



# Sharples Primary School & Nursery

# School Prospectus

## 2021-2022



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***Resourced for the visually impaired***



## Welcome

The journey of education is life long and we would be honoured to take a few steps on this journey with you. Our outstanding curriculum combined with our talented professionals creates a brilliant school for us all.

We are committed to providing an inclusive, happy, safe and caring learning environment where children can develop a love of learning.

We believe relationships with parents, carers and other schools make us stronger and we embrace learning opportunities.

We pride ourselves on nurturing our Sharples family and equipping our children with the skills to be aspirational, resilient and motivated citizens.

I hope that you enjoyed visiting our website and found all the information that you need.

I would strongly encourage you to visit our school and look forward to seeing you soon.

Mrs Partington  
Head Teacher

**“Sharples is place where children get off to a good start in early years and become confident and independent learners.”**

*(Ofsted 2019)*



**“A school where pupils make good progress in developing their knowledge and understanding in a wide range of subjects”  
Ofsted 2019**





## Our Vision

The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.

At Sharples  
we aim  
to...

- extend learning beyond the classroom, school walls and school day through an enhanced and enriching curriculum enabling all to reach their potential
- use the latest technologies to support and enrich learning and equip children with the skills they will need in the ever changing world in the future
- ensure that all members of the school community are safe, healthy and happy
- ensure that all children are resilient lifelong learners
- be responsible citizens and instrumental in shaping a better world
- foster respect and tolerance of each other as unique individuals



**“Pupils are well cared for. They are respectful of one another. Pupils work well together in their classes”**  
**Ofsted 2019**

## Our Values

Team Work  
Aspiration  
Resilience  
Determination  
Inclusion  
Motivation  
Respect



# Sharples Primary School & Nursery

## Our Curriculum

At Sharples we believe that pupils' learning and development should be at the heart of the curriculum; it should be broad and balanced and equip pupils with the skills necessary to succeed in life after school. Our school ethos is firmly rooted in our values and being stronger together.

Sharples' bespoke curriculum is broad and balanced taking into account our school's unique characteristics. Our curriculum is designed so that an enquiry based approach enables children to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

Our staff value the different ways in which pupils learn and plan lessons to account for these differences, cross-curricular links ensure that pupils can draw upon knowledge from different subjects and understand how they relate to each other and everyday life. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child.

Outstanding classroom environments support and enrich the children's learning experiences and celebrate their achievements. The curriculum is designed to be inclusive and ambitious for all pupils regardless of their ability or needs.

We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and teach skills essential for life after school. Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Show resilience and ability to adapt to change
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom

### Our Curriculum Intent

### Our Curriculum Implementation

### Our Curriculum Impact



**“The curriculum provides interesting and relevant opportunities for pupils to develop knowledge and skills in a wide range of subjects”  
Ofsted 2019**



## KS2 SAT's Results - 2019

At Sharples we aspire that all our children regardless of background make excellent progress throughout their primary education. Our 2019 KS2 SAT's results show that we are one of the leading schools providing a quality education for our pupils. No data for 2020 or 2021 due to the Covid 19 Pandemic.

	Reading	Writing	Maths
<b>% attaining expected</b>	80%	80%	80%
<b>% attaining exceeding</b>	37%	33%	20%
<b>Progress score (0 = average)</b>	3.3	3.5	0.8

**“Pupils enjoy their learning  
and make good progress  
across a range of subjects.”**

*(Ofsted 2019)*



## Teaching and Learning

### Nursery and Reception

The Early Years Foundation Stage has seven areas of learning and development which have been produced by government. These are used when we plan, observe and assess children and help us to make sure that every child is challenged and supported in their development and success.

There are three prime areas:

1. Personal Social and Emotional Development;
2. Physical Development;
3. Communication and Language.

There are also 4 specific areas:

1. Literacy;
2. Mathematics;
3. Understanding the World;
4. Expressive Arts and Design.

Children in Nursery and Reception benefit from both indoor and outdoor areas and experience much of their learning through play. They have time to learn as separate classes and as a shared unit enabling all children to achieve to their individual potential.

### Key Stage 1 (Years 1 & 2) & Key Stage 2 (Years 3-6)

We follow the programmes of study of the National Curriculum.

We believe that first hand experiences are very important. We use educational visits as well as inviting interesting visitors such as musicians, poets and drama groups to our school.

We are fortunate to have high quality outdoor learning provision to enhance learning across school including an allotment, Key Stage 1 landscaped outdoor classroom and a large playing field.

We encourage the children to be independent. We help them to learn to be self-disciplined, organised and to plan ahead.

### Key Stage 1

We aim to provide pupils with a solid foundation in the major areas of English, Mathematics, Science and Computing, while, at the same time, developing pupils' knowledge and skills through other curriculum areas. Emphasis is placed on English, both written and oral, so that the children learn to read fluently and with understanding. Children are encouraged to develop their handwriting skills from an early age. Basic arithmetic and a more general knowledge of Mathematics are given equal emphasis. In Science, children carry out practical investigations and become familiar with their environment.

### Key Stage 2

We recognise the importance of preparing our children well for secondary school by instilling good study habits and developing them as independent learners. Children are encouraged to make increasing use of resources to study independently.



**“Teaching across the school is of a good standard. Teachers have secure subject knowledge and typically use assessment well to plan next steps in pupils’ learning**



## Subjects

### Mathematics

Children develop their knowledge and understanding of mathematics through practical activities, exploration and discussion and problem solving. They develop their number skills, measuring skills and explore features of shape and space. They present their methods and reasoning using a wide range of mathematical language, diagrams and charts.

### English

Children develop the skills of speaking, listening, reading and writing in order to:

- Communicate with others effectively and to express themselves creatively and imaginatively.
- Be enthusiastic readers of stories, poetry and drama and non-fiction texts.
- Understand how language works by learning about spelling and grammar.
- Use what they have learned in different situations.

### Science

Children observe, explore and ask questions about living things, materials and events. They collect and analyse evidence to help them answer questions and to make links to apply what they have learned. They share ideas using scientific language, drawings, charts and tables.

### Modern Foreign Languages

Children develop the skills of speaking, listening, reading and writing in French as well as the traditions and customs of France and other French-speaking countries. Through this children are enabled to communicate with others and to express themselves in another language. They also understand some aspects of how the language works by learning about spelling and grammar and how it differs from English.

### Geography

Children are taught skills such as mapping, collecting data, observing and analysing evidence. Different localities are studied both at home and in contrasting countries. Four other themes are also studied: rivers, weather, settlements and environmental change.

### History

Children develop an awareness of the past and the ways it differs from the present. Children learn about important episodes and developments in Britain's past and also about ancient civilisations and the history of other parts of the world.

### Design Technology

Design technology enables children to learn skills and concepts and gain knowledge, which will help them in an ever changing world. They learn to identify needs, to design, make, problem solve and evaluate. Mechanisms, structures, materials, textiles, food, electrical circuits, construction kits are all part of Design Technology.

### Religious Education

Children learn about Christianity, Islam, Hinduism and Judaism. They follow the Lancashire Agreed Syllabus of Religious Education. We value our multicultural links and aim to foster an understanding and respect for other faiths.

### Music

We enjoy music at Sharples. We have regular singing assemblies and perform a wide range of songs for ourselves and for our parents. We aim to allow every child the opportunity to appreciate and enjoy a variety of music through active participation in appraising, performing and composing.

### PSHE

We build in opportunities to promote the spiritual, moral, social and cultural development of all our pupils, especially through our daily acts of Collective Worship and our Religious Education scheme or work. Children are encouraged to develop their own beliefs as well as understanding of healthy lifestyle, staying safe, being good citizens.

### Art and Design

Children are introduced to a wide variety of materials and they are taught many skills. Their artistic appreciation and understanding is encouraged. Careful observation is encouraged and specific techniques are taught. Children are encouraged to develop creative ways of expressing their ideas, thoughts and feelings.

### Computing

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. The computing curriculum at Sharples Primary School is designed to prepare our pupils for the digital world they live in and is split into the following areas:

Digital Citizenship, Digital Literacy, Information Technology and Computer Science

We use a range of technology to inspire all pupils, with our ultimate aim of creating confident, competent and discerning users of digital technology

### Physical Education

Children develop their physical skills through indoor and outdoor games, gymnastics, movement and dance. Children go swimming in Key Stage Two for one term during the Key Stage. School also gets specialist coaching from KeyPE. There are opportunities to be a member of our numerous clubs/teams.



## Extra-curricular Opportunities

At Sharples we believe that children should be given wide-ranging opportunities to develop their skills beyond the National Curriculum. In order to achieve this we provide a variety of clubs that enable children to further their interests in sports, the arts, STEM and languages. The extra-curricular offer changes on a termly basis with clubs at lunchtime and after school. We are also very lucky to have links with local schools and sports clubs who deliver specialist provision within our range of activities.



**“The school increases the opportunities pupils have to enjoy physical activity and participate in competitive sports. This provides pupils with access to a wide range of sports, including rugby, football, dodgeball and additional clubs for pupils with SEND.”**

Club Timetable Autumn 2019				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Choir</b> Years 3,4,5,6. 12.40-1.10pm	<b>Dodgeball</b> Year 5 and 6 12.15-12.40pm.	<b>Gymnastics</b> Years 1 and 2 12.40-1.10pm	<b>Archery</b> Year 6 12.40-1.10pm	<b>Tag Rugby</b> Years 3 and 4 12.40-1.10pm
<b>Creative Club</b> Years 1 and 2 12.40-1.10pm	<b>French Club</b> Years 3 and 4 12.40-1.10pm	<b>Football Training</b> Year 5 & 6 12.40-1.10pm	<b>Enso Martial Arts</b> Reception to Year 6 3.15-4.30pm	<b>Quiz Club</b> Years 5/6 12.40-1.10pm
<b>BWFC Football</b> Years 1 to 6 3.15-4.15pm	<b>Multi Skills Club</b> Year 1 and 2 3.15-4.15pm	<b>Dance Club</b> Years 3 to 6 3.15-4.15pm		
<b>STEM Club</b> Years 4,5,6. 3.15-4.15pm	<b>Tag Rugby</b> Years 5 and 6 3.15-4.15pm			



# Special Educational Needs and Disabilities (SEND)

Our aim at Sharples Primary School is that all children should achieve their full potential whatever their individual needs. We give careful consideration to the progress each child makes, both academically and socially and we consult parents when there is cause for concern. With school and home working together small problems can be overcome quite easily. Occasionally it is necessary to draw up a strategy of support within the school's Special Needs procedures, particularly if initial attempts have been unsuccessful. In such cases the child's name will be included on the SEN register and the Special Needs Co-ordinator will support the teacher, child, and parents to secure good communications and educational provision.

Each child on the SEN register will be provided with an individual educational plan, which may involve the help of agencies such as the Psychologist Service. Parents and children are consulted and kept informed at every stage.

The school is equally aware of the needs of very able children and ensures that the curriculum aims to offer them challenging and learning experiences.

Any parent with concerns about their child's progress should see the class teacher in the first instance.

**“Pupils’ spiritual, moral, social and cultural development is strong. Leaders have created a culture of inclusion which ensures that pupils learn to value the school’s community”**

*(Ofsted 2019)*

**“A high proportion of pupils with SEND make good progress in reading, writing and mathematics. This is because staff make effective provision for the individual needs of these pupils.”**





## Resourced for Visually Impaired Pupils

### Special facilities

Sharples Primary School is resourced for the education of children with a visual impairment. The pupils work alongside their peers for the majority of the day, with support from qualified teachers of the visually impaired and specialist teaching assistants. In this way the children are able to access the full curriculum. The school has a resource room, which is full of specialist equipment, and our technician works there to prepare work for the children in consultation with class teachers. The resource room is also used to teach braille.

Our car park is large enough to accommodate the mini buses, which transport the visually impaired children to and from school. Escorts also accompany the pupils on their journey. Other adaptations have been made in the building to take into account the needs of the visually impaired pupils.

We are very proud at Sharples of how the visually impaired pupils are integrated into all aspects of school life and how all the pupils work together and support one another.



**“Leaders have created an inclusive environment. The provision for pupils with SEND is good, particularly for the visually impaired pupils.”**

*(Ofsted 2019)*

**“Work to support pupils with SEND is a key strength of the school. Leaders successfully incorporate the provision for pupils who have a visual impairment within mainstream classes.”**



Sharples Primary School & Nursery

# Parents as Partners

**We believe that a strong relationship with parents will result in a positive impact on the child's development and learning**

**We make every effort to listen to parents accounts of their child's development and any concerns they have.**

We firmly believe that a partnership between home and school is essential for all involved in the education process. All the staff are happy to see parents throughout the year to discuss any problems (or indeed successes). Sometimes it may be necessary to make an appointment.

If you have any concerns whatsoever please tell us immediately.

The success of a school depends on a partnership and one of the key partners are you, the parents. You can help in a variety of ways:

- by becoming involved in the Governing Body, PTA or Parents' Forum
- by giving practical support in the classroom and
- by supporting your own child's learning at home

We are keen to involve parents in classroom activities and have arrangements for voluntary helpers. Parents, and others helping in the school, add significantly to the quality of education and remove some of the pressure from teachers. Both Governors and Teachers gratefully acknowledge this help.

The school issues regular newsletters to parents to keep them informed of what is going on day to day.

## Our 'Home – School' Agreement

### The School aims to:

- provide an environment in which your child will be happy and secure
- set appropriate targets for your child in order to ensure continuous improvement as far as possible and to aim for the highest level of achievement.
- set appropriate home learning activities regularly.
- keep you informed about what your child will be taught each term and involve you in your child's learning as far as possible.
- inform you of your child's progress at least twice during the school year.
- ensure that all staff provide the finest quality of teaching and support by providing on-going training.
- contact you if your child is unwell or if we have any concerns about your child, attendance, punctuality or behaviour.
- keep you informed of school activities and issues through regular letters home.
- be open and welcoming and offer a variety of opportunities for you to be involved in the life of the school.

### As a parent I aim to:

- make sure that my child arrives at school on time each school day and avoid any unnecessary absences. If my child is to absent from school I will inform the school by 9.30am
- support my child in home learning activities and ensure that homework is returned to school on time
- attend Parent/Teacher meetings to discuss our child's progress
- let the school know about any concerns or problems at home or elsewhere which might affect our child's work or behaviour so that the school can act quickly and provide help wherever it is needed
- work in partnership with school to provide the best opportunities for our child and support the school's policies and guidelines



**“To see such an exiting, warm and welcoming atmosphere at school is extremely enjoyable and refreshing”**

*Parent at Sharples*



## Reporting to Parents

This sets out the process of reporting to parents over the academic year. The purpose is to fulfil statutory obligations and to provide parents with the opportunity to be fully involved and informed about their child's education.

The following will apply to all classes from Reception onwards.

All Parents including those of children at **Foundation Stage** are encouraged to come and speak with us **any time** outside of the more formal arrangements listed below.

### Autumn Term

- Introductory leaflet to parents including information about curricular areas for the term
- Parent/Pupil/Teacher Conferencing – 10 minute appointments
- Teachers fill in a Conferencing Sheet for each pupil as a basis for discussion at the meeting.
- Report sent home at the end of term

### Spring Term

- Leaflet to parents including information about curricular areas for the term..
- Parent/Pupil/Teacher Conferencing – 10 minute appointments
- Report sent home at the end of term

### Summer Term

- Leaflet to parents including information about curricular areas for the term
- End of Year Report sent home July. Parents are requested to send back the reply slip. Parents who wishes to discuss the contents of the report are given the opportunity of arranging an appointment with school.
- A copy of the report is kept in school.



**Pupils are well cared for. They are respectful to one another. Pupils work well together in their classes"**



## Routines

### School Timetable

<b>School Opens</b>	Between 8.40-8.50am
<b>KS1 Lunch</b>	12.05pm- 1.10pm
<b>KS2 Lunch</b>	12.15pm – 1.10pm
<b>End of School Day</b>	3.15pm

### End of School Day

3.15pm is a very busy part of the day when all children are leaving at once and our main priority is ensuring that all leave safely. Many older children leave by themselves, but we want to be sure that younger children leave with the right person.

Class teachers will dismiss the children from their class, and if you need to speak to the teacher, please wait until they have safely dismissed all the children from their class.

Each year we will send home a safe collection form asking you to let us know who can collect your children. There may of course be a time when someone who is not named on the form may pick up your child. On these occasions please inform the class teacher in writing. Alternatively you can email the office before lunchtime, or telephone the office to let them know the arrangements.





## School Uniform

At Sharples Primary School we believe that wearing school uniform promotes a good attitude to schoolwork. It is generally accepted that children who look and feel smart are inclined to develop a good attitude to their work and, therefore, do their best.

The Governors expect all pupils to wear school uniform in school. The standard school clothing is available at Custom Kit, Blackburn Road, Harrisons, Blackburn Road and Smart Clothing, Ashburner Street, Bolton.

School uniform consists of: Dark grey school style trousers, dress or skirt, Purple polo shirt, Purple sweatshirt/cardigan with the school logo or a plain purple jumper/cardigan, Black shoes or sandals. Hair accessories should be small and purple or black. Head scarves black or grey. Lilac purple and white summer school dresses.

Children are allowed to wear non-uniform when it is their birthday or on a day nearer to their birthday if it falls on a weekend or school holiday.

Children should have suitable clothing for P.E. or Games. They need a purple T-shirt, black shorts and trainers. In cold weather a black/purple sweatshirt or a dark, preferably black tracksuit, may be worn for outdoor PE. No PE kit should have designer logo. Children are to come dressed in their PE kits on their PE day to reduce the amount of items brought into school.

Please note that school shoes should be black and not trainers or boots.

Children taking swimming lessons need swimming costume/trunks and a towel. Children with long hair are required to wear a cap.

The following are unacceptable as school wear: sports or leisure clothing, leggings, trainers, trainer boots, fashion boots, high heeled shoes with platform soles or any footwear which the staff deem to be unsafe. Jewellery, with the exception of stud sleepers in pierced ears and watches, should not be worn to school. Health and Safety Officers advise us that other types of jewellery can be a safety hazard. In PE lessons ear-rings need to be removed by the child or covered in tape if worn for health and safety reasons.

It is essential that all clothing and shoes be clearly marked with the child's name. The school is unable to take responsibility for any loss or damage to clothing or property.



**“Leaders promote and celebrate diversity. Consequently, pupils have a strong appreciation of different faiths and cultures”**

*(Ofsted 2019)*



## School Meals & Snacks

### School Dinners

Our school has its own kitchen for preparing children's lunches. The meals are excellent and are extremely good value. Free meals are available for all children in Reception, Year One and Year Two and to other children in certain circumstances; please enquire at the Area Education Office or the school office. Dinner money should be brought into school on the first day of the school week in a sealed envelope with the name of your child written clearly on the front together with the amount of money enclosed. You may pay weekly, monthly, for the half term or full the full term. Cheques to be made payable to Bolton MBC

Children may bring a packed lunch as an alternative to school meals. Please try to ensure that your child has a well-balanced meal including fruit/vegetables. Please note fizzy drinks, nut bars of any description, chocolate bars and sweets are not allowed in school.

The dining hall is organised like a self-service cafeteria. Children can sit where they like, with friends and brothers and sisters regardless of whether they have a school meal or packed lunch.

Children are supervised throughout the lunch-break by mid-day supervisors.

Please note; if your child wishes to change dinner arrangements, we require half term's notice in writing

### School Snacks

Children in Nursery and Reception are provided with milk every day. Children in Nursery, Reception, Year 1 and 2 are provided mid-morning with a piece of fruit.

Children in Key Stage Two can bring in a piece of fruit for break time.



**Leaders promote  
and celebrate  
diversity.  
Consequently,  
pupils have a strong  
appreciation of  
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cultures”**

*Ofsted 2019*



# Sharples Primary School & Nursery

We believe that homework plays a vital part in a child's education and is an integral aspect of the partnership between home and school.

Every class has a programme of homework which the children are expected to complete under parental supervision and, more importantly, with their help and encouragement. We see it as a vital part of consolidating the children's learning. We value the regular contact with parents that results from communication about homework. At the beginning of each term, all parents receive a letter giving the homework schedule and the topics to be covered during the term.

The following is an agreed minimum expectation of homework throughout the school.

Year Group	Daily time allocated to home reading	General homework tasks
Nursery	10-20 minutes	<ul style="list-style-type: none"> <li>• Half term holiday task</li> </ul>
Reception	10-20 minutes	<ul style="list-style-type: none"> <li>• Reading daily</li> <li>• Weekly activities to develop spelling,</li> <li>• Maths challenges (over half term)</li> </ul>
Years 1 & 2	10-20 minutes	<ul style="list-style-type: none"> <li>• Reading daily</li> <li>• Key learning question</li> <li>• Weekly Spelling and number bonds</li> </ul>
Years 3, 4 & 5	Up to 20 minutes	<ul style="list-style-type: none"> <li>• Reading daily</li> <li>• Weekly times tables</li> <li>• Key learning question</li> <li>• Weekly spelling</li> </ul>
Year 6	Up to 20 minutes	<ul style="list-style-type: none"> <li>• Reading daily</li> <li>• Weekly times tables</li> <li>• Key learning question</li> <li>• Weekly spelling</li> <li>• SAT preparation when needed</li> </ul>



**The curriculum provides interesting and relevant opportunities for pupils to develop knowledge and skills in a wide range of subjects”**

*Ofsted 2019*



# Sharples Primary School & Nursery

## Admission Arrangements

At Sharples, the school's policy on admissions follows the **LA guidelines**.

### Nursery

Pupils are offered places in the nursery for the September following their third birthday in chronological order of date of birth from September to August. Places are available part time each Morning.

Pupils eligible for 30 hour a week funding have additional afternoon provisions. Parents can also choose to buy into this provision.

*Nursery Times: Mornings: 8.30am – 11.30am; Full time: 8.30am – 3.30pm*

Parents are invited to visit with their children during the Summer Term prior to starting Nursery. At this visit they are given a copy of the 'Starting Nursery' pack.

### Reception Class

Pupils are offered places in the reception class for the September following their fourth birthday according to the proximity of home to school and to those for whom the journey to the nearest alternative school would be unreasonable or difficult.

Children new to school are also invited in for a stay and play session with their parents during the Summer Term prior to starting. A meeting for parents is also held in the Summer Term and they are given a 'Starting School' pack, and are given the opportunity to ask questions and discuss any concerns.

Offers of places will be sent in **April 2022** by the **Bolton Council Primary Admissions Department**.

Admissions to other year groups are made where there are applications for year groups with vacancies. The school has a maximum of 30 pupils per age group throughout the school, although appeals may bring pupil numbers slightly above that number. There are currently no mixed age classes.

If you would like a place for your child at Sharples you will need to contact the Local Authority who allocate all places at:

### Council's Pupil and Student Services

PO Box 53

Paderborn House

Bolton

BL1 1JW

01204 332 137/43/44



**The curriculum reflects pupils' needs and interests well. Carefully chosen topics offer pupils interesting opportunities to develop their skills and knowledge."**

*Ofsted 2019)*