

# Sharlston Community School

Hammer Lane, Sharlston Common, Wakefield, West Yorkshire, WF4 1DH

**Inspection dates** 12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although pupils make good progress in the Early Years Foundation Stage and it escalates in Years 4, 5 and 6, their progress slows in Key Stage 1 and in Year 3, particularly in writing and mathematics.
- Not enough pupils are reaching the higher levels in these subjects at the end of Key Stage 1.
- Pupils are not always given sufficient opportunities to write at length for a real purpose in all subjects.
- Teachers do not always check pupils' progress and adjust their lessons accordingly so work does not always match the pupils' ability and some of the more able pupils are not appropriately challenged.
- Pupils are not always clear about their learning and sometimes do not have quality time to respond to the teachers' marking.
- Sometimes teachers' expectations are not high enough so pupils' do not always produce and present work of a high standard.
- Good and outstanding practice is not yet widely shared throughout the school.
- The outdoor environment in the Early Years Foundation Stage is not as stimulating as the indoor areas.
- Subject leaders are fairly new to their role therefore some do not yet rigorously check the quality of teaching in their subject.
- New and temporary staff do not always quickly understand the school's expectations of how to help pupils make rapid progress.

### The school has the following strengths

- The strong leadership of the headteacher together with an able deputy headteacher provide a bright and welcoming school.
- Pupils behave well and feel safe in school.
- The governing body effectively carry out their roles and responsibilities.
- The curriculum is exciting and appeals to pupils' interests.

## Information about this inspection

- Inspectors observed 10 lessons, of which five were jointly observed with the headteacher or deputy headteacher. In addition, inspectors made short visits to small groups being supported by adults. They listened to pupils read.
- Inspectors took account of the 29 responses to the online questionnaire (Parent View), analysed 22 staff questionnaires and spoke informally to parents at the start of the school day.
- Meetings were held with groups of pupils, a representative from the local authority, the Chair and Vice Chair of Governors and key staff.
- Inspectors observed a range of documents including pupil progress information, checks on the quality of teaching, governing body minutes, pupils' work and documents relating to behaviour, attendance and safeguarding.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

## Full report

### Information about this school

- This is an averaged sized primary school.
- The proportion of pupils known to be eligible for the pupil premium funding is slightly above average.
- Almost all of the pupils come from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The school has had a high turnover of teaching staff since the previous inspection. There are temporary teachers in Years 1 and 3.
- The school runs its own breakfast club which is managed by the governing body
- The school houses Wakefield's resource for visually impaired pupils which can accommodate up to eight pupils. At the time of the inspection there were no pupils on roll.
- The school received the Leading Parent Partnership Award in July 2012.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - improving the outdoor learning in the Early Years Foundation Stage to help to extend children's imaginative play
  - ensuring that all pupils are clear about what they are learning, know how to improve their work and that they are given time to act on the advice
  - sharing and spreading the good and outstanding practice that exists in the school
  - raising teachers' expectations so that pupils present and produce work of a high standard and ensure that pupils correctly spell any key words that are specific to the topic they are learning about
  - ensuring that teachers make the best use of past information about pupils' learning to inform their planning and checking on pupils' progress and understanding throughout the lesson in order to make the necessary adjustments to meet their needs.
- Raise achievement in writing and mathematics, particularly at the end of Key Stage 1 and in Year 3, and ensure that a greater proportion of pupils reach the higher levels in these subjects by:
  - ensuring that pupils use fewer worksheets and that they are given more opportunities to write at length for a real purpose in subjects other than English
  - ensuring that work given to pupils matches their abilities, and appropriately challenges those who are more able.
- Improve the effectiveness of leadership and management by ensuring that:
  - subject leaders rigorously check the quality of teaching in their subjects particularly in Key Stage 1 in order to raise pupils' achievement quickly
  - all new members of staff quickly gain the skills and understanding of the school's high expectations to help pupils make rapid progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start the Early Years Foundation with skills that are well below those typical for their age in all areas of learning. In 2012 they entered Key Stage 1 with skills that are expected for their age therefore making good progress. This has been an improving three year trend.
- Pupils' progress slows in Key Stage 1 and in Year 3 as teaching in these parts of the school is not as strong as elsewhere. Attainment in writing and mathematics at the end of Key Stage 1 is below average and only a few pupils are reaching the higher levels in writing and mathematics. Pupils do not always have enough opportunities to write at length for a real purpose in subjects other than English and the more able pupils are not sufficiently challenged particularly in mathematics.
- In Key Stage 2 attainment is slightly above average in mathematics and is slightly below average in English. Pupils make good and rapid progress in Years 5 and 6 helping them to make up for any lost ground. The proportion of pupils attaining the higher levels in mathematics and reading at the end of Key Stage 2 is above average. This has significantly improved.
- The proportion of pupils reaching the expected standards in the letters and sounds screening check in Year 1 in 2012 was above average. Careful attention is given to help to develop pupils' reading skills as they are well supported with a range of appropriate reading materials that excite them. For example, the older pupils who read to inspectors expressed how they thoroughly enjoyed reading using different types of technology.
- Pupils known to be eligible for the pupil premium benefit from having additional adult support and participate in extra activities beyond the classroom. As a result, the gap between their achievement and others in the school is narrowing in English and mathematics.
- Disabled pupils and those with special educational needs make good progress from their starting points and towards their personal targets. This is because the support is well targeted and matched to their individual needs and their progress is carefully checked by the special educational needs leader.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent across the school as there have been many changes to the teaching staff. There is good and outstanding practice in the school but this is not widely shared.
- Teaching is good in the Early Years Foundation Stage. The indoor learning environment is effectively used as a teaching resource that promotes the development of children's early literacy and mathematical skills well. Teachers carefully think about how each area is going to stimulate each child's thinking and careful attention is given to detail. For example, the table covers match the theme of celebrations of the Chinese New Year and children enjoy exploring objects on display relating to this theme. However, the outdoor environment does not mirror the inside area therefore a limited range of opportunities are available to children to extend their imaginative play in this area.
- One of the strengths in the best lessons is that pupils are clear on how to achieve their learning goal throughout the lesson. This is known by the school as the 'steps to success'. This was seen in both Year 6 mathematics lessons where pupils were effectively using the 'steps to success' to help them to solve problems. However, in some lessons pupils are not always clear about what they are learning.
- Teachers' marking throughout the school is inconsistent and it does not always help pupils to improve their work. Sometimes, when teachers do make helpful comments, pupils are not given enough time to reflect and act on the advice.
- Teachers' expectations of pupils' presentation and production of work varies. Older pupils who shared their best work with inspectors produced and presented high quality work. When

inspectors looked at random samples of work they found that some of the work presented and produced was not good enough. Sometimes teachers did not correct careless spelling mistakes for key words that were frequently used for the topic.

- Teachers do not always use the information about pupils' past learning to inform their planning and sometimes do not check pupils' progress during the lesson so they can make any necessary adjustments. This was seen in a Year 1 lesson where pupils were looking at comparing the different sizes of objects. Pupils confirmed that they had covered this in the Early Years Foundation Stage but the teacher continued.

### **The behaviour and safety of pupils are good**

- Pupils are polite, respectful and courteous. They are very eager and want to learn. They work well together in small groups and in pairs in lessons to support each other's learning. Pupils know and are clear about the rules and the school's documentation backs this up.
- Pupils have a clear understanding about what is meant by bullying and could clearly explain how to deal with it if it occurred. The school's curriculum effectively helps to promote their understanding about the subject.
- Pupils strongly express that they feel very safe in school. They have a good understanding on how to keep themselves safe. In discussions with inspectors they explained how the fire drill procedures work and explained how to keep themselves safe when using the internet and told the story of 'e-stranger danger'.
- Responsibilities are given to pupils to develop their leadership skills. They have to apply and have an interview for some of the positions. These include being buddies for the different zones in the playground. Other roles include having the Year 6 pupils planning sports activities for the younger children and boys in Year 4 buddy up with those in Year 1 and happily share a variety of books twice a week during lunchtimes.
- Attendance has significantly improved since the previous inspection and is now average. Pupils enjoy coming to school. They say, 'I learn a lot at school but have fun as well.'
- The school runs its own breakfast club which is well organised and resourced and is a place where pupils feel safe and secure.

### **The leadership and management requires improvement**

- Despite having a high turnover of staff, the determined leadership of the headteacher in partnership with the deputy headteacher have worked hard in providing a welcoming and vibrant school where pupils want to learn. However, leaders do not always quickly ensure that new staff understand what is expected by the school to raise pupils' achievement.
- All leaders check on the quality of teaching in their subjects but sometimes this lacks rigour as they are fairly new to their role. Teachers' increase in salary is clearly linked to pupils' outcomes and they are held to account through regular meetings about their pupils' progress.
- The curriculum is imaginative and diverse and appeals to pupils' interests. For example, it provides fun theme days such as a French day and pupils go on residential visits to places like 'Robin Wood'. Strong links are made with their local rugby team and pupils are motivated to go and develop their literacy skills in their learning zone. The curriculum effectively promotes pupils' spiritual, moral, social and cultural development.
- The school actively promotes equality of opportunity. For examples, by offering a variety of extra small group support for those with additional learning needs. A day was planned called, 'No Pen Day' where pupils undertook activities that did not involve using a pen or pencil. This gave pupils who are not proficient in writing a chance to experience success in other ways.
- The school has developed strong relationships with parents to support further learning for them and their children. In recognition of this work the school received the 'Leading Parent

Partnership Award’.

- The local authority gives good support to the school in a variety of ways which include training and this is helping the school to improve.

■ **The governance of the school:**

- The governing body has undertaken lots of different training and is now very effective in getting the appropriate balance between supporting and challenging school leaders. They fully understand the school’s data and can ask the right questions. They know the school’s strengths and weaknesses as they are linked to different aspects of the school which they check regularly. They have good knowledge about the quality of teaching throughout the school and about how staff performance is managed. They have worked closely with senior leaders to try and minimise any negative impact of the high staff turnover. They closely watch the impact of the additional funding for the pupil premium. They ensure that safeguarding practices meet requirements to keep pupils safe.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108156
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	400966

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Harrison
<b>Headteacher</b>	Karen Riley
<b>Date of previous school inspection</b>	4 November 2009
<b>Telephone number</b>	01924 303920
<b>Fax number</b>	01924 303921
<b>Email address</b>	headteacher@sharlston.wakefield.sch.uk



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