

# Shirley Manor Primary School

Methuen Oval, Wyke, Bradford, West Yorkshire BD12 8SA

## Inspection dates

5 to 6 June 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has been persistent in her ambition to raise standards. Together with a team of middle leaders, she has made effective improvements over a short period of time. The leadership team is determined to continue to improve the education of all pupils within the school.
- Outcomes for pupils are improving strongly. From their starting points, pupils make good progress in reading, writing and mathematics. This includes disadvantaged pupils. Over time, pupils' attainment is now moving closer to national expectations by the end of key stages 1 and 2.
- The headteacher is passionate to help children, whatever their background and ability, to achieve their best. Her commitment is shared by the staff.
- The quality of teaching is good. However, challenge for most-able pupils is not always evident, especially within mathematics and English lessons. As a result, very few pupils achieve greater depth of understanding or the higher standard in national tests.
- Children get off to a good start in the early years. Leadership of early years is effective. Well-structured learning and a stimulating environment, along with strong teaching, mean children achieve well.
- Most pupils behave well. They take pride in their school and feel that staff help them to be good role models.
- Pupils' attendance is improving. In a short period of time, the attendance officer has provided excellent support to pupils and their families in reducing pupils' absence.
- Pupils take part in a variety of sports. They enjoy attending out of school clubs, such as football and tennis.
- Leaders for English and mathematics undertake roles in monitoring, evaluating and improving provision. However, their actions are not always accurate and quick enough to make sure that the next steps taken help staff to develop their teaching. The headteacher has sought external support to further improve the teaching of mathematics.
- Governors exercise their responsibilities thoroughly. They monitor how additional funding is accounted for and the difference it makes to pupils' learning and achievement. The governance of safeguarding is particularly strong.

## Full report

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

- Enhance the effectiveness of leadership and management by ensuring that the leaders of English and mathematics consistently and accurately monitor and evaluate provision in these subjects, and that they take swift action to improve provision and pupils' outcomes where needed.
- Further improve the quality of teaching, learning and assessment by:
  - ensuring that the teaching of mathematics is effective and enables pupils to be quick and accurate in calculation, in order to use this in problem-solving and reasoning and in turn make better progress
  - making sure all pupils, particularly the most able pupils, are appropriately challenged in lessons, especially in mathematics and English, so that they achieve greater depth expectations in national tests.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the last inspection, the headteacher, leaders and governors have brought about many improvements in pupils' behaviour and in the quality of teaching and learning. Effective staff training, clear policies and high expectations of pupils' behaviour in lessons and around the school have secured this change.
- The headteacher is not complacent and her evaluation of the school's strengths and areas for development is clear and incisive. School development plans reflect her uncompromising and determined approach to further raise standards.
- Most parents are supportive of the school and the work of members of staff and the headteacher. Parents recognise the improvements that the headteacher has made in the school since she arrived.
- Staff enjoy working at the school. They feel valued and appreciate the opportunities they are given to help them develop professionally. Staff are supportive of each other and describe themselves as 'one big family'.
- The headteacher has worked hard to strengthen middle leadership. Middle leaders are clear about the strengths and areas for improvement in their areas. A system is in place to help English and mathematics leaders to monitor these subjects across the school. Improvements have been made in both subjects. However, these leaders' understanding of the effect actions have had on pupils' learning is not sharply focused enough to guide further improvements.
- Since the last inspection, leaders have improved pupils' understanding of diversity. From the actions they have taken, pupils are now able to talk about different faiths and what these mean to people who practise them.
- Pupil premium monies are used well to support disadvantaged pupils. Barriers to learning that some pupils face are identified accurately. The actions put in place to support disadvantaged pupils are leading to improved attainment and progress for these pupils. Leaders have employed an attendance officer and this has rapidly reduced the absence rates for some pupils.
- The special educational needs coordinator (SENCo) rigorously manages the opportunities provided for pupils with special educational needs and/or disabilities (SEND). Interventions are effectively mapped to ensure they are relevant and generate improvement. The SENCo is very knowledgeable about and responsive to the needs of pupils with SEND within the school. As a result, these pupils make good progress.
- Curriculum leaders in a wide range of subjects have developed progression steps, from Year 1 to Year 6, to ensure that pupils continually learn new information and develop knowledge and understanding within different subject areas. The curriculum leader for geography has identified gaps in geography teaching, for example. This has led to additional opportunities across the school to learn about geography to address this imbalance.
- In spite of improvements, too many methods of learning in mathematics are being put in place in a short space of time. In the rush to implement these methods, they are not

fully understood by teachers. This makes it more difficult for teachers to always teach confidently and securely. Teachers are not always clear on how to teach a particular method well so that pupils are appropriately stretched and can learn and develop a secure understanding.

- The science coordinator has evaluated her subject well and has identified barriers to pupils' engagement with science. As a result, teachers now use investigation and experiments to enable pupils to embed scientific knowledge. This has helped to develop pupils' scientific vocabulary.

## **Governance of the school**

- Governors have been instrumental in improving the standards reached by pupils over the past year. They meet with subject coordinators to understand how additional funds have been spent and to measure the impact of this spending. The pupil premium leader is held to account well by the pupil premium governor.
- Information provided to all governors through the headteacher's termly report is well explained and comprehensive. Consequently, governors have a good understanding of the expected standards of education required for the pupils, and they aspire for all pupils to fulfil their potential at school.
- Governors know the strengths and weaknesses of the school. Minutes of their meetings show the discussions and associated actions have taken place. They have been quick to act to improve the effectiveness of meetings. Governors now have a better understanding of improvements in school.
- Some governors have recently been linked to new areas of the school's work. Although they are aware of the systems used to check the quality of teaching and learning, they do not have enough understanding to effectively support and challenge leaders to further improve aspects of the curriculum at this point.

## **Safeguarding**

- The arrangements for safeguarding are effective. Staff ensure that pupils are safe at school and they know how to stay safe outside of school. There are visitors to assemblies, for example the 'Cyber Police' who run workshops with pupils to help them understand how to stay safe online.
- The school works closely with other agencies. A pastoral team works effectively to support all pupils. Staff are committed to making sure that pupils are happy and safe. They support vulnerable pupils well, and often consider alternative arrangements to improve provision and give additional support if needed.
- Most parents are supportive of how the staff help to keep pupils safe. Pupils know that there is someone to talk to if they need to or if they are worried.
- Safeguarding policies and procedures are in place. Staff training is up to date. They are confident in identifying any concerns and following procedures.

## Quality of teaching, learning and assessment

Good

- Since the last inspection, the quality of teaching has improved. Of note are the marked improvements in the teaching of reading. An extensive review of the reading curriculum has resulted in new books and materials being available to support able and reluctant readers alike. Much work has been carried out to engage pupils and develop a love of reading. Pupils enthusiastically talk about authors, books and reading.
- Teachers have a good knowledge of teaching all elements of literacy. Their consistent approach to developing new vocabulary helps pupils to explain what they have found out from written texts. Pupils are confident and recall what they have learned. They understand the types of questions they may need to use when investigating a new book. This is now routine to pupils and so pupils in all year groups confidently use the strategies they have been taught.
- Phonics training has helped staff to have a better understanding of how young pupils learn to read. The teaching of phonics is now effective in all classes.
- Pupils write neatly and take care when setting out their work. The presentation of their work is excellent. They present it to the best standard possible.
- Leaders have ensured that a plan is in place to support the teaching of mathematics. There is now a whole-school approach which is improving the fluency of pupils' skills in mathematics. Pupils also engage in problem-solving and reasoning tasks. This has improved the progress that pupils make in mathematics over a short period of time.
- Additional adults support pupils with SEND well. Adults are perceptive to these pupils' needs, but they ensure that pupils work independently when appropriate. Staff successfully use extensive strategies to help pupils with challenging behaviour and social and emotional needs to settle and learn in lessons. As a result of a variety of effective strategies in classrooms and small groups, pupils with SEND make good progress across the school from their starting points.
- Teachers use mathematical vocabulary effectively in lessons to help pupils to extend their knowledge and understanding of mathematical terms. Sometimes activities in lessons are too difficult for some and too easy for others, however. For example, sometimes formulas are covered for which pupils have not been adequately prepared. Consequently, pupils' progress falters. At other times, the most able pupils are not provided with challenging enough tasks, and this limits their opportunity to achieve a greater depth of understanding at key stage 1 or reach the higher standards at key stage 2.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and take pride in their work.
- Pupils are reflective about their own beliefs and show respect for the beliefs, feelings and values of others.

- Pupils say that everyone is welcome in their school and that everyone is treated equally. For example, they understand how to include pupils who have disabilities in their play by making activities inclusive.
- Pupils know how to stay safe. They are confident in making sure that they stay safe online. Visitors have helped to develop pupils' recognition of risks they may face, for example when cross the road or using the internet.
- Pupils' aspirations and knowledge of the world of work are developing securely as a result of thoughtful programmes of visits and visitors. For example, scientists run workshops and deliver assemblies in school. A seismologist recently visited to help pupils understand this role, and this was enjoyed by pupils.

## Behaviour

- The behaviour of pupils is good.
- At playtime pupils enjoy spending time together. They behave well and follow rules and routines well. Pupils are courteous and well-mannered towards each other and to staff and visitors. They are happy and content.
- The behaviour team has worked extensively to eradicate poor behaviour. Systems are in place to ensure that school rules and routines are followed. The management of behaviour is robust. The behaviour mentor has been instrumental in introducing a reward system which motivates pupils to behave well.
- Where individual pupils find it difficult to regulate their own behaviour, teaching assistants are pro-active in preventing any deterioration of behaviour and giving pupils strategies to turn their behaviour around.
- Pupils walk around school calmly and quietly, following rules and routines well. They respond appropriately to adults' instructions, so lessons are not interrupted. Pupils say that if bullying occurs, staff respond quickly to deal with it. Most parents acknowledge that staff deal effectively with bullying when it arises.

## Outcomes for pupils

### Good

- Children generally start at this school with skills and at a stage of development below that which is typical for children of their age. They make good progress from their individual starting points to the end of key stage 1. Over time, the number of pupils meeting the end of key stage 1 expectations in reading, writing and mathematics has increased. For example, pupils' work in books shows that they develop independent skills in writing and that they can apply these skills well to a variety of contexts.
- Since the last inspection, progress in key stage 2 has improved with most pupils making good progress in reading, writing and mathematics. From the end of key stage 1 to the end of key stage 2, disadvantaged pupils make strong progress and reach increasingly high standards year-on-year.
- In key stage 2, work in pupils' books shows that pupils use their skills well to actively engage in lessons. As a result, they learn more and are increasingly confident to 'have a go'.

- The standards that pupils reach by the time they leave Year 6 has risen since 2016. Attainment in reading and writing has been stronger than in mathematics. Although there have been improvements in the standards that pupils reach, there are still not enough pupils achieving the higher standard in reading, writing and mathematics.
- Key stage 2 pupils record information accurately and write well independently. Pupils say they enjoy 'Friday writing' when they write about a topic of their choice.
- The proportion of pupils reaching the expected standard in the end of Year 1 phonics screening check is slightly below the national average. However, over the last few years this figure has continued to rise.
- As a result of improvements to the quality of teaching and learning, pupils have a deeper understanding across a wide range of subjects, which better prepares them for the next stage of their education.

### Early years provision

**Good**

- Children enter Shirley Manor Primary School with a level of development below that typically seen in children of their age. Children leave Reception classes as confident, keen learners and enthusiastic readers. They take pride in their many achievements and enjoy their time in early years.
- The early years leader knows her children well. She can identify next steps for their learning accurately. She has a good understanding of the strengths and areas for improvement of her setting.
- The early years leader has analysed progress data and is aware of the next steps that children need to achieve in order to extend their learning. She has an action plan in place with appropriate milestones to further improve provision. Assessment systems for measuring the children's progress are more rigorous than they were at the time of the last inspection.
- Over time, the proportion of children achieving a good level of development has increased and is now above the national average. Children are well prepared for Year 1. However, sufficient challenge for the most able, especially in reading, writing and mathematics, is not always evident.
- The early years' environment is calm and purposeful. There are exciting opportunities for children to develop early reading, writing and mathematical skills through a variety of challenges both indoors and outdoors. Children behave well, and they have positive attitudes towards their learning. They particularly enjoy activities on offer across the setting that they can choose for themselves.
- Nursery and Reception work together as one unit. This ensures continuity of teaching and helps children to make progress. The curriculum is rich in opportunities to promote language and mathematical development with a good focus on gross and fine motor skills.
- Staff who work in the setting are well supported and benefit from frequent opportunities for professional development, such as in the teaching of phonics. This ensures that the quality of teaching is consistently good. There are regular opportunities for staff to moderate children's work, resulting in detailed and accurate assessment of children's learning. Staff use this information well to move children on to

their 'next steps' more quickly.

- Links with parents are good and parents work well in partnership with the school. Parents are kept well informed about their child's progress and are given opportunities to contribute to the progress their child makes in school.
- Statutory welfare requirements are in place and children are safe, secure and well cared for. Risk assessments of the indoor and outdoor area are carried out and systems are continually being refined and further strengthened.



## School details

Unique reference number	140639
Local authority	Bradford
Inspection number	10087574

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	Board of trustees
Co-chairs	Donna McGuire and Julie Ioanna
Headteacher	Heather Lacey
Telephone number	01274 679 320
Website	<a href="http://www.shirleymanor.co.uk">www.shirleymanor.co.uk</a>
Email address	<a href="mailto:office@shirleymanor.co.uk">office@shirleymanor.co.uk</a>
Date of previous inspection	28 February to 1 March 2017

## Information about this school

- Shirley Manor is smaller than an average-sized primary school.
- The proportion of pupils who are eligible for support through the pupil premium is twice the national average.
- Ninety-two percent of pupils are from White British backgrounds; eight per cent of pupils are from other minority groups.
- The headteacher joined the school in September 2016.
- Children in Reception class attend full-time. Children in the Nursery attend part-time.

## Information about this inspection

- Inspectors observed nine parts of lessons, several alongside the headteacher.
- Several pupils from Year 1 to Year 6 read to inspectors. Inspectors spoke with pupils in a meeting, in lessons, at lunchtime and at playtimes.
- Meetings were held with the headteacher, senior and middle leaders and five members of the governing body. A meeting was also held with the local authority school improvement partner.
- Inspectors considered the opinion of the 37 parents who responded to Parent View, Ofsted's online questionnaire for parents.
- The inspectors took account of the 30 responses to Ofsted's online questionnaire for staff. Inspectors also met with various members of staff to talk about their experience of working at the school.

## Inspection team

Lesley Allwood, lead inspector

Ofsted Inspector

Gill Wild

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019