

# Dixons Manningham Academy

Wood St, Manningham, Bradford, West Yorkshire BD8 8HY

## Inspection dates

5–6 December 2017

<b>Overall effectiveness</b>	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school.

- The principal provides inspirational leadership. Her high expectations ensure that pupils achieve increasingly well from their starting points.
- Senior and middle leaders work hard for the benefit of all pupils. Staff are proud members of the school.
- Governors know the school well. They provide strong support and challenge for the school's leaders.
- The school receives high-quality advice from Dixons Academies' staff.
- Leaders and managers have ensured that teaching, learning and assessment are typically good across key stages 1 and 2. Consequently, increasing numbers of pupils reach the expected standards in reading, writing and mathematics by the end of Year 6.
- Children get a good start in the early years. They make good progress from their starting points and are well prepared to continue learning in Year 1.
- Pupils are well looked after in the school, and benefit spiritually, morally, socially and culturally from the wide array of visits and experiences.
- Leaders and managers plan effectively the school's curriculum. It provides a range of subjects and additional experiences that enhance pupils' personal development well.
- Pupils attend regularly and behave well. They show positive attitudes towards their learning.
- The use of additional funding makes a positive difference to pupils who have special educational needs and/or disabilities, and to many from disadvantaged backgrounds.
- The physical education and sport premium funding is also used well to develop pupils' awareness of the importance of leading a healthy lifestyle.
- Pupils make generally good progress, although it is a little uneven across key stage 2. Not enough pupils yet achieve the highest outcomes, especially in reading and writing.
- A small proportion of teaching is not challenging enough. On occasions, in some lessons, teachers are not watchful enough of pupils learning, and do not sufficiently adapt work to meet pupils' changing needs, especially for the most able.
- Not all leaders, especially those with subject responsibilities, monitor carefully enough the effectiveness of teaching on all pupils' learning, and the skills that pupils develop across all subjects.

## Full report

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

- Ensure that all key stage 2 teaching and learning are consistently good or better, to accelerate even faster pupils' progress, by:
  - better meeting the needs of some of the most able pupils with more challenging work, so that more reach the highest outcomes, especially in reading and writing
  - ensuring that all adults watch carefully the learning and progress of all pupils in lessons, and revise appropriately work and the timing of activities so that they learn well
  - encouraging pupils to make more decisions about their learning and when to tackle more difficult work
  - maximising opportunities for pupils to reinforce and develop further their skills and understanding across all subjects
  
- Sharpen the skills of all leaders, especially those with subject responsibilities, in monitoring precisely the effectiveness of teaching on all pupils' learning and progress, in all subjects across the school.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The principal, senior leaders and governors show high expectations of all pupils and staff. As a consequence, pupils receive a good education at Dixons Manningham.
- There have been considerable changes in staffing since the inception of the academy which have posed significant challenges. Nevertheless, the unwavering determination of the principal to improve the quality of teaching and learning has shone through. Weaknesses have been addressed, and quality support continues to be provided where further improvement is expected. The principal is committed to developing the skills and expertise of all staff. Teachers and teaching assistants indicate that they benefit from effective training and coaching in a supportive, positive ethos.
- The principal and senior leaders have an accurate view of the strengths of the school. Priorities for further development are appropriate. While the quality of teaching is of a good standard, resulting in pupils' good overall achievement, the principal and senior leaders have already identified that not all teaching is as effective as it should be. They are taking effective steps to eradicate inconsistencies, supported capably by other leaders and governors.
- The school's information indicates that leaders and governors have secured the confidence of parents and carers. Responses to regular school questionnaires show that parents think that their children are safe, well looked after and that they learn well. Inspectors agree.
- Arrangements for managing the performance of staff are well organised. They ensure that all teachers are held to account for developing the quality of their teaching, and for making sure that the pupils they teach make good and better progress.
- Arrangements to check the rates of pupils' progress are equally effective. They ensure that pupils who under achieve are quickly identified, and that actions are taken to support them to catch up.
- While expectations for leaders are very clear, the school knows that there is scope for them to have an even greater effect on pupils' outcomes. Not all leaders are equally confident, and precise, in checking the effectiveness of teaching on all pupils' learning, in lessons and in pupils' work. This is particularly so for subject leaders.
- The pupil premium funding is used efficiently. Funding is reviewed by senior leaders and governors to ensure that it supports individual pupils' needs. As a result, differences between the achievement of disadvantaged pupils and other pupils nationally have diminished over time.
- Leaders have also used the additional physical education and sport funding to increase the range of sports in which pupils can take part. Pupils participate in a wide range of activities and competitions, including swimming, cross country, fencing and gymnastics.
- The discrete funding for pupils who have special educational needs and/or disabilities is also checked for effect. Bespoke learning arrangements ensure that these pupils make good progress. This is equally so in lessons, and in the 'Hive' where daily specialist teaching for pupils with individual learning needs is of a high quality.

- The well-planned curriculum enthuses pupils and helps to ignite their curiosity. Teachers work hard to ensure that pupils enjoy their learning and that they broaden their knowledge of life beyond their own community. For example, in key stage 1, pupils learn about how different animals adapt to survive in their habitats. They investigate the facts surrounding the Great Fire of London, inspired by a story teller. Across key stage 2, pupils explore scientific concepts such as air resistance, and learn about the Anglo-Saxon struggle for the kingdom of England.
- Leaders recognise, however, that the quality of subject experiences beyond English and mathematics have not yet been fully checked. They have prioritised improvements in this work.
- School assemblies, 'Jig-saw' personal development experiences, and Heart, Mind, Soul and Health lessons promote key school and British values, such as respect and tolerance, equality, an understanding of the importance of life in a community, adherence to rules and co-operative behaviours.
- Pupils' spiritual, moral, social and cultural development is also upheld well. Opportunities to learn about different world religions and the customs and lifestyles of the many different nationalities of pupils in school enrich pupils' spiritual and cultural awareness. Pupils develop an understanding of democracy through the annual elections of school councillors and play leaders.
- Pupils' adherence to the school's rules, keenness to fund raise for local and international charities, and readiness to take on positions of responsibility, enhance their social and moral skills.
- The school has forged effective links with expert practitioners from schools within the Dixons Academies Trust and beyond. These links provide the school with good support and challenge to further develop its work.

## **Governance of the school**

- Governors articulate an ambitious vision for the school's future, and have a strong influence on its strategic direction.
- Governors have a wide range of experience, skills and expertise. They know the school well, understand its strengths, and are clear about areas that need further improvement.
- Governors know the right questions to ask to understand how well the school is doing compared to others nationally. They are rigorous in holding the principal and other leaders to account for the school's performance. Governors provide an appropriate balance of challenge and support.
- Governors have a good knowledge of the information about pupils' achievement. They check that additional funding, such as the pupil premium grant, physical education and sport funding and funding for pupils who have special educational needs and/or disabilities, is spent wisely and is making a positive difference.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders strictly adhere to the school's safeguarding procedures, and work closely with the relevant external organisations, including the Local Safeguarding Children Board.
- Leaders ensure a safe environment for pupils through regular and detailed risk assessments. Staff are vigilant in keeping pupils safe.
- Staff have a good understanding of the implications of the latest version of the government guidance, 'Keeping children safe in education'. They use the advice and information they receive to constantly guide their work.
- The school's records show that links with individual families, particularly where pupils live in vulnerable circumstances, demonstrate a deep duty of care.
- Staff make themselves available throughout the school day and beyond to ensure that pupils and families receive the support they need.
- Procedures for recruiting staff are detailed. The school maintains an up-to-date and accurate record of all appointments.

## Quality of teaching, learning and assessment

**Good**

- Teaching is typically good. As a result, pupils are making increasingly better progress in their learning. Teachers and teaching assistants are enthusiastic, and willing to update and improve their skills to benefit pupils' learning.
- Teachers and teaching assistants are good role models for pupils and promote positive and respectful relationships. Pupils are mostly very attentive in class. Most pupils show positive attitudes to their learning. Their good behaviour supports their learning well.
- In most lessons, teachers show a good understanding of pupils' needs and interests. Increasingly, they expect pupils to apply their learning in different contexts. Most teachers use probing questions skilfully to elicit pupils' understanding and extend their thinking.
- Phonics skills are taught well and used effectively by pupils to help them read unfamiliar words. These skills get children off to a good start in the early years, prepare them well for key stage 1, and support well their reading across the school.
- The teaching of writing is good. Pupils write confidently in a range of formal and informal contexts, and for different audiences and purposes. Most teachers encourage pupils to consider punctuation and vocabulary that influences the reader, and to spell accurately. Not all teachers develop successfully pupils' advanced writing skills, particularly those which would help them to sequence ideas smoothly and bring writing alive on the page.
- The teaching of mathematics across the school is increasingly good. In most classes, teachers encourage pupils to use calculation skills to solve problems, and to explain why they succeed, and sometimes fail.
- The teaching of reading is improving. Pupils say how much they enjoy reading for pleasure. Older pupils can talk confidently about their favourite books and authors. Not

all teachers, however, develop pupils' levels of confidence to speculate more thoughtfully about what they read.

- On occasions, particularly in some key stage 2 lessons, teachers' and teaching assistants' expectations are not high enough. They do not keep sufficient watch on the learning and progress of all pupils, and revise work and the timing of activities so that all learn well. This results in some pupils losing concentration, and completing work in a superficial manner that does not reflect their true abilities.
- Not all teachers set tasks for some of the most able key stage 2 pupils that consistently challenge them, especially in reading and writing. On occasions, some teachers do not make the most of the pupils' good attributes. They do not always encourage pupils to take a lead in their learning by being more resourceful and making their own decisions about when they are ready to tackle more difficult work.
- The teaching of science, physical education, sport and music are strong. Some teachers, however, do not reinforce rigorously enough the development of pupils' basic skills or test sufficiently their understanding in the full range of subjects.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' welfare is a priority. Leaders work successfully with other agencies when they identify any pupils that may be at risk.
- Assemblies, weekly 'Jig-saw' lessons, and the many educational visits and extra-curricular opportunities motivate pupils to think about the world around them.
- Visits to the local shops, the hospital and fire station, as well as visits to school by the police and health professionals help to prepare pupils well for life in modern Britain. Opportunities to learn about the families and customs of Manningham pupils who come from other countries encourage an appreciation of the different, but equally important, views of people from distinct backgrounds, faiths and cultures.
- Pupils develop a good understanding of the concepts of freedom and democracy, and of Britain's parliamentary system. They talk enthusiastically about their elections as school councillors and play leaders, and how these responsibilities enable them to make important contributions to the school's community.
- Pupils and adults mix happily with each other at break and lunchtimes. Pupils are well mannered and welcoming of visitors.
- Pupils say how much they feel safe in the school, and how they are well cared for. They are confident that staff will help them with any problems that may arise. Pupils know how to keep themselves safe. They are conscious of the importance of keeping safe online, and the vigilance they need to show about people they do not know beyond the school's gates.
- The daily family-dining experiences at lunchtimes, including a balanced diet, good hygiene and table manners, help pupils to understand the importance of leading a

healthy lifestyle.

- Heart, mind, soul and health lessons help pupils to reason problems out for themselves, and to become emotionally resilient. The school's records show that a small minority of pupils show signs of challenging emotional and behavioural traits at times. These are well dealt with by all of the adults.
- Pupils also understand about different types of bullying and try to prevent it from happening. Pupils say that when infrequent incidents of bullying occur they are dealt with quickly and successfully by staff.
- Pupils in all years benefit from well-organised opportunities to meet their new teacher, visit their new classroom and learn about their new learning experiences as they move through the school.

## **Behaviour**

- The behaviour of pupils is good. The many pupils from different countries, heritages and backgrounds relate well to one another, and the school operates as an inclusive and cohesive community.
- Pupils in all years show a good awareness of the expectations that adults and their peers have of their behaviour. Pupils follow instructions well, and respond to adults' requests for calmness and orderliness.
- Most pupils show positive attitudes to learning and work cooperatively in most lessons. They value each other's points of view, and help one another with their work.
- Leaders successfully encourage the importance of regular attendance and quickly follow up any extended absence. As a result, pupils' attendance has improved considerably and is now average.
- On occasions, particularly where teachers' expectations are not high enough, some pupils lose concentration in some classes. On these occasions, some pupils do not make the most of their learning opportunities.

## **Outcomes for pupils**

**Good**

- Pupils' outcomes have improved rapidly since the inception of the academy, and the vast majority of pupils now make good progress across the school. This is because most teaching enthuses pupils to learn and succeed.
- Pupils achieve well across Years 1 and 2, and overall key stage 1 outcomes in reading, writing and mathematics are at least average.
- Outcomes at the end of key stage 2 are rising steeply. By the end of Year 6, most pupils reach the expected standards in reading, writing and mathematics. These outcomes represent good progress, given pupils' starting points. A minority of pupils do not yet reach the highest levels of attainment of which they are capable in reading and writing.
- Most pupils develop confidence in writing for different purposes and audiences. Pupils are increasingly adept in selecting vocabulary, expressions and punctuation for effect. In general, most pupils spell accurately and use grammar correctly. Some of the



average and high prior attaining pupils have not yet developed skills and confidence to ensure writing flows and brings content to life on the page.

- Pupils' mathematical skills are also developing strongly. In most classes, pupils are keen to practise their basic mathematical skills, and use them to solve mathematical problems. Many pupils can explain how they have worked out calculations, and why they have chosen certain approaches to solve problems.
- Across the school, pupils read regularly and enthusiastically. By the end of Year 6, most pupils read fluently and with understanding. There are inconsistencies, nonetheless, in their levels of confidence to speculate about what they read and to locate efficiently and explain succinctly the main information in texts.
- Pupils develop good skills and understanding in science. By the end of key stage 2, they reach broadly average standards. Good quality physical education experiences develop levels of teamwork, stamina and physical agility. In music, pupils' appreciation of the sounds that different instruments make and of the importance of pitch and rhythm when composing and playing are developing well. Skills and understanding in other subjects are not always as well advanced.
- Pupils who have special educational needs and/or disabilities make overall good progress. This is the result of well-planned support and well-targeted activities.
- By the time they leave school, the progress made by pupils known to be eligible for support funded by the pupil premium is also good. Differences in the attainment of disadvantaged pupils and others nationally have narrowed over time. School information shows that the majority of current disadvantaged pupils, including the most able, are making good progress in many classes. This is because the school is aware of their needs and generally ensures support for them is effective.
- On occasions, however, some pupils do not make consistently the progress of which they are capable. This is particularly the case in key stage 2, in reading and writing, and for some of the most-able. This is because some teachers' expectations are not consistently high enough. Work is not pitched at a high enough level to sustain pupils' interest levels and consistently develop their skills and understanding.

## Early years provision

**Good**

- Most children make good progress in the early years. By the end of the Reception year, the proportion achieving a good level of development is approaching national expectations. Some children achieve outcomes that exceed national expectations, particularly in forming relationships with other children, and in levels of self-confidence. Children are well prepared to start Year 1.
- Children settle quickly in the Nursery and become confident learners because routines and expectations are well defined. They behave well and quickly show respect for, and patience towards, one another. Children who join the early years at the beginning of the Reception year also quickly learn to cooperate with other children and all of the adults, and achieve well.
- Teaching and learning are good. Adults engage children in all of the learning activities, which are generally well planned to match the needs and interests of the children.



Reception children were excited, for example, by opportunities to ask questions about recently born babies, brought into school by their proud mothers. In the Nursery, children were engrossed in decorating a Christmas tree, making Christmas scenes with a range of different materials and objects, and buying Christmas presents at the toy shop.

- Many of the adults ask questions that encourage children to think for themselves and develop self-confidence. Adults check carefully how well children are doing, and identify how they can develop further. However, on occasions, opportunities are missed to stimulate even more conversation among some children.
- The regular modelling of sounds and actions by adults lends confidence to children who are experiencing communication difficulties. Those who have special educational needs and/or disabilities are supported effectively alongside their peers. Pupil premium funding is used successfully to provide disadvantaged children with additional resources.
- The early years team knows the children well and enjoys positive relationships with them. Staff work successfully as a team to provide a happy, safe and nurturing atmosphere. As a consequence, children behave well and feel safe. All the necessary steps are taken to support any children whose circumstances may make them vulnerable.
- There are good procedures for getting to know the children and their families to ensure a smooth start to school. Daily links with parents ensure that home and school continue to work together. Staff recognise the importance of these links in securing more evidence of children's learning and development beyond school.
- The provision for learning outdoors is not as motivating, or as well thought out, as the indoor activities. While children enjoy riding the tricycles and developing their bridge-making skills, the limited range of resources and equipment results in fewer opportunities for children to learn through stimulating and imaginative play.
- Committed leadership of the early years ensures that staff are keen to share good practice with each other. Staff have identified appropriate aspects of provision that could further be improved. These include activities to promote even better children's early writing and mathematical skills, and to support even higher outcomes for the most able.

## School details

Unique reference number	141375
Local authority	Bradford
Inspection number	10036381

Type of school	Primary
School category	Academy Sponsor Led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	Board of trustees
Chair	Ruby Bhatti
Principal	Terri Leighton
Telephone number	01274731695
Website	<a href="http://www.dixonsca.com/">www.dixonsca.com/</a>
Email address	<a href="mailto:info@dixonsmn.com">info@dixonsmn.com</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- The school is a larger than the average-sized primary school.
- Most pupils are from ethnic groups, particularly Pakistani and Bangladeshi. Most speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is above average.
- The proportion of pupils who have special educational needs and/or disabilities is slightly above average. The proportion of pupils who have an education, health and care plan is below average.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Children start the early years with part-time education in the Nursery. In Reception, children receive full-time education.
- The school became a member of the Dixons Academies Charitable Trust in January 2015. Since becoming an academy, there have been significant changes in staffing. New senior and middle leaders and governors have been appointed. A range of high quality support to help to improve the quality of teaching and leadership, has been provided by schools within the Dixons Academies Charitable Trust.

## Information about this inspection

- Inspectors visited a wide range of lessons across the school, looking extensively at pupils' work in all lessons. Visits to lessons were made with the principal and school leaders.
- Alongside school leaders, inspectors reviewed pupils' progress data and pupils' work in books, information about the performance of teachers, documents pertaining to safety and behaviour, and information pertaining to safeguarding.
- Inspectors spoke with pupils in lessons and at break and lunchtimes, and met with groups of pupils separately. Inspectors also considered views expressed by 24 pupils in the online Ofsted questionnaire.
- Meetings were held with the principal and vice-principal, senior and middle leaders and governors. In addition, a conversation was held with the executive principal of Dixons Academies.
- Inspectors took account of 15 responses to the Ofsted online questionnaire (Parent View), as well as the responses by parents to the school's recent questionnaires.
- The views of 28 staff were taken into account through responses to the online Ofsted questionnaire, the school's own completed questionnaires, and through informal and formal discussions.

## Inspection team

Andy Swallow, lead inspector	Ofsted Inspector
Christine Cook	Ofsted Inspector
Tim Scargill	Ofsted Inspector

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