

# ShIPLEY CofE Primary School

Otley Road, Shipley, West Yorkshire, BD18 2PT

**Inspection dates** 3–4 March 2015

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

## Summary of key findings for parents and pupils

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

- In the results of the most recent national tests, not enough pupils made sufficient progress in reading and writing between Year 3 and Year 6.
- The most able pupils do not consistently reach the standards of which they are capable by the end of Year 2 and Year 6.
- Teaching is not consistently good enough in some classes to secure the best possible progress for all groups of pupils.
- Teachers' marking and feedback are not consistent throughout the school in providing pupils with precise enough guidance on how to improve their work.
- The presentation of pupils' work sometimes lacks care and is untidy.
- The current arrangements to cover staff absence are not yet secure to make sure that recent improvements are continued.

### The school has the following strengths

- The headteacher and deputy headteacher are dedicated to the school and ambitious for each pupil to achieve their potential. Together with the governors and staff, they share a common vision and are committed to making sure that standards improve quickly and securely.
- The headteacher, deputy headteacher and governors have taken decisive action to deal with weak teaching. As a result, achievement and teaching have recently improved.
- The governing body is well led and has taken firm action to review all aspects of its work to improve the quality of education for all pupils.
- The teaching of phonics (the link between letters and the sounds they make) has improved and is good.
- Pupils' personal development and their spiritual, moral, social and cultural understanding are good.
- Pupils behave well together in lessons and around the school. They feel safe and happy, enjoy working with their teachers and other adults, and their attendance is good.
- The relationships between the pupils and the staff are good.

## Information about this inspection

- Inspectors observed teaching and learning in many lessons and also made additional visits to observe parts of lessons. Two observations were carried out jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils about their work in lessons.
- Pupils' work was scrutinised in writing, mathematics and a range of other subjects.
- Meetings were held with senior leaders and middle leaders, members of the governing body, teaching and support staff, pupils and a local authority representative.
- Inspectors listened to pupils read in Year 1 and Year 5 and checked reading progress records.
- Pupils were observed during lunchtimes, break times and in before and after-school activities.
- Inspectors considered the 29 responses to the on-line questionnaire (Parent View) and also the responses from the school's most recent parental survey. They also spoke informally to a number of individual parents at the start of the school day.
- Twenty two staff completed questionnaires and these responses were also analysed.

## Inspection team

Gillian Hunter, Lead inspector

Additional Inspector

Christine Millett

Additional Inspector

Steve Rigby

Additional Inspector

## Full report

### Information about this school

- This school is just smaller than an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is similar to that found in most schools.
- The proportion of disadvantaged pupils, that is those pupils who receive support through pupil premium funding, is similar to the national average. The pupil premium is additional government funding to support children who are known to be eligible for free school meals and those who are looked after by the local authority.
- Almost three quarters of pupils are from minority ethnic groups and approximately half of the school population is of Pakistani heritage. This is much higher than the national average. Well over half of pupils speak English as an additional language, with some joining the school at an early stage of learning English.
- The school runs its own breakfast and after-school club.
- Children start school in the early years in the Nursery and attend part time, either mornings or afternoons, from age three.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A significant proportion of teachers have joined the school since the previous inspection. The headteacher and deputy headteacher have been in post for some years. Other leaders are relatively new in their roles. There are temporary leadership arrangements in place in the early years.
- There have been a number changes in the membership of the governing body since the previous inspection, including a new Chair of Governors.

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

- Improve the quality of teaching by ensuring that:
  - the work set in lessons is always challenging and takes full account of pupils' abilities, especially the most able
  - pupils are given clear and helpful information consistently on how to improve their work and that their work is better as a result
  - pupils improve their handwriting and present their work neatly
  - more opportunities are provided to share the best practice across the school.
- Raise achievement in reading, writing and mathematics by ensuring that:
  - more pupils make better-than-expected progress
  - the most-able pupils throughout the school are consistently fully challenged
  - Pakistani heritage pupils and disadvantaged pupils make better progress so that the gap between their attainment and the attainment of other pupils is closed.
- Provide effective leadership and management in the early years by:
  - using the expertise of a senior leader to provide on-going support and development
  - making sure that the recent improvements are continued.

## Inspection judgements

### The leadership and management are good

- The headteacher and deputy headteacher are dedicated to the school and ambitious for each pupil to achieve their potential. Together with the governors and staff they share a common vision and are committed to high expectations for achievement, behaviour and continued improvement.
- School leaders, together with the support of an external consultant and more recently a representative from the local authority, have checked on the school's work and have identified its strengths and areas of improvement accurately. They are aware of the need for further improvement in the attainment of the most able pupils.
- Since the previous inspection, there has been a high turnover of staff which resulted in an increasing amount of teaching that was not good and also some inadequate teaching. Leaders have had to take swift action to speed up progress and improve attainment. As a result of rigorous checks and intensive support where necessary, teaching has improved so that there is now no inadequate teaching. There is good and outstanding teaching in school. However, there are still some inconsistencies in the quality of teaching in some classes.
- Senior leaders set teachers challenging targets regarding the achievement of the pupils in their classes. The performance management and training given to teachers, together with the guidance and support provided by senior and subject leaders, is improving the quality of teaching across the school.
- The deputy headteacher has supported some teachers to improve. This has included coaching and providing them with the chance to observe her and share her highly effective practice. As a result, stronger and more consistent practices are seen in classrooms. Senior leaders are committed to developing this effective model of sharing best practice more widely throughout the school and enhance teaching quality.
- Pupils' work is regularly checked by leaders and the information gained is used to provide support for pupils who are underachieving. As a result, the achievement of pupils is improving rapidly especially in Year 5 and 6 where additional staffing has been provided through the use of pupil premium funding.
- Middle leaders are enthusiastic and have a good knowledge of their areas of responsibility. They are developing well as a team. The school is supporting them effectively, in order to help them challenge staff to improve their teaching further.
- The work of the school to promote equality of opportunity and foster good relations across all groups in the school is good. The school values the cultures and religious beliefs of all pupils and focuses on the similarities as well as the differences in an open and safe environment. This makes sure that all pupils are valued and there is no discrimination. Disabled pupils and those who have special educational needs achieve well from their starting points and thrive in a happy, positive school that celebrates the uniqueness of each child.
- Pupils' spiritual, moral, social and cultural development is promoted well through the different subjects that are taught. Assemblies, regular visits and visitors, charitable events and learning about world faiths and cultures develop in pupils a strong sense of respect for others and they gain a good understanding of the life and values of modern British society.
- Overall, the curriculum is organised to ensure that pupils can access and enjoy their learning. This contributes to the good behaviour of pupils in lessons. However, there is not enough opportunity for the most-able pupils to access work which will challenge them further and thus enable them reach higher levels of achievement and attainment in all year groups.
- Disadvantaged pupils' progress is improving due to leaders' effective use of pupil premium funding. Funding is used to offer extra support where disadvantaged pupils are underachieving, especially in Years 5 and 6 so that they are catching up quickly on previous low achievement.
- The additional primary school physical education and sport funding is used to good effect. Pupils have benefited from specialist teaching and extra sporting activities which the school subsidises. The school has used the money to increase existing teachers' capacity to teach physical education to ensure that the improvements in this area of the school's work will continue.
- There is established partnership-working with other local Church of England schools. There are also opportunities to work with schools in the local authority.
- **The governance of the school:**
  - Membership of the governing body has changed since the previous inspection and there are a significant number of new governors as well as some established members. The governing body is well led and managed. It has taken decisive action to review all aspects of its work.
  - The governing body is making increasingly good use of data to improve its effectiveness in measuring

rates of school improvement and challenging school leaders. Governors play a full role in making decisions as to whether teachers and other staff should be rewarded with salary increases and in reviewing targets for the headteacher. The governing body regularly monitors the effectiveness of the budget through its finance committee, including the use of pupil premium and primary school physical education and sport funding.

- Statutory requirements for safeguarding are met. The arrangements for safeguarding are effective.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care all adults show them. They are usually well engaged in their learning and eager to succeed. Occasionally, their concentration wanes when they are not sufficiently challenged, but they rarely misbehave. Pupils do not always take pride in the presentation of their work.
- The morning breakfast club and after-school club is run efficiently by the school. Pupils are provided with a healthy breakfast and have opportunities to engage in a range of activities.
- Pupils play and work together well. The school makes good use of the available outdoor spaces at break time and lunchtimes to help pupils develop co-operation and social skills as well as improving their sporting skills.
- Pupils take responsibility and support others. They are actively involved in a wide range of fundraising activities and older pupils are particularly proud of their roles on the school council or in their support role as digital leaders.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They have a good knowledge of potential bullying situations, including cyber bullying. They understand that their behaviour affects others and know that they should be kind and considerate. They comment that little bullying takes place and any incidents are successfully managed by the staff. This is confirmed by the school's record-keeping procedures, and most parents agree with their children's positive views.
- The school works well with the small number of pupils who sometimes find it difficult to manage their own emotions and social skills. Parents comment on the effectiveness of the support the school gives them and their children.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. Attendance is above average.

## The quality of teaching

Requires improvement

- Pupils are given work to do that is targeted for different abilities in classes. However, teachers do not always make sure that there is a clear difference in the degree of difficulty and skills needed to complete tasks and this holds back progress for the most able in particular.
- Marking and feedback are not always effective enough in helping pupils to improve their own work in writing and mathematics. All work is marked; however, comments do not consistently provide precise guidance to help pupils, especially the most able, to improve. Sometimes errors and misconceptions are not always addressed sufficiently.
- Senior leaders set teachers targets to improve the achievement of the pupils in their class. The performance management and training given to teachers, together with the guidance and support provided by senior and subject leaders, is improving the quality of teaching across the school. While some teaching is outstanding, teaching is not consistently good enough in some classes to secure the best possible progress for all groups of pupils.
- The checks on pupils' progress, particularly when they are working on their own, are not consistent. Some pupils can take too long to produce their work, particularly in writing, and their concentration wanes so that they do not achieve all they could as a result.
- Expectation of pupils' presentation of their work is inconsistent and, while pupils produce a good amount of work, their handwriting and the way they set out their work needs improvement.
- The teaching of pupils' phonic skills has improved over time and is effectively building rapidly and securely on their earlier learning in the early years. Pupils' reading skills have developed through the opportunities

they have to read regularly throughout the day and at home.

- Pupils respond well to the positive atmosphere for learning that is created by staff. Classrooms are well resourced and attractive.
- Teaching assistants are deployed well. They provide timely extra help and support particularly for disadvantaged pupils, disabled pupils and those who have special educational needs. This contributes to the progress these pupils make.

### The achievement of pupils

### Requires improvement

- Since the previous inspection standards at the end of Year 2 have been below average in reading, writing and mathematics. At the end of Year 6 standards fell to below average in 2014, having been broadly average in previous years. Not enough pupils have made sufficient progress between Years 3 to 6.
- Not all of the most-able pupils consistently reach the standards of which they are capable by the end of Year 2 and Year 6. The work they are given does not always ensure they make full use of their skills and thus deepen their learning, particularly in mathematics and writing.
- Pupil's attainment in reading by the end of Year 2 and Year 6 in 2014 was below the national average overall because not enough pupils reached the higher levels. Overall, pupils' reading has improved because teachers and teaching assistants are better trained in the teaching of phonics, the link between letters and the sounds they make. Pupils have been inspired to read for pleasure and information across the curriculum. Those pupils who read for inspectors enjoy reading books from a wide range of authors, and routinely used their phonic skills to break-up and sound out unfamiliar words.
- In 2014 attainment in mathematics was below average by the end of Year 6 and significantly below at the end of Year 2. Most pupils made good progress except disadvantaged pupils who did not make the progress expected. The school does not consistently fully engage and motivate these pupils, especially the most able, in this subject. Most pupils are now making good progress in mathematics in Year 6 because of the effective additional support provided by skilled practitioners.
- Attainment and progress in writing were below the national average at Key Stages 1 and 2 in 2014. Inspection evidence and the school's own records of pupils' progress show that smaller group teaching activities with the older pupils are beginning to improve pupils' competence in writing.
- Disadvantaged pupils and pupils from minority ethnic groups achieve close to the national average by the end of Year 6 from their starting points. However, by the end of Year 6 in 2014, disadvantaged pupils did not make good progress overall. Their attainment in reading, writing and mathematics was over two and a half terms behind other pupils nationally and one and a half terms behind their classmates in the school in mathematics and reading, and half a term behind in writing. Inspection evidence shows that disadvantaged pupils in the current Year 6 are making better progress.
- Pupils from minority ethnic groups and those with English as an additional language make similar progress to their peers across most year groups. The attainment of Pakistani heritage pupils in 2014 was approximately one term behind similar pupils and almost two terms behind all pupils nationally. These pupils are being well targeted and supported to make good progress by the time they leave school in Year 6.
- Disabled pupils and those with special educational needs make good progress across different year groups often from low starting points. This is because well-trained staff provide good support and pupils are included in all learning activities.

### The early years provision

### Requires improvement

- Provision and leadership in the early years require improvement. Staff do not always check precisely what children already know so that they can provide tasks to build on and extend children's skills, knowledge and understanding. Children are not always challenged by the activities and tasks they are given, especially the most able.
- Children are very keen to learn. The skills and knowledge of the majority of children at the start of Nursery are below what is expected typically for their age, particularly in speech and language development. Some are at an early stage of speaking English. By the end of the Reception Year, outcomes are still below but have steadily improved over the last three years. In 2014, just over half the children reached a good level of development, which is closer to average than it has been for the last three years. However, children's progress from their starting point varies.
- Overall, the teaching of early reading, especially phonics skills, is good and children make good progress

and achieve well.

- Children are well behaved and they are kept safe. Children of all abilities play and work well together and concentrate on their activities. Their spiritual, moral, social and cultural development is promoted well through the themes and topics they study and they are curious about the world about them.
- Teaching in the Nursery is good and provides most children with learning opportunities to address gaps in their development rapidly so that they are well placed to move on in their learning.
- The permanent early years leader has been effective in leading on planning and implementing actions which have been put into place to improve provision and outcomes. This has been based on a good analysis of children's achievement and has impacted on recent improvements.
- The current arrangements to cover for the absence of the early years leader are not yet secure to make sure that the recent rapid improvement in outcomes in the early years is maintained. School leaders have agreed temporary early years leadership arrangements to cover for the absence of the permanent early years lead, who is also the Reception teacher, until January 2016. School leaders recognise that close monitoring and support are essential in making sure that the recent improvements in early years provision and leadership are to continue.

## 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>	107341
<b>Local authority</b>	Bradford
<b>Inspection number</b>	449732

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Pollard
<b>Headteacher</b>	Philip Travis
<b>Date of previous school inspection</b>	12 October 2009
<b>Telephone number</b>	01274 583900
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