

Inspection of Shipley C of E Primary School

Otley Road, Shipley, West Yorkshire BD18 2PT

Inspection dates: 14 and 15 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Strong and caring relationships between staff and pupils are at the centre of Shipley C of E Primary School. Leaders have woven the school values of love, honesty, thankfulness, respect, resilience and forgiveness throughout the curriculum. Pupils demonstrate these values in their positive interactions with friends. Poor behaviour choices and incidents of bullying are rare. However, some pupils can take too long to settle into their learning after social times.

Leaders provide regular opportunities for pupils to develop their awareness of how to stay safe online. Pupils understand the dangers of online chatrooms and sharing personal information. They know how to seek support if they are worried. Teachers help pupils to understand the importance of respect and consent within positive relationships. Regular visits from the Police Community Support Officer and other agencies help pupils to manage a range of other risks, such as traffic safety and stranger danger.

Leaders have taken positive steps to address the high proportion of pupils who are absent from school persistently. There is a renewed expectation that pupils should be in school, on time, every day. Leaders have introduced a range of incentives to reward good attendance. Despite this, the level of persistent absence remains high. Extended family holidays continue to have a negative impact on the progress of too many pupils in school.

What does the school do well and what does it need to do better?

There has been significant improvement at the school since the new headteacher and deputy headteacher took up post. With the support of the multi-academy trust, leaders have developed a well-sequenced and ambitious curriculum in all subjects. A broad range of learning opportunities and visits help to strengthen pupils' understanding of their local area. For example, pupils learn about the history of Saltaire and the cultural diversity of modern Bradford. Each curriculum subject begins in the early years. Subject leaders have identified the essential vocabulary and knowledge that children in Nursery and Reception need for learning in Year 1 and beyond.

The curriculum for mathematics is well established. Leaders have provided teachers with the subject knowledge they need to deliver the curriculum successfully. Pupils demonstrate independent learning skills. They know how to access different resources to support their mathematical thinking. In mathematics, teachers use assessment effectively to ensure the curriculum is adapted to meet the learning needs of pupils. However, assessment activities in the foundation subjects, such as geography and history, are more variable. These activities do not provide teachers with the accurate information they need to plan new learning.

Regular training and support for staff have contributed to the success of the teaching of early reading. Leaders check phonics sessions regularly. They quickly identify and address any inconsistency in lessons. Teachers use assessment well to identify and address gaps in pupils' knowledge. Pupils confidently use their phonics knowledge to read new books. Pupils in key stage 2, who are yet to crack the phonics code, receive regular interventions to help them to catch up quickly. From Year 1, daily reading lessons help pupils to build a range of reading skills, such as prediction and summarising. Pupils are enthusiastic about the stories they have studied. In subjects other than English, support for pupils' reading is less strong. Teachers do not provide reading materials that all pupils can access independently.

Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND). Individual pupil passports contain accurate learning targets which ensure that pupils with SEND access the full curriculum offer along with their peers. Teachers provide pupils with specific resources such as reading overlays and visual timetables. Leaders have recently reviewed the assessment procedures for pupils with SEND to ensure that teachers are accurately identifying pupils' learning needs.

The programme for personal development is well structured and helps to equip pupils for life in modern Britain. Starting right from Nursery and Reception, pupils learn the importance of positive relationships and consent. Pupils demonstrate an awareness of the protected characteristics and the need for equality and respect for all. Teachers provide pupils with regular opportunities to discuss and reflect on a wide range of issues. Daily collective worship sensitively supports pupils' spiritual development.

Leaders prioritise the well-being of all staff. Reductions in workload and a focus on well-being have helped to build a cohesive staff ethos. Staff feel supported and speak positively about the professional development opportunities provided by the multi-academy trust. Trustees and members of the local governing board provide effective levels of support and accountability to ensure the improvement journey of the school continues.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) ensures that staff have the training and awareness needed to keep pupils safe. Staff are vigilant and understand how to raise concerns. Leaders use the electronic recording system effectively to monitor concerns and any resulting actions. Leaders work with external specialists such as the children's nurse and social workers to ensure families receive the support they need. Where appropriate, leaders seek additional support and interventions to ensure that pupils are safe. Regular external reviews of the school's safeguarding procedures, commissioned by the trust, help leaders to learn from identified areas for improvement.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In subjects other than English and mathematics, assessment activities do not provide adequate opportunities for pupils to demonstrate their subject understanding. Teachers do not have an accurate picture of how well pupils have embedded and can apply new knowledge. Leaders should ensure that assessment activities align closely to the key knowledge, skills and vocabulary identified in the curriculum.
- Reading materials, in subjects such as geography and history, are not accessible to all pupils. Pupils who still require support with their reading struggle to access the learning activities independently. They fall behind their peers. Teachers should ensure that materials are adapted to match the sounds that pupils know so that all pupils, including those with SEND, can access the full ambitious curriculum.
- Some pupils struggle to settle quickly after social times and between lessons. The start of lessons is delayed. Pupils lose valuable learning time. Leaders should ensure that all staff reinforce appropriate expectations and routines at transition times to embed positive learning behaviours.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	146536
Local authority	Bradford
Inspection number	10250580
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	205
Appropriate authority	Board of trustees
Chair of trust	Theresa Mason
Headteacher	Gavin Hamilton
Website	www.shingleyprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Bradford Diocesan Academies Trust on 1 November 2018. When its predecessor school was last inspected by Ofsted, it was judged to be inadequate overall.
- The headteacher and deputy headteacher joined the school in September 2021.
- The special educational needs coordinator (SENCo) took up post in September 2022.
- There are two early career teachers in their first year of teaching.
- The school does not use an alternative education provider.
- As a Church of England school, the school receives support from the Diocese of Leeds. The last Statutory Inspection of Anglican and Methodist Schools was in January 2020. The overall judgement was good.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, trustees, members of the local governing body, the chief executive of the multi-academy trust, the trust director of primary and the assistant director of teaching and learning. Inspectors also met with a representative of the Church of England Diocese of Leeds.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with the SENCo and the subject leader for personal, social and health education.
- To judge the effectiveness of safeguarding, inspectors scrutinised the single central record of recruitment checks, checked procedures for safer recruitment of staff and held a meeting with the DSL to discuss actions taken following recorded concerns. Inspectors met with staff to check their understanding of safeguarding and the impact of the training received.
- Inspectors considered the responses to Ofsted's survey, Ofsted Parent View, including 21 free-text responses. Inspectors spoke to parents at the start of the school day on site and by telephone. In addition, inspectors considered the responses to Ofsted's staff and pupil surveys.

Inspection team

Alex Thorp, lead inspector

His Majesty's Inspector

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His Majesty's Inspector

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