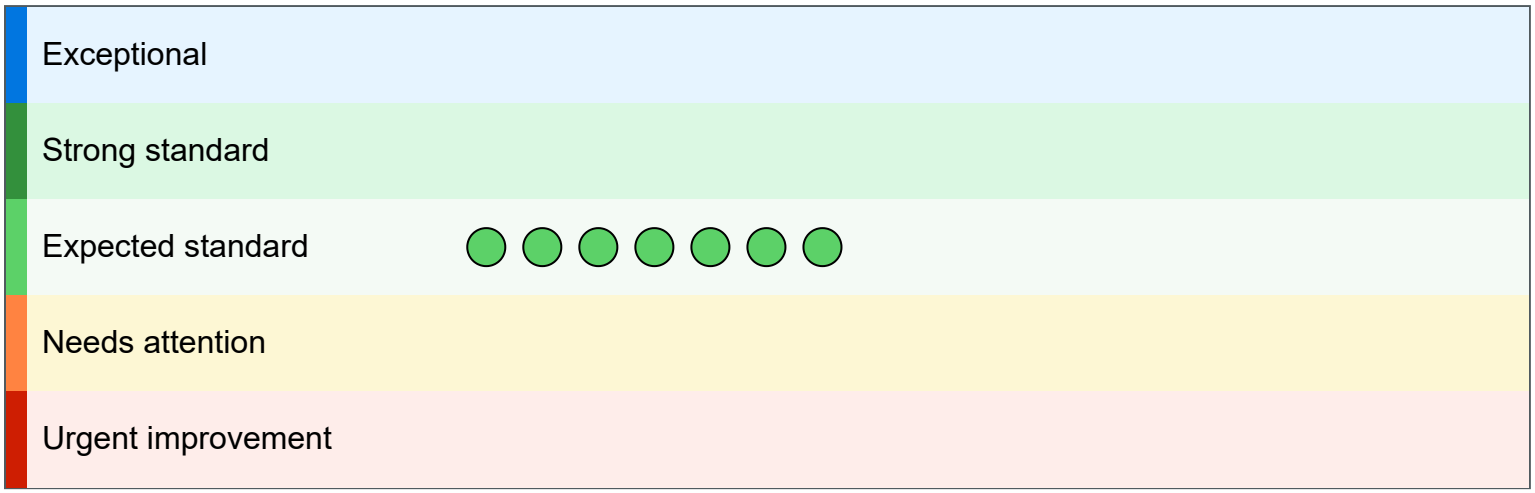
Sharneyford Primary School

Address: Todmorden Road, Bacup, Lancashire, OL13 9UQ

Unique reference number (URN): 119192

Inspection report: 1 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Typically, the school prepares pupils well for their next stage of education. Over time, pupils, including pupils with special educational needs and/or disabilities and disadvantaged pupils, learn the key knowledge that they need in reading, writing and mathematics. Pupils remember what they learn in other subjects such as science. They use subject-specific vocabulary to show an in depth understanding of key concepts such as magnets and electricity. Pupils explain how practical experiences help them remember key ideas and bring their learning to life.

If pupils have any gaps in their learning, staff typically make sure that these are closed through focused and effective support. For example, teachers check pupils' understanding regularly and adjust their teaching to support pupils who need extra help. Pupils with special educational needs and/or disabilities and disadvantaged pupils generally achieve well. Although pupils' outcomes in national tests fluctuate over time, in part due to a relatively small number of pupils in each year group, current pupils' achievement is typically positive.

Attendance and behaviour

Expected standard

Pupils' attendance in recent years has been below national figures. Leaders have taken effective steps to improve attendance. As a result, attendance is now broadly in line with national averages. Leaders track patterns of attendance carefully and work with parents and carers to offer support which is successful in improving the attendance of some pupils who were persistently absent. Leaders work closely with families. This has helped several pupils return to more regular attendance. Leaders have strengthened systems further this year. This work now needs time to embed so that attendance continues to improve.

Pupils typically show positive attitudes to learning. Leaders set clear expectations for behaviour and staff apply these consistently. Pupils understand the rules and routines and usually meet them well. Relationships between staff and pupils are warm and respectful. This supports positive behaviour in lessons and at social times. Pupils engage well in their learning and show pride in their work. Bullying is rare and pupils are confident that, should it happen, staff would deal with any concerns quickly and effectively. The school does not tolerate discrimination or unkind behaviour. Pupils who need additional support, including pupils with special educational needs and/or disabilities, benefit from sensitive and well-considered adjustments that help them participate fully in school life.

Curriculum and teaching

Expected standard

Leaders have designed an ambitious curriculum which clearly identifies the important knowledge and vocabulary that pupils need to learn. References to local history ensures that the curriculum is relevant to pupils. For example, pupils learn about the vital role that this rural area of the country played in housing large numbers of evacuees during the Second World War. Communication, reading, writing and mathematics sit at the core of the curriculum. Early reading is generally taught well, and most pupils become confident, fluent readers.

Leaders have developed staff's knowledge and skills through targeted training. They ensure that staff adapt the curriculum successfully to teaching the mixed-age classes. As a result, teachers typically deliver the curriculum well. They adapt learning to meet pupils' differing needs. This helps to ensure that pupils with special educational needs and/or disabilities learn alongside their peers. On occasion, pupils' errors in letter formation, handwriting and spelling are not identified promptly enough. When this happens, pupils do not develop fluency in writing as quickly as they could.

Pupils generally recall what they have learned. This includes older pupils who build secure knowledge across a range of subjects over time. Typically, teachers design learning activities which are well matched to pupils' needs and abilities. However, at times, the activities that teachers design do not help pupils to learn the curriculum as well as they could.

Early years

Expected standard

Children in the early years get off to a positive start. The school builds effective partnerships with parents and carers. Staff have warm relationships with children and provide effective care and support. Children settle into school life quickly as a result. Established routines enable children to know what is expected of them each day. Staff consider children's starting points and typically identify and address any gaps in knowledge or barriers to learning.

The curriculum is clearly sequenced and identifies the key knowledge that children need to secure so that they build knowledge over time. Leaders ensure the early years meets statutory requirements, and that children are typically well prepared for the next stage of their education.

Activities are generally planned carefully and provide purposeful opportunities for children to extend their learning. Staff identify speech and language needs early so that children receive timely support to catch up. Children benefit from high-quality interactions with adults who use questioning and modelling effectively to deepen children's learning. Children use subject-specific language that they have learned confidently in their play. Phonics is taught well and children apply their knowledge when reading, developing fluency and confidence.

The environment is calm and purposeful. Routines are well established. The outdoor area is designed thoughtfully and supports pupils' sustained engagement and resilience. Children make choices and demonstrate growing independence. Staff ensure children feel safe, supported and happy.

Inclusion

Expected standard

Leaders are committed to ensuring all pupils are included in every aspect of school life. Pupils with special educational needs and/or disabilities (SEND) and those pupils who are disadvantaged learn alongside their peers and have access to the full curriculum with appropriate support.

Leaders ensure that staff receive appropriate training to support pupils, including pupils with SEND and disadvantaged pupils. This means that pupils' needs are generally met, and barriers to learning are reduced. Leaders make timely referrals to other professionals where

required. This enables staff to support pupils more effectively through specialist guidance. Parents and carers appreciate the regular information they receive about their children's progress.

Leaders provide staff with the practical advice and guidance they need to adapt their teaching to meet the needs of pupils with SEND. The specific support for pupils with SEND is well documented on support plans. This information is communicated clearly so that all staff are aware of the help these pupils need.

The school uses the additional funding it receives for disadvantaged pupils effectively to prioritise their academic achievement and wider opportunities. Disadvantaged pupils are enabled to access all the opportunities the school offers.

Leadership and governance

Expected standard

Leaders, including governors, have a clear vision for all pupils to achieve well and to thrive. They know the school's strengths and work together on the areas which need to improve. Leaders prioritise a community approach that ensures pupils feel safe, secure and valued. Leaders and staff nurture positive relationships with families. This helps to create a culture where everyone is included.

Governors have an accurate understanding of what the school does well and what it needs to improve. Governors provide appropriate support and challenge to ensure that the school continues to improve. They understand their statutory duties, including managing resources effectively and overseeing safeguarding arrangements. Positive partnerships between school leaders, governors and the local authority support school improvement. Governors carry out their statutory duties effectively.

Leaders provide high-quality training for staff based on current research. Staff benefit from a range of training opportunities that help them meet the needs of the increasing number of pupils with more complex needs. They maintain clear oversight of how well pupils, including those who are disadvantaged, those with special educational needs and/or disabilities and those who are known or previously known to social care are supported to achieve.

Leaders create a supportive environment where staff feel valued and listened to. Leaders are approachable and make decisions in the best interests of pupils. This contributes to a positive working culture. Parents and carers speak highly of the support that the school provides. They recognise and appreciate the improvements brought about by the leadership team.

Personal development and wellbeing

Expected standard

Leaders ensure that the school's curriculum for personal, social and health education is ambitious and carefully planned. Staff are well trained to deliver the content of the curriculum effectively. Pupils learn about risks to their safety and wellbeing they are likely to encounter. This includes learning how to keep themselves safe online and offline.

Pupils gain an understanding of healthy relationships through the carefully constructed relationships and sex education programme. Older pupils learn about the physical and

emotional changes which will happen to them during puberty. They gain an age-appropriate understanding of the concept of consent. Pupils learn strategies to help them if they feel anxious or worried, such as how to relax and be calm through yoga and mindful colouring.

Leaders' work to promote diversity ensures that pupils respect those of a different race, faith or culture. Pupils feel accepted and valued. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged. Pupils learn about the importance of fundamental British values. For example, they talk confidently about respect and tolerance. They say that everyone is welcome at Sharneyford.

A range of enrichment activities enhance pupils' experiences. They develop their talents and interests through sports clubs including cross country, orienteering, foot golf and other fun physical activities designed to boost physical and mental health. However, leaders could further enhance this offer through planned activities which broaden pupils' cultural lives and deepen their knowledge of, and appreciation of, the arts. Leaders plan experiences to enhance pupils' lives and make their time at primary school memorable. These include regular outdoor learning sessions which help to foster team building, creativity and communication skills. Pupils in key stage 2 benefit from a residential visit which is designed to forge strong bonds with their peers and build resilience. Leaders use additional funding to ensure that disadvantaged pupils do not miss out on any of these experiences.

What it's like to be a pupil at this school

Pupils and children in the early years are welcomed into school each day by staff who know them and care for them. Pupils settle quickly into familiar routines. This helps learning to begin promptly. Most pupils come to school regularly and understand the importance of regular attendance. Pupils are safe and they know that leaders and staff are there to listen and help if they have any worries.

Pupils know the school’s values, which include resilience and kindness. These are part of everyday school life where pupils typically work hard and are kind. Older pupils take on responsibilities. They look out for the younger children and ensure that no one is left out. In lessons, pupils typically focus well. They demonstrate enthusiasm for learning. Inclusion is a priority in this welcoming school. Pupils with special educational needs and/or disabilities receive appropriate support to progress well from their starting points. They learn and play alongside their peers and develop a sense of belonging. A range of interesting trips, visitors and assemblies help pupils learn about the wider world. They learn the importance of becoming caring and helpful citizens.

Pupils treat one another with respect. The school offers appropriate support to pupils who struggle to control their emotions. As a result, there is very little disruption to lessons. Pupils, and children in the early years, thrive in a harmonious atmosphere. If bullying does occur, pupils know staff will swiftly address it. Playtimes are fun, active and a chance for pupils to develop their social skills and build friendships.

Parents and carers value the care the school provides. They reflect positively on the kindness and nurture that their children receive. Parents feel part of their children's education and value their partnership with the school.

Next steps

- Leaders should strengthen the precision of checks on learning and the impact of feedback so that misconceptions in pupils' foundational knowledge are identified and addressed promptly, enabling all pupils to achieve as well as they could, particularly in letter formation, handwriting and spelling.
- Leaders should ensure that staff consistently design activities which build on prior knowledge and provide purposeful opportunities for pupils to rehearse and apply key concepts. This will help pupils to deepen their knowledge and understanding over time.
- Leaders should further enhance the personal development programme to enable pupils to access a range of experiences which develop their cultural lives and deepen their knowledge of, and appreciation of, the arts.

About this inspection

The chair of governors at this school is Mark Lord.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and the acting deputy headteacher, as well as other leaders.

The lead inspector also spoke with representatives of the governing body and the local authority.

Inspectors met with a range of staff.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

Inspectors carried out learning walks across the school in a range of subjects and reviewed pupils' work. They met with groups of pupils and observed social times.

Inspectors examined a range of school documents, including those related to the curriculum, school improvement, safeguarding, behaviour, attendance and governance.

The inspectors confirmed the following information about the school:

The school provides breakfast and after-school club provision for pupils.

The school does not currently use any alternative provision.

Headteacher: Mrs Sarah Smith

Lead inspector:
Cleone Cunningham, His Majesty's Inspector

Team inspector:
Cath Cooke, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 1 July 2026

School and pupil context

Total pupils

63
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

70
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.87%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.35%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.70%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25 (final)	30%	62%	Below
2023/24 (final)	78%	61%	Above
2022/23 (final)	50%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25 (final)	60%	75%	Below
2023/24 (final)	89%	74%	Above
2022/23 (final)	60%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (final)	50%	72%	Below
2023/24 (final)	89%	72%	Above
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	73%	Below
2024/25 (final)	50%	74%	Below
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	50%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.5%	5.2%	Above
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.4%	13.0%	Close to average
2023/24 (3 term)	5.6%	14.6%	Below
2022/23 (3 term)	14.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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