

Shay Lane Primary (J and I) School

Inspection report

Unique Reference Number	130375
Local Authority	Wakefield
Inspection number	360133
Inspection dates	12–13 January 2011
Reporting inspector	Terry McDermott

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Mrs Wendy Wilmott
Headteacher	Mr David Wright
Date of previous school inspection	3 March 2008
School address	Shay Lane Crofton, Wakefield West Yorkshire WF4 1NN
Telephone number	01924 303910
Fax number	01924 303911
Email address	headteacher@shaylane.wakefield.sch.uk

Age group	3–11
Inspection dates	12–13 January 2011
Inspection number	360133

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, observing all eight teachers teaching, most of them twice. They held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at the school's methods for tracking the progress pupils make, and at a range of school documents, including its policies, minutes of the governing body meetings, monitoring records, an extensive sample of pupils' work, and reports from the School Improvement Partner. Forty two responses by parents or carers to the Ofsted questionnaire were received and considered, along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

Whether teaching is consistently challenging to ensure that pupils of all ages and abilities make as much progress as possible.

Whether leaders and managers check rigorously enough on the quality and amount of learning taking place in lessons.

Whether leaders are clear about the way ahead and have the necessary skills and drive to move the school forward.

Information about the school

Shay Lane is smaller than the average sized primary school. The proportion of girls is much lower than is usual. An average number of pupils are known to be eligible for free school meals. The proportion of pupils from a minority ethnic backgrounds is broadly average, although a below average number do not speak English at home. A number of children from Traveller families attend the school. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is above average. The school holds the Artsmark and Activemark awards.

The school building is used by a privately operated pre-school setting. This provision is not supervised by the governing body of the school and was not part of this inspection. It will be subject to a separate inspection whose report will be published on the Ofsted website.

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

3

Main findings

This is a satisfactory school. Pupils say they feel safe and happy here, and their parents and carers agree. Consequently, pupils' behaviour is consistently good, both in lessons and around the school. Pupils' spiritual, moral, social and cultural development is satisfactory with strengths in their social development. However, the school does not raise pupils' horizons high enough for them to gain full understanding of the diversity of British society and the global community.

The quality of teaching and learning is satisfactory. This enables pupils to make satisfactory progress throughout the school from their generally average starting points to their average attainment by the end of Year 6. In all lessons, relationships between adults and pupils are consistently good, and this underpins pupils' good attitudes to learning. However, teaching, including that in the Early Years Foundation Stage, does not make the most effective use of assessment information to set work matched to pupils' learning needs, and this slows the progress of all pupils, irrespective of their abilities, particularly in English. Opportunities to make productive use of time are sometimes missed, when pupils are expected to sit listening to explanations, rather than finding things out for themselves. The curriculum is satisfactory. Good extra-curricular provision has a strong effect on pupils' enjoyment of what the school offers.

Pupils are individually well supported by dedicated and knowledgeable adults, and this is key to their emotional security in school. Partnerships with parents and carers are good. Adults know the pupils and their families well, and are trusted by them.

Leaders in the school are successful in ensuring that staff share a common commitment to moving the school forward and in sustaining its strengths, especially in pupils' personal development. Self-evaluation is accurate because it is linked to the outcomes reached by pupils. However, the evaluation of pupils' learning by leaders at all levels lacks sufficient rigour and this is preventing progress from being more rapid. Senior leaders do not monitor teaching and learning robustly enough and as a result, planning for improvement lacks precision. The school's capacity for improvement is satisfactory.

Up to 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.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching and learning by:
 - making better use of time and ensuring that teachers do not spend too much time talking to pupils about what they are going to do

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

- ensuring that pupils have enough opportunities to be actively involved in independent investigation, discussion, enquiry and practice.
- Increase the rate at which pupils make progress, especially in English and in the Early Years Foundation Stage by:
 - making more effective use of assessment information to set tasks which are accurately matched to individual pupils' learning needs.
- Ensure that leaders at all levels throughout the school check more often and more closely that pupils are learning as well as possible and tailor their plans for improvement accordingly.
- Make full use of every opportunity to raise pupils' awareness and understanding of cultural diversity in modern Britain and in the wider global community.

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

Learning observed in lessons was satisfactory. Instances of good learning were seen in a challenging Year 5/6 information and communication technology (ICT) lesson, where pupils sustained strong focus and concentration and in Year 4 when pupils concentrated well to extend their skills of writing more complex sentences. However, the pace of lessons is not always enough to sustain pupils' interest. The school's accurate tracking system shows that from an average starting point, pupils make satisfactory progress throughout the school.

Attainment at the end of Year 2 is average and, although this dipped in 2010, pupils are currently working at the expected levels. At the end of Year 6 in 2010, pupils' attainment was broadly average in English and mathematics and this continues to be the case. Progress in mathematics is better than in English and this has been a trend for several years. All groups of pupils, including those with special educational needs and/or disabilities, make overall progress at the same rate as their classmates. There is no discernible difference in the progress of boys and girls. Pupils from Traveller families are well supported and value the attention given to their needs, which enables them to also make satisfactory progress.

Pupils say they enjoy coming to school because 'we have lots of friends'. They say that there is a small amount of minor bullying, but it is always quickly dealt with. They are well aware of what to do should it occur. They have a satisfactory understanding of how to lead healthy lives and know broadly how exercise helps their bodies to work more efficiently. They know where dangers can lurk in the outside world and how to avoid them. They are proud of their school and are keen to take up positions of responsibility as school councillors and lunchtime helpers. Their understanding of different cultures and the wider community both within the United Kingdom and across the globe is limited. They give generously to local charities, such as Martin House Children's Hospice, the Community Awareness Programme and the Samaritans Purse with its Shoebox Appeal. When they leave the school at the end of Year 6, they are polite, reliable and well-balanced young citizens with average levels of attainment. They are satisfactorily prepared for the next stage of their education and their lives.

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

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	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are characterised by good relationships between pupils and adults. Pupils listen carefully to guidance from the teacher, and to each others' views. In the best lessons, where a range of different work is set to make each pupil think for themselves, the rate of learning is good. In less effective lessons, learning is only satisfactory because the pace teachers set is not fast enough, and work is not planned in enough detail to present sufficient challenge to all pupils.

The curriculum is now being modified to encourage more practical hands-on work, and to link subjects together. This aims to allow pupils to develop the skills they have learned in one subject by applying them in another. A good range of enrichment activities, including residential camps and visits to places of geographical and historical interest, help pupils to improve their social skills and self-confidence. This reinforces several aspects of their personal development.

Adults in the school know the pupils and their families well. This allows the school to identify and address any personal issues which arise. The school is quick to seek additional support and advice when the needed. However, arrangements for recording information about pupils' care, guidance and support are not well enough organised to enable school leaders to evaluate fully the impact of their actions.

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

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has created a good team spirit within the school and within its local community. As a result, pupils from different backgrounds and cultures get on well together. This is a calm and happy place, where pupils recognise, accept and celebrate diversity. There is no discrimination and all are included in every activity. Staff work steadily to ensure that pupils have an equal opportunity to make satisfactory progress. However, there is insufficient focus by leaders at all levels on pupils' learning and progress to ensure all pupils are making as much progress as possible and how this can be improved.

Governance is satisfactory. The governing body is fully committed to supporting the school and is extending its role in holding the school to account for its performance.

The partnerships the school has with parents and carers are good, particularly in welfare matters. The promotion of pupils' individual interests is at the heart of its work. Safeguarding requirements are met and the school takes its responsibilities for child protection and safeguarding seriously. The provision the school makes for community cohesion is satisfactory. Its local dimensions are strong, including the way in which it reaches out to the Traveller community. The school is now seeking ways to extend pupils' understanding of the wider world around them. The school gives satisfactory value for money.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children usually join the Nursery class with a range of pre-school experience. The starting points of many are broadly as expected for their age, although significant variations do occur from time to time. Children make satisfactory progress in every area of learning, because overall provision for them is satisfactory. Children make the best progress in their personal social and emotional development. They usually leave Reception class with attainment close to average. Good links with parents and carers ensure that children settle quickly into a happy and caring environment. Calm and patient adults provide good role models from whom children learn how to play and work together in harmony. Children behave sensibly in free-flow activities, sharing their thoughts, ideas and toys well. They take good care of each other and their environment. This solid foundation of good personal and social development sets the tone for the continuing good relationships between adults and pupils as they move through the school.

Leadership and management are satisfactory. The new leadership team are growing into their roles. They have recognised the need to focus work more closely on helping children to develop their writing and other academic skills. Assessment is improving, although some opportunities for gathering information to plan the next steps of learning are still missed. Staff take good care of children to ensure their health and welfare, but do not always record their daily welfare checks with sufficient rigour.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A smaller proportion of parents and carers than is usual responded to the Ofsted questionnaire. They expressed overwhelmingly positive views about the school. They were unanimous that the school helps them to support their child's learning.

A very small number of parents and carers expressed concerns about different aspects of the school's work. Inspectors looked closely at all of these, in particular the concern about how well the school keeps children safe. Inspectors found no evidence to substantiate these concerns. A small proportion of parents and carers felt that the school did not deal effectively with unacceptable behaviour. Inspectors found that behaviour in class and around the school is good. Rare instances of challenging behaviour are dealt with quickly and sensitively. Pupils, when asked directly, said that these rare events did not interfere with their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shay Lane Primary (J and I) 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	64	13	31	2	5	0	0
The school keeps my child safe	26	62	14	33	2	5	0	0
My school informs me about my child's progress	21	50	18	43	1	2	0	0
My child is making enough progress at this school	19	45	21	50	1	2	0	0
The teaching is good at this school	22	52	20	48	0	0	0	0
The school helps me to support my child's learning	22	52	20	48	0	0	0	0
The school helps my child to have a healthy lifestyle	18	43	22	52	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)	22	52	18	43	0	0	0	0
The school meets my child's particular needs	21	50	20	48	1	2	0	0
The school deals effectively with unacceptable behaviour	20	48	20	48	1	2	1	2
The school takes account of my suggestions and concerns	15	36	22	52	2	5	0	0
The school is led and managed effectively	20	48	20	48	2	5	0	0
Overall, I am happy with my child's experience at this school	25	60	13	31	3	7	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



14 January 2011

Dear Pupils

Inspection of Shay Lane Primary (J and I) School, Wakefield, WF4 1NN

Thank you for making us so welcome when we inspected your school recently. We were impressed with your politeness to each other and to adults, and with your good behaviour and positive attitude to learning in lessons. We really liked the way you all get on so well together and how you make Shay Lane such a happy school.

We found that Shay Lane provides you with a satisfactory education. Some parts of the school are good, especially the individual care you receive from all the adults. Together these good features ensure that you feel safe and secure.

However, there are some things which the school could do better, and I have asked the adults to improve the following aspects of your school.

Spend less time in lessons explaining what you are going to be doing, and give you more time to practise new skills and to find things out for yourselves.

Make sure that the work set in lessons is neither too easy nor too hard, but pitched just right so that all of you can make the best possible progress, particularly in English. This also includes the children in the Reception class.

Check more closely that in lessons you are all learning enough and making as much progress as possible.

Provide more opportunities for you to learn about other cultures in Britain and the wider global community.

You can help the school to improve by telling teachers politely when you are finding that the work you are set is either too easy or too hard.

Please continue to be the happy, polite and hard working children you already are.

I send you all my best wishes for the future.

Yours sincerely

Mr Terry McDermott

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.