

Shipley CofE Primary School

Otley Road, Shipley, West Yorkshire BD18 2PT

Inspection dates

17–18 May 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Since the previous inspection, leaders and governors have failed to improve pupils' achievement or the quality of teaching well enough. Teaching over time has been too variable and, as a result, pupils underachieve.
- Leaders, other than the recently appointed headteacher, have not developed the skills they need to fulfil their roles effectively. Improvement is too dependent solely on the headteacher.
- Pupils, including disadvantaged pupils, those who have special educational needs and/or disabilities, those with low prior attainment and those who speak English as an additional language, make poor progress from their starting points across a wide range of subjects.
- The outcomes achieved by children in the early years are inadequate. Adults do not have high enough expectations of what children can do and too many children are unprepared for the demands of the curriculum in key stage 1.
- Teachers do not use information about pupils' prior attainment to plan their lessons well. Teaching does not effectively challenge all pupils to make good progress.
- Recent action to improve attendance has resulted in some reduction in pupil absence. However, the persistent absence of pupils who are disadvantaged remains too high.
- Over time, leaders have not evaluated the impact of the spending of additional funds for disadvantaged pupils and those who have special educational needs and/or disabilities. Leaders are unable to say how spending has improved outcomes for these groups of pupils.
- Leaders are improving the assessment system; however, they have not ensured that teachers' assessments are accurate.
- Governance is not robust enough. Governors do not have the skills to challenge and support school leaders effectively.

The school has the following strengths

- The recently appointed headteacher has rapidly identified areas for improvement within the school. She has made some key improvements to arrangements to keep pupils safe.
- Stronger teaching in upper key stage 2 and Year 2 is beginning to help pupils to catch up.
- Pupils conduct themselves well around school and in lessons. Pupils are polite, courteous and they want to learn and do well.
- Parents and staff are in full support of the new headteacher and the changes she is beginning to make.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of leadership by:
 - further developing the knowledge and skills of governors, so that they can challenge and support school leaders effectively
 - developing senior leadership capacity within the school, so that sustainable improvements to school performance can be secured quickly
 - ensuring that feedback to teachers on their performance focuses on the progress made by different groups of pupils
 - developing the curriculum, including for science, humanities and creative subjects, to meet the needs of all pupils
 - ensuring that key policies, such as the equalities policy and intimate care policy, are in place and up to date with the latest legislation
 - making sure that all staff have an improved awareness of potential risks to pupils' safety while on the premises.
- Improve the quality of teaching, learning and assessment so that pupils make rapid progress in a wide range of subjects by:
 - making sure that teachers' assessments of what pupils can do, including for children in early years, are accurate and teachers use these to plan appropriate learning activities which challenge pupils at the correct level
 - improving the school assessment system so that pupils' progress is monitored from their starting points and effectively informs interventions at classroom level
 - addressing the deficit in pupils' basic skills in mathematics, so that they can confidently apply number facts
 - developing a strategy to address pupils' inaccurate letter and number formation so that all develop a neat handwriting script
 - developing appropriate provision and strategies to support pupils who speak English as an additional language, those who have special educational needs and/or disabilities and pupils who are disadvantaged.
- Improve pupils' attendance by ensuring that:
 - leaders, including governors, keep a close and regular check on the absence of different groups of pupils
 - swifter action is taken when pupils' attendance declines below the national average

- persistent absence decreases, particularly for disadvantaged pupils.
- Urgently improve the outcomes achieved by children in the early years by:
 - increasing adults' expectations of what children can achieve, particularly in writing and in mathematics and particularly for the most able
 - making sure that adults plan activities which are focused precisely on the skills that children need to improve
 - developing effective provision to meet the needs of children whose skills in communication and language are below those typically seen for their age
 - improving the quality of leadership of the early years so that leaders act promptly and effectively to address key priorities for improvement
 - supporting children to develop accurate formation of letters and numbers
 - deploying adults effectively to support children in purposeful play which leads to gains in learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leadership, over time, has not sufficiently improved standards in reading, writing and mathematics by the end of key stage 1, particularly for low-attaining pupils. Leadership has not ensured that groups of pupils make adequate progress. The achievement of disadvantaged pupils, those who have special educational needs and/or disabilities and those who speak English as an additional language, for example, over time, is inadequate. Governors have not challenged school leaders well enough to improve.
- Prior to the arrival of the current headteacher, the curriculum was not evaluated effectively. The current curriculum does not meet the needs of all learners, particularly pupils who speak English as an additional language and pupils who have low prior attainment. Consequently, these learners make too little progress. The headteacher recognises that the wider curriculum does not adequately prepare pupils for the next stages in their learning, particularly in science, humanities and creative subjects.
- Over time, leaders have not evaluated the impact of the spending of additional funds, such as that for disadvantaged pupils, those who have special educational needs and/or disabilities and the physical education (PE) and sport premium. Leaders are unsure whether this spending has improved outcomes for pupils. Under the direction of the new headteacher, senior leaders are beginning to improve arrangements to keep a check on the work they do with this funding.
- The headteacher is embedding a culture of safeguarding in the school. However, she recognises that there is further work to do to ensure that all staff act appropriately where health and safety risks to pupils are identified.
- Leaders of English and mathematics are taking action to improve the quality of the curriculum and to share good practice in their subject areas. They are developing resources and introducing ways of working which are beginning to show signs of improvement. However, it is too soon to see the impact of these changes on pupils' outcomes.
- The headteacher has accurately identified the many areas of school performance which require swift improvement and has begun to tackle them. Staff absence has dramatically decreased. A new behaviour and attendance system is in place, which is promoting good pupil behaviour and improved attendance, although there is further work to do to decrease persistent absence.
- The new headteacher has implemented a programme of checks on the quality of teaching. She has an accurate picture of the strengths and weaknesses of teaching in different areas of the school. However, the feedback provided to teachers by leaders at all levels does not focus sufficiently on the impact of teaching on the progress made by different groups of pupils.
- Support from the local authority and the diocese has had little impact on improving the quality of teaching, learning and assessment and has not effectively developed the senior leadership capacity within the school.

Governance of the school

- Governors have not provided rigorous enough challenge to school leaders and have not acted quickly enough to improve the outcomes achieved by pupils. Since the arrival of the headteacher in January 2017, governors have a better understanding of the performance of the school. Through conducting a skills audit and accessing appropriate training, governors are beginning to develop the skills needed to strategically support and challenge the school.
- Over time, governors have not ensured that key policies are reviewed regularly to take account of statutory guidance and legislation. For example, governors are not fulfilling their duties in relation to the equalities agenda. Governors do not ensure that the school's website is compliant.
- Over time, governors have not checked whether additional funding such as the pupil premium or additional funding for pupils who have special educational needs and/or disabilities was making a difference to pupils' achievement.
- Governors are strongly committed to the pupils, the school and the community.

Safeguarding

- The arrangements for safeguarding are now effective, but until very recently they were not.
- Historically, governors did not ensure that safeguarding arrangements were effective. For example, safeguarding policies were not updated in a timely manner and staff did not receive some key training, such as that to recognise the signs and symptoms of radicalisation. The headteacher has acted urgently to address these issues. All staff have now had the training they need and the school's child-protection policies are up to date with the latest government guidance.
- The headteacher is ensuring that safeguarding is high profile. For example, by using the staffroom noticeboard to encourage debate and discussion on a weekly basis about safeguarding issues, the headteacher is ensuring that staff keep safeguarding at the forefront of their work. This prepares staff well to respond to any issues that may arise.
- Pupils say that they feel safe and have an adult they can talk to if they need help. Pupils also appreciate the 'help me' box because it allows them to communicate their worries to staff and to receive support in resolving them.

Quality of teaching, learning and assessment

Inadequate

- Teaching in some year groups has led to poor progress for some pupils and groups of pupils, particularly those who have special educational needs and/or disabilities, are disadvantaged or who speak English as an additional language. While the school provides some support outside the classroom for pupils who need extra help when they fall behind, there are few strategies in place within lessons to meet the needs of these groups of pupils.

- Teaching of mathematics in the early years and Year 1 is not leading to a secure enough understanding of number. Similarly, pupils have gaps in their ability to form letters and numbers correctly and to punctuate writing accurately. Pupils make poor progress in the early stages of their time in school. Teaching in subsequent year groups is not enabling them to catch up quickly enough and achieve well.
- Over time, teachers and leaders have not taken sufficient account of pupils' prior attainment and progress. Although the headteacher is taking steps to address this, teachers do not always plan activities to meet the needs of pupils. Too often, the most able and lower attaining pupils are given work which is too easy and does not help them to make progress quickly enough.
- Teaching is more effective in Year 2 and in some classes in key stage 2, where pupils make stronger progress. However, due to the legacy of underachievement over time, pupils do not make enough progress from their starting points.
- The quality of teachers' questioning is variable. When questioning is weaker, it does not support pupils with vocabulary development and language acquisition well enough. Where questioning is stronger, pupils are more engaged and think hard and so make better progress.
- Leaders have taken appropriate steps to introduce a new system for assessment. However, they recognise that this needs further work. Currently, leaders have not done enough to ensure that assessments are accurate. They cannot be certain about how well pupils are achieving.
- Improvements to the teaching of phonics since the previous inspection have resulted in pupils having the skills they need to tackle unfamiliar words in their reading. Pupils in key stage 2 are gaining confidence as readers through group work, which has been introduced to help them to improve their comprehension of what they read.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- A small number of staff do not have a good enough awareness of some aspects of health and safety and, therefore, they lack rigour in carrying out some risk assessments linked to the school premises. The system for undertaking risk assessments was improved quickly during the inspection when leaders were alerted to a concern by the inspection team.
- The curriculum to teach pupils about staying safe is strong. Pupils are well aware of how to stay safe online. Leaders engage well with other agencies to promote pupils' safety. For example, pupils worked closely with the local police on road safety outside school, including issuing parking tickets to those who were not complying with parking restrictions. Pupils have a well-developed understanding of safety on the roads.
- Pupils say, and records show, that bullying is rare. Pupils say that they feel safe in school. Leaders deal with the very small number of bullying incidents swiftly.

- Pupils are developing their self-confidence and are keen to talk to adults about their school. Most have positive attitudes to their learning.
- There are opportunities for pupils to take on responsibility within the school, for example as members of the school council. The school councillors take their roles seriously and are enthusiastic about their involvement in a project to improve the outdoor space available to them for playtime.

Behaviour

- The behaviour of pupils requires improvement.
- While attendance overall is an improving picture, the persistent absence of disadvantaged pupils remains too high and well above the national average.
- Most pupils are punctual to school. However, leaders recognise that a few pupils are more persistently late. The recent introduction of 'punctuality challenges' is helping to address this issue.
- Almost all pupils behave well in lessons and around school. Teachers supervise playtimes well and pupils move around the building in an orderly way. Routines are well established and lead to a calm and orderly school.
- Pupils are unfailingly polite to adults, including visitors, around school. They show respect, care and concern for others.

Outcomes for pupils

Inadequate

- In some year groups in early years and key stages 1 and 2, poor teaching has led to pupils making too little progress over time.
- Outcomes for disadvantaged pupils, pupils who have special educational needs and/or disabilities and those who speak English as an additional language are inconsistent across the school. Inspection evidence, along with current progress information, indicate that some pupils within these groups are underachieving considerably.
- Progress over time is too variable, particularly across the early years and key stage 1. As a result, too few pupils are reaching the standards expected for their age by the end of Year 2. Pupils make better progress in upper key stage 2, but this is not enough in writing and mathematics to compensate for the slow start to their education. Consequently, pupils' standards at the end of Year 6 in 2016 were below average in these subjects. Current progress information and work in pupils' books indicate that pupils, particularly those with low prior attainment, are making too little progress in their learning across the school and that outcomes remain weak in some year groups.
- The poor quality of the wider curriculum is leading to weak progress for pupils in key subjects such as science, humanities and the creative subjects. The new headteacher recognises that the curriculum currently does not cover all aspects of learning set out in the national curriculum. She is currently working with other leaders to review this.

- Previously, the use of additional funding to support disadvantaged pupils and pupils who have special educational needs and/or disabilities was not thoroughly evaluated for impact. Leaders use current funding to support pastoral development and one-to-one interventions in English and mathematics. These interventions are beginning to have some impact on improving pupils' progress.
- Since the previous inspection, leaders and teachers have taken steps to increase challenge for the most able pupils. This has resulted in improvements to the proportion of pupils exceeding the national average in reading, writing and mathematics. However, leaders recognise that the challenge for the most able pupils is not consistently effective in all classes across the school, particularly in mathematics.
- The proportion of pupils who reached the expected standard in the phonics check was above the national average in Year 1 in 2016 and has improved over time. A new approach to teaching the more advanced skills of reading comprehension is beginning to pay off in Years 2 and 6 and this is improving the outcomes achieved by pupils in reading by the end of key stage 2.

Early years provision

Inadequate

- While the proportion of children reaching the typical level of development by the end of the Reception Year has increased over time, children's achievement remains below national averages. Weak provision, particularly in Nursery, has resulted in children making very slow progress from their starting points in some areas of learning, including mathematics and the development of children's speaking skills.
- Leadership is weak. Leaders have not taken appropriate steps to ensure that teachers' assessments are accurate. Baseline assessments do not accurately reflect the ability of children when they enter Nursery. Leaders have an over-inflated view of the standards reached by children by the end of their time in the provision.
- Leaders in the early years are not using their self-evaluation well to improve the outcomes for children. Leaders identified that the high numbers of children who speak English as an additional language need provision to develop their communication and language skills quickly. Leaders acknowledge that they have not put this provision in place and, consequently, this group of children are not achieving as well as they should.
- Teaching is weak. Adults do not have sufficiently high expectations of what children can and should achieve. Children's workbooks show that they are not challenged sufficiently well to enable them to progress quickly, particularly in writing and mathematics. Children with skills which are below those typically seen for their age, as well as those who are the most able, do not make rapid enough gains in their learning.
- There is a range of resources and activities set out for children to access, both indoors and outdoors. However, children are sometimes unsure what to do with them. Adults do not always interact effectively to help children. On these occasions, play lacks direction and purpose and does not enable children to make gains in their learning.

- During the inspection, leaders admitted that their facilities for providing intimate care to children, including changing nappies, were not appropriate. Leaders took swift action to identify alternative arrangements by the end of the inspection. Leaders are aware that they need to develop clear procedures and policy, communicated to parents, regarding the arrangements for intimate care. Statutory welfare requirements are now met.
- Very recently, in the Reception Year, because of support provided by the new headteacher, teachers have begun to plan tasks that are targeted more precisely at the gaps in children's skills and understanding. This is beginning to result in better progress for some children, but it is too soon to see the full impact of this work on the outcomes achieved overall.
- Teachers plan activities that take account of children's interests. For example, children were keen to write their diaries to record the progress of the bean plants they are growing, linked to their work on 'Jack and the Beanstalk'. However, adults do not make best use of these activities to develop children's basic skills. Children are not supported well enough across the early years to develop the accurate number and letter formation necessary for them to achieve well when they move into Year 1.
- Leaders and teachers have made some recent improvements to the learning environment in the early years. Children benefit from access to a range of equipment which they can choose to support their play, particularly outdoors. However, the opportunities for children to use and apply their skills with numbers are not developed well enough.
- Adults support children effectively to develop their personal and social skills. Children grow in confidence and cooperate well with each other. They take turns and share resources in a sensible way. Well-established routines are helping children to conduct themselves well in both Nursery and Reception Years.

School details

Unique reference number	107341
Local authority	Bradford
Inspection number	10031019

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Jan Pollard
Headteacher	Angela Smith
Telephone number	01274 583900
Website	www.shipleyceprimary.org.uk
Email address	office@shipley.bradford.sch.uk
Date of previous inspection	3–4 March 2015

Information about this school

- The school does not meet requirements on the publication of information about test and assessment results, the curriculum, the accessibility plan, the publication of information on the spending of pupil premium and the PE and sport premium funding and the school's charging and remission policy.
- The school is slightly smaller than an average-sized primary school.
- The proportion of pupils who have special educational needs and/or disabilities is slightly lower than the national average.
- The proportion of disadvantaged pupils known to be eligible for free school meals is slightly higher than the national average.
- Just over half of the pupils at the school speak English as an additional language.
- Almost three quarters of pupils are from minority ethnic groups and approximately half of the school population is of Pakistani heritage.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment.
- A new headteacher joined the school in January 2017 following a year of turbulent leadership. The school is receiving support from Low Ash Primary School for early years and leadership development.
- Children who attend Nursery can attend for morning, afternoon, day or part-week sessions. Children in the Reception Year attend full time.

Information about this inspection

- Inspectors observed learning in a range of lessons and made some shorter visits to classrooms. The headteacher and senior leaders observed lessons jointly with the inspectors.
- Inspectors met with the headteacher, senior leaders, middle leaders and teachers, along with representatives from the local authority, governing body and the diocese. Inspectors also spoke informally with parents.
- Inspectors listened to a range of pupils read. They reviewed pupils' work in a number of workbooks alongside leaders.
- Pupils' behaviour in lessons, in assembly and during break- and lunchtime was observed. Inspectors also met formally with groups of pupils.
- Inspectors scrutinised a range of documentation, including leaders' evaluations of the school and development plans, policies, minutes of meetings of the governing body, an external review and school records for behaviour, safeguarding and monitoring the quality of teaching and learning. Inspectors also looked closely at progress information provided by school leaders.
- Inspectors took into account the views of parents during the inspection, as well as 20 responses to the online questionnaire, Parent View, and a written response from a parent/carers. Inspectors also considered 54 responses to the pupil questionnaire and 19 responses to the staff questionnaire.

Inspection team

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Her Majesty's Inspector

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Her Majesty's Inspector

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