

Sharp Lane Primary School

Sharp Lane, Leeds, West Yorkshire, LS10 4QE

Inspection dates 30 June–1 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, well supported by the deputy headteacher, has high expectations for all pupils. Her aspirational vision is shared by all leaders, staff and the governing body. The well-being of pupils is at the heart of this harmonious school community.
- A prominent feature of this school is the strong sense of teamwork between all members of staff, working for the benefit of the pupils and their families. As a result, the quality of teaching and pupils' achievement are good and improving.
- Pupils make good progress in reading, writing and mathematics, and standards are in line with the national average by the end of Key Stage 2. Current pupils are on track to do well in this year's national tests.
- There is effective support for pupils to ensure that they do well in their learning. As a result, all groups of pupils make good progress. The support available for the most vulnerable pupils is exceptional.
- The provision in the early years is good. Leaders have been effective in bringing about improvements to ensure that teaching is good. Children make good progress and are well prepared for Year 1.
- Teachers and teaching assistants work successfully as a team to support pupils' learning and to ensure there are effective working relationships with pupils.
- Pupils' behaviour is outstanding and safety is good. Pupils are extremely polite and respectful, and attitudes to learning are exemplary. Staff and governors ensure that pupils are safe in school.
- The school is highly effective in promoting pupils' spiritual, moral, social and cultural development. Pupils are prepared well for life in modern Britain and have a secure understanding of British values.
- The governing body is effective in its role and ensures that the school continues to develop and improve.

It is not yet an outstanding school because

- Over time, attainment in writing is not as strong as that in reading and mathematics.
- The most-able pupils do not always achieve their full potential as the work set does not always provide sufficient challenge.
- Teachers do not always move pupils on to more demanding work quickly enough.
- Pupils have too few opportunities to apply their English and mathematical skills to everyday situations.
- Marking is variable in its approach to accuracy of spelling and care with presentation.

Information about this inspection

- Inspectors visited several lessons or parts of lessons, five of which were observed jointly with an assistant headteacher. Inspectors looked at a range of pupils' work and listened to a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, deputy headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Vice-Chair and other members of the governing body, and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding. They observed movement around the school at playtime and at lunch breaks. Displays around school and also in classrooms were noted.
- Inspectors took into account the 30 responses to the online questionnaire (Parent View) as well as the results of a recent parent questionnaire carried out by the school. They spoke informally with a number of parents. The 20 responses to the staff questionnaire were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Fiona Dixon

Additional Inspector

Full report

Information about this school

- Sharp Lane is larger than the average-sized primary school.
- The school's part-time Nursery operates in the mornings and afternoons. Reception children attend on a full-time basis.
- The majority of pupils are from White British backgrounds. The proportion who speak English as an additional language is well below average.
- The proportion of disadvantaged pupils supported through the pupil premium funding is well above that found nationally. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since it was inspected in 2012, there have been significant changes in staffing, including the appointment of the deputy headteacher and other senior leaders. A number of the teaching staff are also new to the school.
- The school runs a daily breakfast and after-school club for its pupils.

What does the school need to do to improve further?

- Continue to strive for the highest standards by the end of Key Stages 1 and 2 by:
 - setting tasks at the right level of difficulty, particularly for the most able
 - constantly checking progress in lessons and moving pupils on to more challenging work as soon as possible
 - ensuring consistency in the quality of marking across all subjects, drawing pupils' attention to the importance of careful presentation and accuracy of spelling when recording work
 - increasing opportunities for pupils to apply their skills in reading, writing and mathematics in real-life situations.

Inspection judgements

The leadership and management are good

- The headteacher, very well supported by the deputy headteacher and other senior leaders, provides good leadership for the school. Together, they have accurately identified areas for improvement leading to several changes since the previous inspection. These include the highly effective and rigorously followed behaviour policy and the creation of a very attractive learning environment for all pupils. The school knows itself well and is capable of continuing to make improvements, for example, in ensuring consistency in teachers following the marking policy.
- Senior teachers regularly check the quality of teaching and pupils' learning. Teachers are held accountable for the improvement and success of their pupils. The linking of staff's performance management targets to opportunities for further training helps them to continue to develop their skills.
- Middle managers and subject leaders are knowledgeable and committed to their roles. They are keen to raise pupils' achievement in their areas. To this end, they are involved in checking the quality of teaching and learning, and providing support and advice to their colleagues. However, opportunities to consolidate and extend pupils' skills in reading, writing and mathematics are sometimes overlooked.
- The checking of the quality of teaching has led to improvements. Teachers have had the opportunity to share or observe lessons where best practice is taking place, both in their own school and others in their learning community. However, the lack of challenge for the most able has not been fully addressed.
- The range of subjects is wide and varied, promoting not only English and mathematics but also other useful skills, such as financial awareness, knowledge of foreign languages and an appreciation of singing and music. Pupils learn about other faiths, cultures and traditions which prepare them well for life in modern Britain. Respect for others is widely promoted and modelled well by all staff.
- Visits, such as those to a supermarket, farm or places of worship, support class topics and bring learning to life. Visitors include a local minister, musicians and theatre groups. Activities such as these strengthen pupils' spiritual, moral, social and cultural development.
- The whole school takes part in democratic elections of the school council and house captains, giving pupils a sense of belonging to a community and an understanding of British values. These are promoted further in the negotiations that take place in each class around the need for rules and laws, and how these relate to their own classrooms.
- The school is committed to promoting good relations and to equality of opportunity for all pupils. Discrimination of any kind is not tolerated. Pupils from all backgrounds and of all abilities are welcomed into school. They receive additional help and support as appropriate to their social, emotional and academic needs. However, over time the most-able pupils have not always achieved as well as they are able. All pupils have access to the extra activities and visits that take place.
- Highly effective use of the pupil premium funding ensures that the teaching of eligible pupils leads to good progress. The funding has been used to enhance the curriculum and to provide additional learning support, staff training and resources such as the extremely successful pupil development centre, which provides exceptional support for the school's most vulnerable pupils. Expenditure is carefully planned and reviewed annually for impact upon pupils' academic and personal development.
- The primary school sport funding is being used to employ a sports support assistant and provide additional training for staff to increase their subject knowledge. The number and range of school sports and after-school clubs has also increased. This is having a positive effect upon pupils' physical well-being.
- The school has effective and robust policies in place to ensure the safety of pupils. Safeguarding arrangements meet statutory requirements.
- The local authority provides effective support to the school through, for example, the use of consultants to check the accuracy of assessments. The governing body has also benefited from their involvement through advice and training.
- Overall, parents are pleased with the school. All those who responded to the online questionnaire and the school's own survey say that their children are happy and the school has a friendly atmosphere.
- **The governance of the school:**
 - Governance is effective. Governors are fully involved in school life and have a good understanding of its strengths, including teaching, and areas for development. Individual governors are attached to classes; their photographs displayed on classroom doors and pupils know them well. Governors attend regular training, are proud of their school and want the very best education for the pupils. They know how the school's performance compares to that of similar schools nationally and challenge the headteacher and staff when they feel something could be improved.
 - Governors are involved in the performance management of the headteacher and receive reports on

teachers' performance in relation to the national standards for teachers. In this way, governors ensure that good teaching is rewarded appropriately and underperformance is tackled. Governors carefully consider the use of the pupil premium funding and closely monitor the impact of how it is spent. Governors are fully aware of the plans for the use of additional sports funding and monitor its impact. Governors fulfil their statutory duties relating to safeguarding and finance, and manage the school's resources well.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attitudes to school and learning are exemplified by pupils' own comments. They describe their school as being 'exciting', 'joyful', 'fun', 'happy' and 'dependable'. Pupils are very proud of their school and were very keen that the inspectors should enjoy their time there. Pupils are very clear about the high expectations of work and behaviour; they respond accordingly.
- Pupils are thoughtful, articulate and a pleasure to talk to. They behave extremely well in and around school. Pupils are polite, well mannered and considerate, holding doors open for each other as well as for adults.
- Lunchtimes are very harmonious, social occasions when pupils catch up with their friends. Adults have their lunch with pupils, engaging them in conversation and encouraging good table manners. Catering staff say that pupils are always polite. Playtimes are very active yet pupils get on very well together when outside. They have lots to occupy them and respect the no-go areas. Well-established routines ensure quick and safe transitions back into classrooms and no time is wasted.
- In the lessons, no time is lost due to inappropriate behaviour. In fact, classrooms are a hive of activity. Pupils are actively encouraged to discuss their work with their classmates and support each other well. This high level of collaboration fosters strong and trusting relationships within classes.
- The school's outstanding nurture base, known as the pupil development centre, offers support tailored to pupils' individual needs, particularly socially and emotionally. It is exceptionally effective in enabling the very few pupils who exhibit challenging behaviour to aspire to meet the school's high expectations for behaviour.
- The Year 6 end-of-term production was excellent and thoroughly enjoyed by the high number of parents who attended. Year 5 pupils contributed to the singing and all pupils gave their all, whether singing or acting. Behaviour was impeccable.
- Pupils enjoy the many responsibilities they are given and tackle their roles very conscientiously. Older pupils are good role models for the younger children and pupils. For example, the school council works together to improve the school for the benefit of all. It is consulted on many aspects of school life, ranging from which charities to support to choosing a new assistant headteacher. Other pupils enthusiastically take on the role of corridor cops, ensuring orderly movement along the corridors at lunchtime.
- Attendance overall is just below the national average, particularly in the early years. However, in other classes it is frequently above average. The school works tirelessly to reduce absence using many innovative approaches. The importance of good attendance is well publicised throughout the school and in weekly newsletters. Class and individual rewards are in place and the school works closely with the education welfare officer. Support is in place for the small number of families where attendance is lowest.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils understand the difference between bullying and falling out. Most are aware of the different forms it can take, including cyber-bullying. Pupils have been made aware of the need for watchfulness when using the internet.
- Many different aspects of safety are addressed in lessons. Visitors, such as the police and fire service, also play their part in ensuring pupils know how to keep themselves safe and are alert to potential hazards. All pupils learn to swim. The inspection took place on one of the hottest days of the year; staff were extremely vigilant in ensuring pupils wore hats and had plenty of water to drink.
- Pupils say they feel safe at school and they have no concerns about bullying. They are happy to make use of the various 'worry boxes' located around the school to alert staff to any concerns. They have total confidence in all staff to help them with any problems they may have. Pupils know that all pupils are treated fairly and discrimination of any kind does not happen; they say it would not be tolerated.

- Staff are very alert to who is absent from school and the reasons why. They are rigorous in ensuring they know the whereabouts of any child who is not in school.
- The overwhelming majority of parents who responded to the online questionnaire, as well as all staff in response to their inspection survey, agreed that children are safe in school.

The quality of teaching

is good

- The quality of teaching over time is good. It is effective in developing pupils' skills and understanding in reading, writing and mathematics. As a result, pupils make good progress in their learning. Senior leaders provide teachers with effective training and support to bring about improvements in teaching.
- A striking feature in all lessons is the strong relationships between staff and pupils, which help pupils feel motivated. As one pupil remarked, 'Teachers encourage you to come to school by making things more fun.' Another talked of learning something new every day.
- Teachers make pupils aware of what they are going to learn in lessons and give them reminders about what should be included in their work. However, teachers' expectations of what pupils are capable of achieving in a lesson are sometimes too low and the work set is not sufficiently challenging, especially for the most able. Occasionally, teachers do not move pupils on to more demanding work quickly enough. At times, pupils lack opportunities to apply their skills in reading, writing and mathematics to real-life situations.
- Pupils show a willingness to join in lessons because they are confident that their views and opinions are valued by adults and classmates alike. Discussion is well established.
- Teachers and teaching assistants work well together, creating a sense of teamwork in classrooms. Teaching assistants make a valuable contribution to pupils' learning. They are used well and play an important part in lessons, whether working with groups of pupils or with individuals. Their positive contribution to pupils' learning ensures that disabled pupils and those who have special educational needs, and those who are disadvantaged, make good progress with their learning.
- Reading is promoted widely across the school. Systems such as 'raving readers' ensure that pupils are heard to read regularly. Pupils gain a point every time they are heard to read, either at home or in school. The points earn treats building up to an eagerly anticipated visit to a large bookshop to choose a book over a cup of hot chocolate. Those pupils heard to read by inspectors did so confidently and with enthusiasm. They have several methods at their disposal for working out the pronunciation of unfamiliar words. A wide range of good quality reading materials are available from the school library or class book shelves.
- Writing is improving across the school. The teaching of phonics (letters and the sounds they represent) has improved. However, this is not yet having an impact upon achievement in writing by the end of Key Stage 1. Teachers and teaching assistants ensure that pupils have plenty of opportunities for speaking and listening. This helps pupils to develop their social and communication skills quickly, as well as prepare what they want to write.
- Teachers have good subject knowledge in mathematics. Pupils are taught a range of calculation skills to help them solve mathematical problems and investigations. Pupils have opportunities to extend their thinking and reasoning skills, and to deepen their understanding of mathematical concepts.
- The marking of pupils' work in mathematics and English is generally good. However, that seen in topic books is more variable. It is regular, informative, reinforces what pupils have done well and usually provides advice on how the work can be improved. However, it is not as thorough when it comes to reminding pupils of the need for neat presentation and accurate spelling. Pupils have opportunities to review and reflect on their own work and that of others.
- Creative and vibrant displays of pupils' art work are on view throughout the school. Extremely attractive paintings, models, sewings and collages line the corridors and reflect the topics that are being studied.

The achievement of pupils

is good

- The school's tracking of pupils' achievement is effective. This system, supported by other evidence gathered by inspectors, shows that pupils make good progress from their starting points during their time in school.
- In 2014, the results of the Year 1 national screening check for phonics were similar to the national average. In addition, the majority of pupils who did not meet the standards in 2013 had done so by the end of Year 2. The most recent assessments show that the current Year 1 pupils are working at a higher

level than in previous years.

- Standards at the end of Year 2 are rising year-on-year. In 2014, standards in reading, writing and mathematics were similar to the national average. However, too few pupils reached the higher levels, particularly in writing.
- The results of the national tests taken in 2014 at the end of Year 6 show that attainment in reading and mathematics was similar to the national average but a little below average in reading. The very large majority of pupils made the progress expected of them in reading, writing and mathematics. The proportions making more than expected progress were below the national averages but improving, particularly in reading.
- Overall, there is insufficient challenge in lessons for the most able. Too few pupils reach the higher levels by the end of Year 2 and Year 6. The proportion of pupils making more progress than expected was closest to the national average in mathematics.
- The numbers of disabled pupils and those who have special educational needs vary from class to class, as does the complexity of their needs. The school quickly identifies individual needs and provides good systems of support that are carefully monitored. From their starting points, these pupils make the same good levels of progress as their classmates.
- In 2014, in comparison with the attainment of other pupils nationally, disadvantaged pupils were approximately one term behind in mathematics, and two terms behind in reading and writing. The gap between disadvantaged pupils and other pupils in school was less than one term in mathematics and two terms in reading and writing.
- School data, supported by inspection evidence, show that currently the actions introduced by the school to narrow any gaps between disadvantaged pupils and others are having the desired impact. In 2014, the proportion of disadvantaged pupils who made the progress expected of them in reading, writing and mathematics was very similar to that of other pupils nationally and other pupils in school.
- Good quality teaching is having a significant impact on achievement throughout the school. Work in pupils' books and the school's own assessment records show that progress in reading, writing and mathematics in all classes is continuing to improve with the very large majority of pupils now making at least good progress.
- During the inspection, pupils were preparing for their move to secondary school, starting some two weeks before the end of the summer term. Those pupils spoken to were confident about the move and felt that they had been prepared well both socially and academically.

The early years provision

is good

- Children's progress across the different areas of learning is good. The majority of children start school with skills, knowledge and understanding that are below those typical for their age, particularly in personal, social and emotional development. As a result of good teaching and the strong impact of the pupil development centre, by the end of the Reception class the proportion reaching a good level of development in these areas is in line with the national averages.
- The early years provision is very well led and managed. The leader of the early years, effectively supported by all staff, has a secure understanding of what is working well and what needs to be improved further.
- Children show independence and engage with adults confidently. They have good attitudes to learning and behave well. Classrooms and outdoor areas are well organised and include a stimulating range of activities. Enthusiasm for learning was clear from the way children were keen to show inspectors how well their cabbages and potatoes were growing, explaining that when it was hot they needed lots of water! There is a good balance of adult-led activities and activities chosen by children, both inside and in the outdoor learning area.
- There are effective systems in place to assess children's knowledge and understanding when they join the Nursery or the Reception classes. Staff use information effectively to plan activities and motivate and engage children in their learning. Children's progress is closely tracked to ensure their needs are met and that different groups of children, including the disabled pupils and those who have special educational needs, make good progress. Occasionally, there is insufficient challenge for the most able.
- Completed assessments show that the proportion of children who are on track to achieve a good level of development by the end of Reception in 2015 is likely to have risen. As a result of good teaching, positive attitudes to learning and effective grounding, children are prepared well for when they move into Year 1.
- Children are kept safe and secure by very caring and supportive staff. Children feel safe; all the

safeguarding requirements are met and are effective.

- There are strong links with parents to ensure that children settle down to routines quickly and get off to a good start. Parents are involved in children's learning and are kept updated regularly on the progress their children make.

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

Unique reference number	107984
Local authority	Leeds
Inspection number	456107

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	518
Appropriate authority	The governing body
Chair	David Colley
Headteacher	Mandi Wilson
Date of previous school inspection	12 May 2012
Telephone number	0113 378 3060
Fax number	0113 271 2837
Email address	contact@sharplane.leeds.sch.uk

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