

# Sharneyford Primary School

## Inspection report

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<b>Unique Reference Number</b>	119192
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339378
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Denise Shields

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carol Gooder
<b>Headteacher</b>	Mrs Elizabeth Stevens
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Todmorden Road Bacup Lancashire OL13 9UQ
<b>Telephone number</b>	01706 873955
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons or parts of lessons and these visits included the observation of four teachers. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. In addition, 35 parents' and carers' questionnaires and a representative sample of questionnaires returned by pupils and staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment, learning and progress of all pupils in mathematics
- the impact of programmes to accelerate pupils' progress
- the rigour of systems to track pupils' attainment and progress
- the effectiveness of shared leadership in driving the school's improvement.

## Information about the school

This school is much smaller than average size. A below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who are assessed as having special educational needs and/or disabilities is broadly average, while the proportion who have a statement of special educational needs is higher than average. Almost all pupils are of White British heritage. The number of pupils in each year group is small and there is a gender imbalance in most years. All pupils are taught in mixed-age classes. A significant minority of pupils do not start their education at Sharneyford, but join the school in Key Stage 2. The school has gained Healthy Schools status and the Eco-Schools bronze award. Since September 2009 the school has been without a substantive headteacher. It is led by an acting headteacher on secondment from a local school.

**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. Outstanding care, guidance and support ensure that pupils feel extremely safe. A typical view reported by the overwhelming majority of pupils is: 'This is a very friendly school. Everyone gets along with each other and adults take very good care of us.' Pupils' behaviour is outstanding. Those pupils whose circumstances make them the most vulnerable and those with special educational needs and/or disabilities receive tremendous support. Excellent partnerships with schools locally, the community and with external agencies help to raise pupils' aspirations and the quality of their learning.

Leadership and management are effective. In this very small school they are equally distributed among all teachers, who share the headteacher's commitment, enthusiasm and pursuit of excellence for the school. There is a clear, common vision for the future. Self-evaluation is thorough, honest and accurate and, as a consequence, the correct priorities for improvement are identified and carefully pursued. The impact of actions taken to tackle key priorities is robustly evaluated. This has a positive impact on outcomes for all groups of pupils. Areas for improvement identified at the time of the previous inspection have been successfully addressed. As a result, the school demonstrates a good capacity for sustained improvement.

As a result of good, and sometimes outstanding, teaching and a good curriculum pupils' learning and progress are good overall. Children get a good start to their education in the Early Years Foundation Stage. Indoors, learning areas are well resourced and this aids children's development. However, the position of the bright and attractive outdoor area is not readily accessible from indoors and insufficient opportunities are planned each day for children to learn outdoors so they can extend their skills and knowledge in all areas of the curriculum. Children enter Reception typically with skills that are in line with those expected for their age, but this can vary because of the small numbers starting each year. By the end of Year 6, pupils' attainment is broadly above average in English, mathematics and science, including the proportion of pupils who attain higher levels. In Years 3 to 6, taking account of each individual pupil's need, ability and start point at school, progress for all groups is good. This represents good achievement. In Years 1 and 2 pupils make satisfactory progress. This is largely because expectations of what pupils can achieve are not always high enough and work does not consistently match their needs and abilities, particularly the more able.

### What does the school need to do to improve further?

- By 31 July 2011 increase the rate of progress made by pupils in Year 1 and 2 by

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ensuring that:

- teachers have high expectations of what pupils can achieve, and precisely tailor tasks to pupils' needs and abilities, in particular for the more able.
- By 31 December 2010 make better use of the Early Years Foundation Stage outdoor area by ensuring that:
  - more opportunities are created to use the area each day
  - sufficient resources are available outdoors, so that children can choose activities themselves in all areas of learning.

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

Almost all pupils say they enjoy their lessons. Nearly all are well motivated and concentrate on their tasks. Most pupils, particularly in Years 3 to 6, work enthusiastically with a partner or in groups and this is helping them to become confident and mature learners. All pupils, even the very youngest, are keen to help and support each other. This has a positive impact on their achievement and enjoyment of learning. When activities are challenging or practical and when work is closely tailored to their ability, pupils' attention is captured; consequently, they become engrossed in learning and their progress is good. In Years 1 and 2, however, progress is satisfactory because sometimes work is too easy, especially for the more able.

Typically, pupils' attainment is average on entry to Year 1, with strengths in their personal and social, literacy and mathematical skills. By the end of Year 6 attainment is broadly above average, this includes the proportion of pupils who attain the higher level. Attainment varies from year to year because of the small numbers in each group and the wide range of pupils' differing abilities and needs, some of which are complex. By Year 6, taking account of pupils' individual start points, the achievement of all groups is good.

Pupils take on responsibility willingly. They make a good contribution to the school community through the school council. Pupils state confidently their views are listened to and acted upon and they are able to contribute to the school's improvement. Pupils' behaviour is excellent. All pupils are thoughtful and considerate and keen to help each other. It is a great credit to them how well they play together, safely but still with fun, on the two small school yards. Overwhelmingly, pupils say they feel extremely safe and know there is an adult who will help them if they are troubled. Pupils have a good knowledge of how to live healthy lifestyles. Their awareness of other cultures is developed satisfactorily.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Very secure and friendly relationships exist in all classes and pupils are not afraid to ask for help if they should need it. In the very best lessons teachers enthuse pupils through the use of very well-chosen resources and tasks. In almost all lessons the use of information and communication technology (ICT) and skilful questioning engages pupils' interest and extends their knowledge and skills. Sometimes good opportunities are provided for pupils to talk in pairs; this successfully promotes speaking and listening. For the most part, well-targeted and very effective support is given to those who need extra help with their learning. In Years 3 to 6, work is precisely matched to the needs and abilities of the different groups of pupils. However, in Years 1 and 2, sometimes expectations of what pupils can achieve are not sufficiently high and tasks are not always well matched to pupils' needs and abilities, particularly the more able. In many instances, marking is helpful and provides constructive comments to help pupils improve, but this is not consistently so in mathematics. Pupils say that their learning targets, particularly in writing, help them to understand how well they are doing and how to improve their work.

The curriculum is carefully adjusted to meet the requirements of pupils with special educational needs and/or disabilities. Pupils have many opportunities to practise their literacy and numeracy skills, and those to increase their ICT skills are increasing. Intervention programmes to boost pupils' progress in literacy and numeracy have been successful so that progress is accelerating and attainment rising for the pupils involved. Very good provision is made for the personal, social and health education of pupils. The very wide range of activities beyond lessons and the themed weeks are

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greatly enjoyed by pupils.

Exceptionally high levels of care, guidance and support are present throughout the school. Special emphasis is placed on knowing all pupils individually. 'The staff provide a very friendly, inclusive environment and get to know each child personally,' is a typical view expressed by many parents and carers. There is excellent support for individuals and groups whose circumstances make them vulnerable, which has led to noticeable improvements in their self-esteem, confidence and access to the curriculum. Arrangements to help pupils move from year group to year group and then onto secondary school are very good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides astute leadership. Among the small staff, teamwork is strong. The very high return of questionnaires from staff indicates they feel that they are valued members of the school community. Leadership is shared; it is open, self-critical and reflective. Leaders make effective use of the well-established, robust system to monitor and evaluate the work of the school in order to drive improvements. The supportive governing body is increasing its capacity to hold the school to account but is not actively involved in assuring the quality of provision. The school complies with statutory requirements for safeguarding, health and safety, and child protection. Day-to-day procedures are clear and rigorous, but a few policy documents are out of date; the school has clear plans to address this. Management systems to track the progress made by pupils over time are robust and easy to access and interpret. Consequently, leaders are able to identify potential underachievement in order to target improvement strategies quickly.

Good arrangements promote equal opportunity and help the school to tackle any discrimination. A notable strength is the inclusion of those pupils with special educational needs and/or disabilities in all aspects of school life. They often succeed at Sharneyford when they have experienced difficulties at other schools. The many positive views expressed by parents and carers, pupils and staff confirm this. Relationships with the overwhelming majority of parents and carers are good. Many parents and carers are involved in their children's learning and well-being and in the life of the school. Community cohesion has strengths in pupils' involvement in the local community but pupils' contribution to the wider and global community is less evident. Excellent

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partnerships, particularly with external agencies and other schools, help to raise the quality of pupils' learning. These partnerships also provide plentiful opportunities for staff to undertake a good range of training in order to improve their expertise, which they value.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

As a result of good teaching and learning, children make good progress. By the time they enter Year 1, children are working securely within the expected levels for their age, with a few above, particularly in their personal and social, reading, writing and mathematical skills. This lays a secure foundation for the development of children's future learning. Close liaison with parents and carers ensures that children settle quickly to daily routines. Children behave extremely well and play and learn happily together. Indoors, planned activities have an appropriate balance between those that children can choose themselves and those led by an adult. Very occasionally, however, adults do too much for children and, as a result, this inhibits children's opportunity to become more independent. The outdoor area is not easily accessible from indoors and is underused. This holds back the chances children have to extend their skills and knowledge in all areas of the curriculum outdoors. Children are safe and well cared for and all welfare procedures are in place. Careful assessments of children's progress and achievements are made and used effectively to adjust future planning. The leadership and management of the Early Years Foundation Stage are good. Teamwork is strong. Leaders have a clear view of what to do next and suitable plans to develop the phase further.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Inspectors received questionnaire responses from approximately half of parents and carers. The vast majority are happy with their children's experience at school. They also indicate that their children enjoy school and that the school keeps their children safe. Inspection evidence supports these positive views. While most expressed a positive view, a few parents and carers consider that the school does not keep them informed of their children's progress. Inspectors found that the school provides a good range of information and plentiful opportunities for parents and carers to discuss their children's progress. Although a few parents and carers judge that their children are not making enough progress, most expressed a positive view. Inspectors found that pupils make good progress in Reception and Years 3 to 6 but that progress in Years 1 and 2 is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sharneyford Primary 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	71	8	23	2	6	0	0
The school keeps my child safe	25	71	7	20	2	6	0	0
The school informs me about my child's progress	16	46	14	40	4	11	1	3
My child is making enough progress at this school	18	51	14	40	1	3	2	6
The teaching is good at this school	21	60	12	34	2	6	0	0
The school helps me to support my child's learning	19	54	13	37	2	6	1	3
The school helps my child to have a healthy lifestyle	20	57	14	40	1	3	0	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)	19	54	14	40	0	0	2	6
The school meets my child's particular needs	20	57	13	37	0	0	2	6
The school deals effectively with unacceptable behaviour	24	69	9	26	2	6	0	0
The school takes account of my suggestions and concerns	19	54	13	37	2	6	0	0
The school is led and managed effectively	20	57	13	37	2	6	0	0
Overall, I am happy with my child's experience at this school	23	66	10	29	1	3	0	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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



25 June 2010

Dear Pupils

Inspection of Sharneyford Primary School, Bacup, OL13 9UQ

I am writing to thank you for the warm and friendly welcome you gave me when I came to inspect your school. Sharneyford is a good school and some aspects are outstanding. These are some of the things I found out.

- You told me that adults take excellent care of you and help you learn about healthy lifestyles and how to keep safe. I agree.
- Your behaviour is excellent and you enjoy learning.
- I agree with all of you who told me you have lots of exciting activities after lessons, as well as interesting visits and themed weeks that you take part in, and these help you learn many new things.
- In Years 3 to 6 you all make good progress and attain standards that are broadly above average by the time you leave school.
- In Years 1 and 2 your progress is satisfactory. I have asked your teachers to ensure that work is always just at the right level to help you learn more quickly. You can help too by always concentrating and trying your very best.
- Children in the Reception class also make good progress. They can choose lots of activities to do inside but are not able to use the outside area very often. I have asked your teachers to ensure that the outside area can be used a lot more and to provide extra equipment to make it an even more exciting place to learn.
- Your headteacher and all the teachers work closely together and check the school's work carefully so that improvements can be made.

I know you are all proud of your school, so please keep working hard and also look after the vegetables and flowers in your new garden.

Yours sincerely

Mrs Denise Shields

Lead inspector

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