



Shirley Manor Primary School

Inspection Report

Unique Reference Number 107235
Local Authority Bradford
Inspection number 287753
Inspection date 5 December 2006
Reporting inspector Philip Cole

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

Type of school	Primary	School address	Methuen Oval
School category	Community		Wyke, Bradford
Age range of pupils	3–11		West Yorkshire BD12 8SA
Gender of pupils	Mixed	Telephone number	01274 679320
Number on roll (school)	182	Fax number	01274 671144
Appropriate authority	The governing body	Chair	Miss Natalie Bartholomew
		Headteacher	Mrs C Shackleton
Date of previous school inspection	30 October 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Shirley Manor is a smaller than average sized primary school and serves an estate of mainly local authority rented houses. Many more pupils than usual are entitled to free school meals. Almost all the pupils are White British. Three pupils do not speak English as their first language. The proportion of pupils who have learning difficulties and/or disabilities is slightly above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Shirley Manor is a good school with some outstanding features. The pupils are at the heart of everything it does and this is echoed in the 'Every Child Matters' rap that pupils love to sing in assembly. The school has fully embraced this principle and it permeates all aspects of its work. Every effort is made to care for pupils, to ensure their well-being and to enable them all to succeed. Parents recognise this commitment and are proud of the school's achievements, frequently referring to the 'brilliant opportunities' it provides, the dedication of staff and the excellent progress their children make. Pupils are eager to talk about their interesting lessons and how much they enjoy the many clubs and activities on offer. They feel safe, secure and very well looked after. Care starts early each day with staff helping in breakfast club and with pre-school activities and continues well after school has finished in the wide range of interesting and well attended clubs. Pupils relish taking on responsibilities and are glad that the school takes on board their ideas. Vulnerable pupils are identified early and provided with excellent support which involves their families whenever possible. The pupils' happiness and enjoyment provide firm foundations on which their learning is successfully built.

Pupils' personal development is outstanding. They are very well behaved and respond extremely well to the consistent and positive policies designed to promote good behaviour and increase their self-esteem. Only items that pupils have researched as healthy are available in the tuck shop. Pupils clearly understand the benefits of exercise. 'Table toppers', who assist in the dining hall, and pupil playground mentors ensure that lunchtime runs smoothly and break times are enjoyed by all. Very effective team working is a feature of many lessons.

Children enter school with levels of attainment well below those expected for their age. They get off to a flying start in Nursery and continue to make good progress in Reception and Key Stage 1 so that by Year 2 their standards are in line with national averages. By Year 6 standards are well above average in mathematics and science, reflecting good achievement. Standards are generally average in English and whilst these reflect satisfactory achievement overall, pupils could do better. Achievement in English lags somewhat behind that in mathematics and science because the effective work that is currently being done to address children's poor language skills on entry to school is not yet fully reflected in Year 6 test results. The school is continuing to work extremely hard to tackle this stubborn deficit. Overall, all groups of pupils achieve well. This is because of consistently good teaching across the school. Great care is taken to ensure that work challenges all pupils, with very well focused support given to those who need extra help. Pupils are given very good academic guidance based on thorough marking, rigorous assessment and detailed tracking of their progress. As a result they know what they need to do to make their work better and to reach challenging targets.

Teachers make learning relevant and fun through the smart and effective links forged between subjects such as science, English and information and communication technology (ICT) and the stimulating and practical approaches used in lessons.

Considerable efforts are being made to increase pupils' enjoyment of reading and to provide well thought out strategies to improve their writing skills. These are beginning to bear fruit with improvements in English being made in the most recent national tests in Year 2. The quality of provision in Nursery is particularly good in terms of the outstanding opportunities for learning outdoors. Pupils enjoy theme weeks and working each term with experts in dance, gymnastics and rugby. These activities are particularly effective in enabling gifted and talented pupils to prosper, as are many of the after-school clubs and the Saturday mathematics extension class which enrich this outstanding curriculum.

Despite the absence of the headteacher, who is convalescing, leadership and management continue to be good. This reflects the effective delegation of responsibilities, the considerable abilities of the management team and the strength of the shared vision. Expectations are high and all staff are more than happy to put in the extra that makes a difference. The governing body has undergone considerable change and currently provides satisfactory support and challenge to the school. Self-evaluation is rigorous and takes good account of the views of all with a stake in the school. It is used very effectively to inform the well thought out improvement plan that is underpinning the successful drive to raise pupils' achievements. The school provides good value for money and has a good capacity to improve further.

What the school should do to improve further

- Raise standards and achievement in English so that they come into line with those attained in mathematics and science.

Achievement and standards

Grade: 2

Overall achievement is good. Children in the Foundation Stage make very good progress across all the areas of learning and particularly in their personal and social development. This ensures there is a very firm foundation on which to build their later learning. Progress is good in Years 1 and 2 and long-standing deficits in English are now being successfully tackled. Standards are now close to national averages in reading and broadly average in writing and mathematics. By Year 6, standards reached in mathematics and science are impressive and reflect the very good progress that is made in these subjects. Standards in English have been broadly average for many years. There was a dip in 2006, but pupils' current work in English shows improvement. Nevertheless, while they achieve satisfactorily in this subject they could do better. Achievement is good in both mathematics and science.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is exceptionally strong. This reflects the richness of the experiences they are given and the high quality care, support

and guidance they receive. All pupils value and celebrate cultural diversity. They make a very good contribution to the wider community through their performances, environmental projects and involvement in local charities and enterprise activities. Their excellent personal development and increasingly well developed skills prepare them well for future life.

Quality of provision

Teaching and learning

Grade: 2

Consistently effective teaching across the school ensures that all pupils make good progress. Teachers have well developed questioning skills that challenge pupils to think and to express themselves clearly. Teachers make a point of using practical approaches that make learning fun and effectively promote the development of understanding and skills. They also use technical language whenever possible and this increases pupils' knowledge. Marking is used very well to show pupils how they can improve but very occasionally opportunities are missed in lessons to remind pupils of their targets. Skilful teaching assistants mostly make valuable contributions but sometimes during whole-class sessions they could do more to actively support individuals.

Curriculum and other activities

Grade: 1

Excellence and enjoyment have been embraced wholeheartedly and the school constantly develops the curriculum to make it more interesting and relevant to the identified needs of the pupils. The provision for ICT is now very good and has been significant in tackling the unsatisfactory standards identified in the last inspection. Thoughtful, well planned and increasingly effective changes have been made to the English curriculum to make it more relevant to pupils' interests and needs. These are making a positive impact on pupils' learning. Strong programmes have been put in place that very successfully promote pupils' personal development.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. Extensive, consistently applied policies enable pupils to flourish in a secure and safe environment that is effectively free from bullying or racism. Pupils enjoy excellent relationships with adults and know that any problems they have will be sorted out. The learning mentor works very successfully with vulnerable pupils and those with emotional problems. Her work often involves their parents, and enables these pupils to be fully involved in the life of the school. The staff work tirelessly and do everything they realistically can to improve attendance and punctuality, including collecting children from home. A very

close eye is kept on pupils' progress and effective action taken if anyone appears to be faltering.

Leadership and management

Grade: 2

Leadership and management have created a climate in which everyone works together to bring about success. The achievement of the nationally recognised Investors in People award is testimony to the inclusive way the school is run. Change is embraced and there is a wholehearted commitment to making things better. There are robust procedures for evaluating the school's effectiveness. These clearly identify what it does well and what needs to improve. However, the school is sometimes too hard on itself, for example in its evaluations of pupils' personal development and its provision for the curriculum, care, guidance and support. Issues from the last inspection have been tackled well.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I really enjoyed my visit to your school. I thought that the work you do in mathematics and science is very good and that you now do much better in ICT.

I think that you behave very well and do your best in lessons. You get on very well together and try to make sure that everyone is happy. Many of you said how much you enjoyed coming to school because of the interesting lessons and the fun you have in the clubs that many of you attend. You are lucky that you come to a school where all the adults care so well for you and listen to what you have to say. I think the ideas you have had to make your school better, such as the Friendship Area, and the efforts you have made to make other peoples lives better, are very impressive.

Your headteacher and all the other teachers and helpers want you to have the best school possible and they are doing all they can to make this happen. Your teachers work hard to make your lessons interesting and to make sure you all learn as well as you can. I think that your school would be even better if it enabled you to do as well in English as you do in mathematics and science. You could help in this by reading and writing as much as you can at home, as well as at school.

Your parents think you come to a really good school. I agree with them and I am sure you will continue to be very happy there.