

Sharley Park Community Primary School

Inspection report

Unique Reference Number	135498
Local Authority	Derbyshire
Inspection number	343812
Inspection dates	14–15 July 2010
Reporting inspector	Susan Walsh

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	330
Appropriate authority	The governing body
Chair	Peter Riggott
Headteacher	Geoff Leyland
Date of previous school inspection	Not previously inspected
School address	Pilsley Road Danesmoor Chesterfield
Telephone number	01246 864833
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons taught by 12 teachers, and held meetings with governors, pupils and staff. They observed the school's work, including the school improvement plan and samples of pupils' work, and analysed responses to 82 parental questionnaires.

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

current rates of progress in writing in Key Stage 1

- current rates of progress for average and more able pupils in Key Stage 2 in English and mathematics
- the match of work to pupils' needs when they are taught in ability sets and the use of assessment to support learning
- the impact of leadership and management on raising attainment and boosting progress.

Information about the school

The school opened in April 2009, bringing together staff and pupils from two local infant schools and a junior school in a brand new building. Additional staff, including the headteacher, were appointed when the new school opened. Most pupils are from White British backgrounds. An above average proportion of pupils have special educational needs and/or disabilities and the school caters for some pupils with complex emotional and social needs as well as a small number with physical disabilities. The school offers wrap-around care, including a breakfast club and after school club. As this provision is not registered with Ofsted, they are not allowed to provide for children who are under five.

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?

3

The school's capacity for sustained improvement

2

Main findings

Sharley Park Community School is a satisfactory school that is rapidly improving. Already many areas of its work are good and the care, guidance and support it offers its pupils are outstanding. The headteacher has inspired staff and rapidly facilitated a very strong team spirit and a shared ambitious vision. Pupils, parents, staff and governors all share a sense of pride in the school because they know the well-being of each and every child is at the heart of the school's work. The school caters for many potentially vulnerable pupils but ensures that they are carefully nurtured so that they gradually start to overcome their difficulties. Pupils have a very enjoyable time at school because of a good curriculum that provides many interesting things to do. They feel exceptionally safe, know a great deal about how to keep healthy, and their behaviour is outstanding. Although pupils' spiritual, moral and social development is excellent, their cultural development is weaker. Staff recognise that pupils do not have sufficient depth of understanding of the cultural diversity of the United Kingdom.

Children get off to a good start in the Reception class although not enough is done to boost their writing skills. Unvalidated data and pupils' current work indicate that attainment at the end of Year 2 has improved significantly and is now similar to the national average in reading and mathematics. Attainment in writing is still below average. Pupils in Key Stage 2 still have some gaps in their learning. As a result, attainment by the end of Year 6 is low. Weaknesses in pupils' writing include inaccurate spelling and punctuation and issues with sentence construction. Pupils also sometimes struggle with simple calculations. There is a determination to address this low attainment through the effective use of booster classes as well as good quality teaching. Lessons are well structured and interesting and teachers are especially good at checking pupils' learning in lessons. Occasionally, when pupils are taught in ability groups in Key Stage 2, the work set is not finely matched to their needs. In a few instances academic targets are not used as a tool to help pupils become aware of what they need to do to move to the next National Curriculum level. Nevertheless, throughout the school, pupils make good progress and attainment is improving in Years 3 to 5; therefore, achievement is satisfactory.

Self-evaluation is rigorous and pinpoints exactly where the school needs to improve. The way that the school has quickly become a vibrant community with high aspirations, including a steadfast commitment to developing the best education for every pupil, indicates a good capacity to improve further.

What does the school need to do to improve further?

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- Raise attainment in writing by
 - developing provision for writing in the Reception class
 - improving the precision of pupils' spelling, punctuation and sentence construction
 - ensuring that pupils' academic targets show them exactly what they need to do to achieve the next National Curriculum level.
- Improve pupils' mathematical skills by
 - enhancing pupils' ability to manipulate number, including developing fluency with number bonds and times tables.
- Enhance the quality of teaching in Key Stage 2 by ensuring that the work set is consistently finely matched to pupils' individual needs, including when they are taught in ability groups
- Develop pupils' understanding of the diversity of cultures in the United Kingdom by providing more opportunities for pupils to meet others from backgrounds different to their own.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

When pupils join Year 1, their skills are well below those expected for their age. In 2009, after the school had been open for a matter of weeks, attainment at the end of Year 2 was low but, after operating as a school for only a year, the school has raised attainment at the end of Year 2 to average. Although attainment in writing at the end of Year 2 did not improve at the same rate as attainment in reading and mathematics, the school is rigorously tackling this and booster groups are being used to successfully accelerate pupils' progress in writing before they join Year 3.

Pupils work very hard in lessons. In Key Stage 2, they are keen to improve their writing by adding more adjectives and adverbs but often make mistakes in basic punctuation and spelling. Although they produce a good volume of writing, their work does not always make sense because they make simple mistakes in sentence construction and grammar. In mathematics lessons, some pupils find mental arithmetic and other calculations challenging because they have not developed fluency with number bonds and times tables. The school is not complacent about this situation and is rigorous in its efforts to address low attainment through good teaching and extensive support programmes. This has resulted in pupils making good progress and their achievement being satisfactory. The support offered to pupils with special educational needs and/or disabilities is outstanding, with each pupil receiving daily support from a key worker. Consequently, they make excellent progress in their personal development and good progress academically.

Assemblies are exceptionally uplifting and well delivered. They have been pivotal in

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bringing together the school community and establishing an ethos where all children know that they are highly valued and that they can succeed. Pupils are very active and are extremely knowledgeable about healthy lifestyles. For example, a small group of older boys is currently enthusiastically organising and marketing a healthy tuck shop. Pupils make an exceptional contribution to the school community in many ways, including tending the very attractive flowerbeds outside each classroom, being part of the extremely active school council, and eagerly leading activities at breaks. However, they have fewer opportunities to contribute to the local community. The majority of pupils attend school regularly but erratic attendance holds back the progress of a small number of children. The school is working hard to raise the aspirations of pupils. This includes taking them and their families to visit local universities. Although pupils are held back by low attainment, their determination and enthusiasm, combined with very strong personal development and good academic progress, indicate that they are satisfactorily equipped for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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?

¹ 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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Teaching is consistently good in Key Stage 1 but there is a small amount of teaching in Key Stage 2 that is satisfactory rather than good. Teachers are particularly effective at ensuring that there is good range of strategies in lessons that keep pupils interested and involved. Good relationships mean that pupils are becoming increasingly confident in their ability to succeed. Questioning is used very well, both to check learning in lessons and to move on pupils' understanding. Although pupils are taught in ability groups, frequent measurement of pupil's attainment and progress means that pupils move seamlessly between groups and are always in the group where they can achieve the most success. Teachers in Key Stage 1 use assessment particularly well to ensure that work is very carefully matched to each pupil's needs within the ability group.

Consequently those who find learning difficult are never left behind and there is plenty of challenge for the more able pupils in the set. In the good lessons in Key Stage 2, the work is also well matched to pupils' individual needs. Where teaching is occasionally satisfactory in Key Stage 2, it is because teachers are not always quite as rigorous when taking into account the needs of individuals within an ability set. Marking in English books gives pupils very clear guidance on how to improve their work but occasionally this good practice is not used to underpin the use of academic targets.

The curriculum is highly effective in promoting pupils' personal development and the nurture group is particularly successful in helping pupils to develop their social skills. There is a strong focus on literacy, numeracy and information and communication technology (ICT) and a wide range of intervention strategies focused on raising attainment. Nevertheless, some weaknesses remain in pupils' basic skills that are still to be addressed. Extensive links with the local sports partnership and clubs mean that pupils have ample opportunities to take part in sport. Lunchtime activities such as dance are enthusiastically embraced by pupils and involvement with activities led by young leaders has a very positive impact on pupils' behaviour at lunchtime.

Care, guidance and support of an outstanding quality make certain that pupils feel very safe and secure. The school's work in supporting children and their families is exceptional. The school works very closely with many agencies and this ensures that pupils whose circumstances make them potentially vulnerable and their families have access to the support they need. This high quality care is enhanced by access to the breakfast club and after school club. Excellent cooperation with secondary schools helps to make certain that pupils feel confident about moving on at the end of Year 6. A close eye is kept on pupils' attendance and, whilst parents are strongly encouraged to bring their children to school regularly, they are also offered additional help if their personal circumstances have adversely affected their children's attendance at school.

These are the grades for the quality of provision

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

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

Good leadership and management have ensured that low attainment is being addressed by raising expectations and aspirations. As a result, pupils are starting to catch up and narrow the gap caused by past underachievement. The quality of teaching and learning has been carefully monitored and teachers are actively encouraged to develop their skills. The headteacher's analysis of data about pupils' progress is painstaking and pinpoints pupils who are underachieving. However, this data is complex and not readily accessible to other members of staff. This restricts the development of management skills amongst subject coordinators and other middle leaders.

Good governance is contributing to school improvement because the governing body is not afraid to ask challenging questions and act as a critical friend. They have ensured that procedures for safeguarding are good, particularly the identification of and support for potentially vulnerable pupils. Good partnerships, especially those with the local authority, have supported improvements, particularly in mathematics. The way that gender stereotypes have been challenged and girls have been encouraged to become more confident illustrates the school's good commitment to promoting equal opportunities and challenging discrimination. The school plays an important role in the local community and is, in itself, a very cohesive community where pupils mix well and support each other. However, the school knows that there are few opportunities for children to mix with others from different backgrounds than themselves, restricting their contribution to cultural development beyond the local neighbourhood.

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	2
The effectiveness of the school's engagement with parents and carers	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

When children join the Reception class, their skills are well below those expected for their age. They make good progress, particularly in developing their personal qualities, although their progress in writing is not as rapid. They quickly gain confidence and become increasingly independent, playing well on their own and with others. The provision for Early Years Foundation Stage is well organised and there is a good range of activities which are based on exciting topics such as the seaside and which successfully capture the children's interest. There is a good balance between activities that children choose for themselves and those that are led by adults. Good quality adult support for imaginative play - for example, by pretending that children are at the seaside buying ice creams and candyfloss - successfully encourages children's language development. Good leadership and management have resulted in good quality provision being rapidly established, including high standards of care. A good understanding of how young children learn has been quickly developed but not enough has been done to ensure that assessments of children's skills made at the beginning and end of the Reception Year are completely accurate.

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

Parents are absolutely delighted with the quality of provision offered by the school. Although they find all the staff approachable they are particularly impressed by the headteacher, whom several describe as an 'exceptional' leader. They know that their views are listened to and, when appropriate, acted upon. Parents are confident that their children are extremely well supported and say that their children have come on in 'leaps and bounds' since they have joined the school. Parents of pupils with special education needs and/or disabilities report that the level of support received by their children has been excellent. Inspectors agreed with parents' positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sharley Park Community 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	76	20	24	0	0	0	0
The school keeps my child safe	65	79	16	20	0	0	0	0
The school informs me about my child's progress	52	63	29	35	0	0	0	0
My child is making enough progress at this school	60	73	21	26	0	0	0	0
The teaching is good at this school	69	84	13	16	0	0	0	0
The school helps me to support my child's learning	59	72	23	28	0	0	0	0
The school helps my child to have a healthy lifestyle	48	59	34	41	0	0	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)	56	68	26	32	0	0	0	0
The school meets my child's particular needs	59	72	23	28	0	0	0	0
The school deals effectively with unacceptable behaviour	58	71	24	29	0	0	0	0
The school takes account of my suggestions and concerns	53	65	28	34	0	0	0	0
The school is led and managed effectively	64	78	18	22	0	0	0	0
Overall, I am happy with my child's experience at this school	67	82	15	18	0	0	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). 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">■ 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.



16 July 2010

Dear Pupils

Inspection of Sharley Park Community Primary School, Chesterfield,
S45 9BN

It was a pleasure to visit your school. We really enjoyed talking to you all and listened very carefully to what you had to say. We were very impressed by your excellent behaviour and the way you all had such good manners and were so helpful. You are clearly very proud of your new school and we can understand why. It is a satisfactory school but it is getting better every day. It has many good features and some outstanding ones. It is clear that you have a brilliant time at school because of all the exciting things you have to do. I enjoyed listening to the brass band concert and seeing the dancing at lunchtime. The tai chi looked very calming and is helping you to coordinate your bodies. We were very pleased that you know so much about keeping healthy. You obviously really enjoy sport. Well done to 'Argentina' for winning the school World Cup and to 'England' for reaching the final.

You are making good progress in your lessons. Although your attainment is still below that of children in other schools, you are catching up. We have asked your school to help you to improve your spelling and punctuation and the way you write sentences and also to help you to improve your calculation skills. It is good to know that you appreciate your teachers and find them helpful and kind. They look after you very well indeed and help you to feel exceptionally safe. They go out of their way to get you the best possible help when things are difficult. We did notice that in some lessons children within sets sometimes complete similar work so we have asked your teachers to make sure that the work always suits everyone and is not too difficult or too easy. We have also asked them to help you gain more direct experience of the range of cultures in the United Kingdom. School leaders are working very hard and are trying to make your school into one of the very best. You can help by continuing to do your best in lessons and by always checking your writing to make sure it makes sense.

Thank you again for being such good company.

Yours sincerely

Susan Walsh

Lead inspector

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