

# Sharp Lane Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	107984
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	309561
<b>Inspection date</b>	21 May 2008
<b>Reporting inspector</b>	Keith Bardon

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

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<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 on roll</b>	
School	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Colley
<b>Headteacher</b>	Mrs M Lupton
<b>Date of previous school inspection</b>	9 February 2004
<b>School address</b>	Sharp Lane Leeds West Yorkshire LS10 4QE
<b>Telephone number</b>	0113 2141702
<b>Fax number</b>	0113 2712837

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<b>Age group</b>	3-11
<b>Inspection date</b>	21 May 2008
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## Amended Report Addendum

Sentence added in OE. A Pupil Development Centre is staffed by learning mentors and provides extensive support for all aspects of pupils' personal development but particularly their social development.

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement; teaching and learning; and care, guidance and support. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessment records, policies and minutes; observation of the school at work; interviews with senior members of staff and pupils; and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This large primary school serves a disadvantaged area on the outskirts of the city. Most pupils are of White British heritage and, with a few exceptions, speak English at home. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is average. A low number of pupils are in the care of the local authority and a similar small number are from families seeking asylum. The school has achieved the Investors in Pupils and Healthy Schools awards. The school provides parental and study support and a daily breakfast club is available to pupils.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Sharp Lane is a good school in which pupils of all ages achieve well. Under the focused leadership of the headteacher, pupils are provided with high quality care, support and guidance. This ensures that all pupils feel valued and those who may otherwise have had problems engaging with school attend regularly and enjoy their learning. Pupils say they are happy at school because 'the teachers are nice and will always help if you are stuck'. Most parents are pleased with the education their children receive. Those who have transferred their children from other schools are particularly positive, typically describing this as the best thing they could have done.

As a result of the good teaching they receive and the effective support provided for their learning, pupils make good progress. When they join the Nursery children's language is often poor and their attainment in other areas underdeveloped. From this low starting point standards rise systematically and by Year 6 they are approaching national averages. The school has had considerable success in raising standards in mathematics. In the national tests in 2007 almost all pupils attained or exceeded the expected level for their age. Results in science were equally positive. While standards in English are rising in response to the school's initiatives, they are below average and the proportion of pupils attaining the above average level is relatively low. Lower-attaining pupils and those with learning difficulties and/or disabilities achieve well. They benefit from carefully planned provision and are given the confidence to succeed. Teaching assistants work seamlessly alongside class teachers to help provide a blanket of support for all pupils.

Pupils' personal development is good and they mature into sensible and sociable young people. The role model of care provided by all staff has a strong influence on pupils' attitudes and their approach to others. They adhere to rules and school procedures, valuing rewards and respecting the need for sanctions. They support each other, working well in groups, discussing their thoughts and ideas sensibly. Pupils' spiritual, moral, social and cultural development is good. They grow in confidence and, with an increasing awareness of what they need to do to succeed, start to take on responsibilities for their own learning. Preparation for what life holds in the future is good. Pupils have a strong sense of community and older pupils in particular readily help around school. Winning funding for outdoor play equipment by all working together is a source of considerable pride. Pupils have a strong sense of right and wrong. In a drama lesson in Year 4, pupils showed good understanding of the moral implications of ivory poaching. The need for a healthy lifestyle is understood well. Many pupils take regular exercise during and after school, recognise the dangers associated with drugs, tobacco and alcohol and appreciate the importance of a balanced diet.

Pupils' behaviour in lessons and around school is good. A minority of pupils need regular help to behave well but this is readily available. A Pupil Development Centre is staffed by learning mentors and provides extensive support for all aspects of pupils' personal development but particularly their social development. The work in this Pupil Development Centre, plus the continual support provided by all staff, helps pupils to develop the skills they need to behave well, relate to others and socialise effectively. Procedures for child protection and safeguarding pupils meet requirements and pupils feel safe and secure in school. Pupils' personal and academic development is tracked carefully enabling staff to respond quickly to their needs. Systems for care, guidance and support work extremely well and are a key factor in the good progress pupils

make in their personal development and academic achievement. Pupils know that if they have something they wish to discuss there is always someone there to listen and help.

Lessons are planned well and provide interesting activities which stimulate pupils' curiosity. Relationships are good and the atmosphere in classrooms is pleasant and productive. Lesson objectives are made clear to pupils at the start of each lesson but these are not always referred back to often enough to help pupils measure the progress they are making and identify how to make their work better. Teachers give clear information, but at times they give a little too much detail and opportunities for pupils to work things out for themselves are missed. Pupils' work is marked well and they are given good guidance on how to improve. Displays, in classrooms, of pupils' work and prompts from teachers provide valuable additional support and guidance. Pupils are set clear academic and personal targets for improvement, which are reviewed and revised regularly. The curriculum meets the needs of pupils well and they gain considerable enjoyment from the many visitors and educational visits the school provides.

The school is led and managed well and runs smoothly. Leaders provide clear direction and the strong sense of purpose this generates is shared by all staff. Key to the school's success is the well judged balance struck between high achievement and standards and effective personal development. Standards have risen since the last inspection and there has been good improvement overall. Procedures for checking the school's performance are rigorous and provide clear and reliable information. This enables senior staff and governors to make correct decisions and to plan accurately for the school's further development. Governors play an active part in supporting the school and in encouraging it to do even better. The school's capacity to continue to improve is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good. Children are taught well and make good progress. Although they achieve well, a significant proportion are still some way short of the targets for their age at the end of Reception. Staff establish excellent relationships with children and take every opportunity to promote children's personal, social and emotional skills. From having few social skills on entry, children learn to work and play happily together, although they often need reminders about how to address others correctly. Through constant encouragement to engage in conversation and listen to others, children develop the basics of spoken language but many lack confidence and have only a limited vocabulary. Frequent opportunities to practise letter sounds and make marks that eventually become words provide a solid start to early reading and writing. The Foundation Stage is managed well and provision has improved substantially since the last inspection. Children's response to the many and varied activities provided both in and out of doors is monitored closely and their progress checked regularly. Staff work closely together using the information gained to plan carefully for the next stages in children's learning.

### **What the school should do to improve further**

- Increase the proportion of pupils who attain at an above average standard in English.
- Improve teaching to involve pupils more in working things out for themselves and checking their own progress.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the very friendly greeting you gave me when I inspected your school recently. Lots of you smiled and chatted to me and I felt comfortable and welcome. I thoroughly enjoyed finding out about the work you do and a special thanks to those who talked with me about the school.

Sharp Lane is a good school and I can see why you enjoy it so much. You make good progress because you are well taught and work hard. In the lessons I visited, many interesting things were going on. I was pleased to see everyone paying attention and trying their best to achieve the lesson objectives. I suggested to the school that some lessons could be made even better if you were given a few more opportunities to work things out for yourselves and to use lesson objectives to measure how well you were doing. I feel sure that when you get these opportunities you will play your part by always thinking carefully and trying to do as much as you can to improve.

Your behaviour is good and you can be proud of the way everyone gets on well together. It is clear that you develop into sensible and responsible young people. You told me that you feel well cared for and I think the school provides excellent support for your learning and development. All staff have your best interests at heart and this shows clearly in the friendly way everyone talks to each other.

Your learning in mathematics is good. Your English is coming along but not many of you achieve high standards in this subject. I discussed this with the school and they will be looking at ways that this can be changed. Always try to read and write to the very best of your ability whatever subject you are working in.

Thank you once again for a very enjoyable day and I wish you lots of luck in the future.