

# Inspection of Shadwell Primary School

Main Street, Shadwell, Leeds, West Yorkshire LS17 8JF

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Inspection dates: 13 and 14 December 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

At Shadwell Primary School, teachers model the importance of respectful relationships. As a result, pupils get on well with one another and are polite and friendly. The school's personal, social, health, and economic education programme supports pupils' understanding of how to keep safe. Both pupils and their parents say that they feel safe at this school.

Teachers ensure that classrooms are calm so that pupils can concentrate on their work. Teachers are invested in pupils' learning. They take the time to get to know pupils. This supports positive attitudes to learning. Pupils are actively involved in lessons, work well with others and behave sensibly.

Bullying is very rare. Pupils are confident that if this happens, adults will address this well. Pupils know that everyone is different and accept each other as individuals. They value and appreciate unique characteristics.

Pupils have opportunities to play an active role in the life of the school and the local community. They connect with elderly residents through the involvement with the village lunch clubs. Pupils enjoy a range of additional activities, such as choir and sports clubs. Teachers ensure pupils take part in a comprehensive competitive sports programme. Pupils, parents and carers value these opportunities.

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

Leaders understand the importance of securing reading skills as pupils move through the school. New books have been purchased to interest and excite pupils. In the early years, children get off to a good start with their phonics. This ensures that they are well prepared for Year 1. Adults create opportunities for children to practise and recall their sounds regularly. However, there are some inconsistencies in the quality of support for helping pupils to read.

Subject leaders have developed the curriculum well although there are pockets where this is still developing. Subject leaders support staff who are new to their role so that they have the knowledge that they need to plan effectively. This includes some areas where non-specialists teach, for example in music. As a result, teachers are well placed to implement an effective curriculum. The curriculum in history and music is well received by pupils. They enjoy these subjects greatly. The work that pupils produce shows close links to the intended learning. In mathematics, teachers show good subject knowledge and use of mathematics vocabulary.

Staff understand the individual needs of pupils, including those with special educational needs and/or disabilities. The special educational needs coordinator works alongside teachers to develop personalised pupil targets. Children who require extra support in the early years are quickly identified. Leaders are in the process of making the intervention activities for pupils more focused in order to meet their needs.

In early years, reading has a high profile. Leaders have ensured that there are high-quality books that inspire children to read. Children with specific needs are supported through effective adult-child relationships and individual questioning. Staff receive regular training to help them to support children across the curriculum and provision. As a result, children in the early years get a good start in learning. Teachers work to develop pupils' knowledge and understanding. They focus on the next steps in learning for each child. Leaders are aware of the ongoing training needed to improve this further.

Pupils behave well in lessons and around the school. They are attentive and work with purpose. Pupils show respect for one another and adults. They understand why they should behave kindly towards others. There are occasional lapses in concentration when pupils become less focused, but teachers deal with this well.

Pupils talk confidently about right and wrong and why it is important to do the right thing. They appreciate and respect differences between people. Pupils explained to inspectors that it is good to be different. Pupils are confident and resilient.

Unfortunately, the positive experiences of pupils are not reflected in the experiences of staff. Too many staff feel that leaders, including governors, are not sufficiently mindful of their workload and that they are not treated in a sufficiently equitable or respectful manner. This has a negative effect on staff morale.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive training to identify any pupils who may need help. Leaders take action when this is the case. Pupils feel confident about telling adults in school about any concerns that they may have.

Leaders have recently introduced a new system for reporting and recording any child protection matter. Further training is required for leaders and staff so that this is used effectively to safeguard children.

Leaders work with external agencies to provide support for children and families to protect those at risk of harm. Leaders ensure that appropriate checks are carried out on the suitability of adults working at the school. Pupils learn about safety in the curriculum, including risks associated with personal safety and online safety.

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

### **(Information for the school and appropriate authority)**

- Too many staff feel that leaders are not mindful of their workload and express concern that they are not treated in a sufficiently equitable or respectful manner. This is having a negative impact on staff morale. Leaders, including governors,

should work with staff to develop more positive working relationships and to give further consideration to the impact of actions and decisions on staff morale.

## **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

<b>Unique reference number</b>	107917
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10242443
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Morgan
<b>Executive Headteacher</b>	Sarah Richards
<b>Website</b>	<a href="http://www.shadwell.leeds.sch.uk">www.shadwell.leeds.sch.uk</a>
<b>Date of previous inspection</b>	10 February 2009, under section 5 of the Education Act

## Information about this school

- The school does not use any alternative provision.
- The school is part of The Federation of Branham and Shadwell.
- The head of school was appointed in September 2022.

## 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 executive headteacher, the head of school and other leaders. He met with governors and representatives of the local authority.
- The lead inspector met with leaders to discuss safeguarding and looked at a range of documents, including the single central record.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and spoke to teachers. The lead inspector heard pupils in Years 1, 2 and 3 read their books to a familiar adult.
- Inspectors observed pupils at various times of the school day. Inspectors considered the views of pupils, parents and staff through discussions during the inspection and through Ofsted's surveys.

### **Inspection team**

Andrew Yeomans, lead inspector

Ofsted Inspector

Marcus Newby

His Majesty's Inspector

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