

# Shirley Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	107235
<b>Local authority</b>	Bradford
<b>Inspection number</b>	377556
<b>Inspection dates</b>	13–14 December 2011
<b>Reporting inspector</b>	Geof Timms

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 of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicki Nixon
<b>Headteacher</b>	Maureen Neill
<b>Date of previous school inspection</b>	5 December 2006
<b>School address</b>	Methuen Oval Wyke Bradford BD12 8SA
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## Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons taught by eight teachers. Meetings were held with staff, pupils and members of the governing body. They observed the school's work, and looked at planning, assessment documents, policies and records. In addition, they scrutinised 56 parental questionnaires.

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

- The school's work to raise pupils' attainment in reading and writing and to halt the fall in Key Stage 1 pupils' attainment.
- The efforts made to support different groups of pupils learn and help more pupils reach the higher levels.
- The impact of recent developments in resources and provision for nurturing potentially vulnerable children.
- The impact of the changes to the leadership on the school's capacity to improve further.

## Information about the school

This is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The vast majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average and very high in some cohorts. The majority of these pupils have social and emotional difficulties.

The school has the Activemark, Inclusion Mark and Artsmark awards, and Healthy School status. Since the last inspection there has been considerable change in leadership and in staffing. At the time of this inspection, the headteacher had been in post for three months. The governing body are responsible for a breakfast and after-school club.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has maintained many of its strengths from the last inspection, while going through significant changes to the senior leadership, staff and governing body. The recently appointed headteacher has rapidly identified some important aspects of the school's work that needed addressing, especially regarding pupils' social and emotional needs. The rapidity with which new leaders have provided very effective support for pupils with social and emotional needs reflects the school's excellent care, guidance and support. Areas of strength and those needing improvement are accurately identified and effective plans put in place where needed. In addition, the impact of changes to the curriculum, staffing structure and the way pupils' learning is now tracked shows that the school has a good capacity to improve further.

Pupils' attainment is broadly average in reading, writing and mathematics when they leave Year 6. From their often low starting points this represents good learning and progress. Many children start in the Early Years Foundation Stage with their personal, social and emotional development and speech, language and communication skills, well below those typically expected. At least good progress is made through the Nursery and Reception classes and children are prepared well for their future learning. Progress has been inconsistent in different year groups for a variety of reasons but overall pupils' progress is good. The latest assessment data show that in English an above average proportion of the pupils exceeded the expected levels. However, this was not the case in mathematics where, although it is an improving picture overall, too few more-able pupils reached the higher levels. This is because they do not have enough effective strategies to solve more complex mathematical problems. Those pupils with special educational needs and/or disabilities make equally good progress, as do other groups of pupils. There are no significant differences between the achievement of boys and girls.

Pupils' overall good progress is the result of effective teaching. However, teachers do not always give pupils enough independence in their learning or provide sufficiently challenging tasks, especially for the most able in mathematics. This means that the use of assessment to support learning is no better than satisfactory. Where teaching remains satisfactory, it is often the result of too slow a pace to excite and enthuse all learners. Nevertheless, most lessons are interesting and involving and pupils' effective learning is supported by their good behaviour and attitudes. Attendance has improved greatly since the last inspection, when it was below average.

Leadership and management are good. The headteacher has created a very positive and ambitious ethos that is supported by all staff. Leadership has been devolved well to senior staff and teachers, and leaders are more accountable for pupils' achievement. The governing body has worked successfully to improve its effectiveness and now provides good support and challenge to the school. Parents and carers are very supportive of the school's work. As one wrote 'Staff are very committed to make school an experience our children will enjoy.'

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

- Help more of the pupils reach higher levels in mathematics by the end of Year 6 by providing them with better strategies for solving more complex problems.
- Make more teaching of outstanding quality by ensuring that:
  - lesson plans provide sufficient opportunities for pupils' independent learning and problem solving
  - assessment of pupils' learning is used more effectively in planning sufficiently challenging work, especially for more-able pupils in mathematics
  - teaching has sufficient pace to move learning on and keep all pupils interested and fully involved.

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

<b>2</b>
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The good progress evident in assessment data is also clearly represented in pupils' books and in the best lessons. Attainment has risen at the end of Year 6 over recent years and currently, pupils are continuing that improvement. They demonstrate a good understanding of a complex text by Charles Dickens and are developing good reading skills as they seek implications and unravel complex vocabulary. Attainment at the end of Year 2 has been more inconsistent recently, but currently some outstanding teaching is helping pupils to recognise the link between letters and sounds well, and to write coherent sentences while retelling a story. In some classes, pupils are also developing a good understanding of basic number skills, but have less awareness of how to use these in solving problems. Pupils develop a good approach to their learning and they show genuine pride in their work. They cooperate and work together well, and happily talk about how much they enjoy learning new things.

Pupils have a good understanding of how to stay safe and of different ways to look after their health. The school council, and other pupils with a range of responsibilities, provide a good contribution to the school and wider community. Their enterprise work, such as the setting up and running of a market stall in the town centre, helps them to have a good understanding of the world of work, as well as a good opportunity to use their basic skills in a real life situation. The school ensures some strong spiritual, moral, social and cultural development throughout all aspects of its work. Pupils demonstrate a very caring and thoughtful manner towards others.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	3
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	3
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching and learning is good because most teachers plan effective lessons that build on pupils' earlier learning. They make good use of new technology to enliven their teaching and to support pupils' learning. The best lessons have a well explained purpose and teachers have a clear understanding of what learning they expect from pupils. Lesson objectives are shared with pupils and then returned to at the end of the lesson to assess success. In these good or better lessons, adults have very good relationships with the pupils who remain fully focused on their tasks. Teaching assistants provide very effective support for teachers and for different groups of pupils. However, there remains inconsistency in how the needs of all pupils are addressed, especially the most-able. This is because the ongoing assessment of learning is not always used well enough in planning activities. Some lessons lack a consistently brisk enough pace to keep all pupils involved, and at times teachers spoon-feed pupils too much, rather than giving them sufficient independence and responsibility for their learning. Even so, overall, teaching ensures that most pupils make good progress over time and are well prepared for the next stage in their education.

The school has developed a good curriculum that is well enriched through a range of visits and visitors, as well as special events and themed days and weeks. A number of effective partnerships further enhance the curriculum, especially for sport. There is a good range of extra-curricular activities provided for pupils. In the best lessons, there are some effective links between subjects. The outstanding care, guidance and support provided for pupils are the result of the school's recognition that they have a significant proportion of pupils facing challenging circumstances and who, as a result, are potentially more vulnerable. The newly developed nurture room and the provision this offers, ensure very effective opportunities for pupils to develop emotionally and socially and this in turn enables them to more effectively access the school curriculum. Pupils say how well they are supported at school and how the adults help them to improve. In addition, very effective partnerships support pupils

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

with special educational needs and/or disabilities. Strategies to improve attendance have been very successful.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leaders provide good, strong leadership for the school. All staff are proud to be part of the school and clearly have the best interests of the pupils at heart. There have been significant changes to the staff recently but they are working together well and make a successful and rapidly improving team. The improved system to track pupils' progress ensures underachievement is quickly identified and teachers held more accountable for pupils' progress. The regular meetings that are focused on individual pupils' progress result in timely interventions to head off any potential underachievement or to provide appropriate pastoral support. Good further training and professional development are helping to build a strong team of teachers. The engagement with parents and carers is good and they are very supportive of the school's work.

The governing body has effective systems for gathering information about the school's work and this enables it to make secure judgements about its successes and areas to improve. The school works successfully to ensure equal opportunities and to close the gaps in the achievement of different groups of pupils. It is a very inclusive community. The school does some effective work to develop pupils' understanding of how others live, but this has not been a recent focus for its work. The provision for community cohesion has been reviewed but the school has been unable to develop any links with schools in contrasting areas. Safeguarding arrangements are robust, meet requirements and have been very effective at addressing some significant issues when they have arisen. The good safeguarding arrangements are endorsed by all of the parents and carers who responded to the questionnaire.

*These are the grades for the leadership and management*

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

<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>
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## Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes. They often have much lower personal and social skills than expected for their age, and their speech, language and communication skills are underdeveloped when they enter the Early Years Foundation Stage. These are a major focus for the nursery staff. Because of this, children make rapid progress and most develop into good, keen and interested learners by the time they start in the Reception class. Activities are well planned to help children's learning and good progress is made in all areas of learning. Adults spend a lot of time interacting with pupils and modelling good speaking. Even so, the school is rightly looking at how it can further improve children's speaking skills which remain below those expected.

A very good outdoor area supports pupils' learning very effectively. Children have a good range and balance of adult-led and child-initiated activities. Planning ensures individual needs are met, and in both classes some high quality assessments are made of children's progress. These are recorded well and provide a good record of children's learning, supported by examples of work and photographs. Strong links with parents and carers exist, for example, home visits enable staff to get to know children and their families before they start in the nursery. The Early Years Foundation Stage is well led and managed and the staff work very well together, creating a very positive and exciting learning environment.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	

## Views of parents and carers

Almost all of the responses to the parental questionnaire are fully positive about the school. All of the parents and carers who completed a questionnaire say the school keeps their children safe and that their child enjoys school. They say the teaching is good and that the school teaches children to lead healthy lives. The inspection findings support these positive views. A small minority think the school could do more to deal with unacceptable behaviour or does not listen to their suggestions and concerns. However, the inspection found that the systems for dealing with any poor behaviour are robust and successful. Currently, behaviour is good throughout the school. The school welcomes parents and carers to share concerns and suggestions and these are always carefully considered.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shirley Manor Primary 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	68	16	29	0	0	0	0
The school keeps my child safe	38	68	16	29	0	0	0	0
The school informs me about my child's progress	29	52	27	48	0	0	0	0
My child is making enough progress at this school	28	50	28	50	0	0	0	0
The teaching is good at this school	36	64	19	34	0	0	0	0
The school helps me to support my child's learning	31	55	25	45	0	0	0	0
The school helps my child to have a healthy lifestyle	34	61	22	39	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)	29	52	25	45	0	0	0	0
The school meets my child's particular needs	31	55	25	45	0	0	0	0
The school deals effectively with unacceptable behaviour	26	46	27	48	2	4	0	0
The school takes account of my suggestions and concerns	24	43	30	54	1	2	0	0
The school is led and managed effectively	28	50	28	50	0	0	0	0
Overall, I am happy with my child's experience at this school	35	63	21	38	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 December 2011

Dear Pupils

**Inspection of Shirley Manor Primary School, Bradford, BD12 8SA**

I am writing to thank you for the way you welcomed the inspectors to your school recently. We really enjoyed our visit and talking with many of you about your school. We enjoyed seeing how well you behave in lessons and how much you clearly enjoyed your learning. Parents, carers and inspectors certainly enjoyed seeing the results of your hard work on the Christmas productions. Well done!

Shirley Manor is a good school. Many of the things recently introduced have had a very positive impact on the school and on your learning. The school is better now at tracking how well you are learning so that you can be quickly helped if you find something difficult. You have become much better at attending school. This is important so that you can keep learning lots of new things. Keep it up. You are making better progress in reading, writing and mathematics, learning more and reaching higher standards by the time you leave the school.

We have asked the teachers to help more of you get to the higher levels in mathematics that we know you are capable of reaching. We have also asked them to provide you with lessons and activities that give you some independence and make you think, that are lively and pacy so you stay interested, and that are sufficiently challenging to really help you learn new things.

Thank you again for your friendliness and help. Enjoy your time at Shirley Manor and keep working hard.

Yours sincerely

Geof Timms  
Lead inspector

