

# Inspection of Shay Lane Primary (J and I) School

Shay Lane, Crofton, Wakefield, West Yorkshire WF4 1NN

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Inspection dates: 21 and 22 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	<b>Good</b>

## **What is it like to attend this school?**

Shay Lane Primary School is a vibrant place to learn. Staff and pupils are proud of this school. Pupils are exceptionally kind and caring towards each other. They have excellent relationships with their teachers and staff. Every morning, pupils get a warm welcome that sets them up for a day of learning and enjoyment.

Leaders ensure that pupils study a broad and ambitious curriculum. The whole-school environment has been carefully set up to support learning. Pupils thrive and learn with determination and enthusiasm. They love to read and take every opportunity to practise their reading. In the early years, children experience an exciting day of carefully planned learning and discovery.

Parents and carers appreciate the high level of care and support given to pupils and their families. This is especially so for pupils with special educational needs and/or disabilities (SEND). Support for these pupils is carefully planned and effective.

At all times, pupils behave in an exemplary way. They talk with pride about the many leadership roles that they have and how they contribute to decisions about improving the school. Pupils are proud of how they behave in lessons. One pupil said, 'We try so hard here, it is unbelievable.'

## **What does the school do well and what does it need to do better?**

Since the last inspection, leaders and governors have continued to improve the quality of education across the school. This is because they know the school well and are focused on what they need to do to improve further. The early years provision has significantly improved. Children in Nursery learn the skills, routines and expectations needed for successful learning in Reception. The early years learning environment meets the needs of young children exceptionally well. Meticulous planning and expert teaching ensure that children are excited and curious learners. By the end of Reception, children are exceptionally well prepared for key stage 1.

Reading is at the heart of the curriculum. Pupils in Reception and Year 1 benefit from a rigorous, structured approach to teaching phonics. Staff are highly skilled. This means that teaching is focused and precise. Pupils learn sounds quickly. They confidently use this knowledge to read books matched to the sounds that they are learning. Pupils who find reading difficult are quickly identified and given carefully planned support. This helps them to catch up quickly.

Older pupils love to read and love being read to by teachers. They talk confidently and in depth about the books that they are reading. Pupils recognise that reading is important and talk about learning skills such as inference. They appreciate all of the opportunities that they have to read.

Teachers are knowledgeable. They use the detailed and sequenced curriculum to plan learning that builds over time. In lessons, pupils revisit prior learning to help

them remember important knowledge. With help, pupils can talk about their learning. In mathematics, pupils talk about number sentences and their work on perimeter. They are proud about their knowledge of multiplication tables. In science, they talk about experiments and microorganisms. In art, pupils recall the great artists they have studied and discuss weaving and wax resist. However, in some subjects in key stages 1 and 2, sometimes, strategies are not used well enough to help pupils embed knowledge securely in their long-term memory or to allow pupils to apply their learning in reasoning and problem-solving. Ongoing assessment is used effectively to address misconceptions during lessons. However, in some subjects, assessment at the end of a sequence of learning is still being developed. This means that teachers are not always aware of what pupils have learned over time or identified any gaps in their learning.

Pupils with SEND are very well supported. Staff are clear about the specific needs of individual pupils. Precise support plans ensure that barriers to success are removed or reduced. All pupils are helped to learn successfully.

Pupils' behaviour is, in their own words, exceptional. A calm sense of purpose pervades the school. Pupils model tolerance and respect towards each other and adults at all times. Pupils insist that bullying does not happen and know that teachers would stop it if it did. They are learning to be responsible citizens through the many leadership roles available. The personal development curriculum ensures that pupils learn about the world beyond the school. They can talk about ideas like democracy and individual liberty, and some older pupils have a good knowledge of protected characteristics. However, not all pupils are secure with this knowledge or their understanding of other faiths and cultures.

Parents appreciate the work of the school. The school works hard to build relationships with all parts of its community. One parent said, 'This is a fantastic school. They work hard to make it a safe and fun environment while making sure the children reach the milestones they should.'

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In key stages 1 and 2, assessment at the end of a sequence of learning is not used as effectively as it could be in all subject areas. This means that, in some subjects, staff do not have a clear picture of what pupils have learned over time or where any gaps remain. The school should continue to ensure summative assessment is used more effectively to support teachers when planning lessons to meet pupils' differing needs.

- The planned curriculum is being delivered effectively. However, some pupils struggle to recall and use key knowledge that has been taught. The school should continue to focus on the strategies that teachers use to ensure that all pupils remember the knowledge and skills that they have been taught in the long term and then use and apply this to reason and solve problems.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	130375
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10297337
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Wright
<b>Headteacher</b>	Michelle Melgram
<b>Website</b>	<a href="http://www.shaylane.wakefield.sch.uk">www.shaylane.wakefield.sch.uk</a>
<b>Dates of previous inspection</b>	20 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school has a breakfast club.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of the leadership team.
- A meeting was held with governors.
- A representative from the local authority met the lead inspector.

- Inspectors carried out deep dives in the following subjects: early reading and phonics, mathematics, science, and art. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime.
- Inspectors met with groups of pupils and spoke about their views of the school, their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils and Ofsted's online survey for parents, Ofsted Parent View. This included comments received via the free-text facility. Inspectors also talked to some parents at the beginning of the school day.

### **Inspection team**

Chris Jennings, lead inspector

Ofsted Inspector

Martyn Broom

Ofsted Inspector

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