



Shipley CofE Primary School

Inspection Report

Unique Reference Number 107341
Local Authority Bradford
Inspection number 287805
Inspection dates 5–6 February 2007
Reporting inspector Robert Robinson

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

Type of school	Primary	School address	Otley Road
School category	Voluntary aided		Shipley
Age range of pupils	3–11		West Yorkshire BD18 2PT
Gender of pupils	Mixed	Telephone number	01274 583900
Number on roll (school)	245	Fax number	01274 401032
Appropriate authority	The governing body	Chair	Mr J Allison
		Headteacher	Mr Travis
Date of previous school inspection	5 November 2001		

Age group	Inspection dates	Inspection number
3–11	5–6 February 2007	287805

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized primary school. The proportion of Asian or Asian British pupils has increased significantly since the last inspection. About two thirds of pupils are now of Asian or Asian British backgrounds while most other pupils are of White British backgrounds. On entry to school an above average proportion of children are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is about average. The socio-economic circumstances of the area are below average. Since the last inspection there have been significant changes of senior management. The headteacher commenced his duties in September 2005 and the deputy headteacher in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Shipley Church of England Primary School is a good school which provides good value for money. Its judgements that its overall effectiveness and most other aspects of its work are satisfactory are too modest because the quality of teaching is good, enabling all groups of pupils to achieve well. Standards by the end of Year 6 are broadly average. Pupils learning English as an additional language make good progress and reach standards which are higher than those reached by bilingual pupils within the local authority area.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. The school is a caring community where pupils are valued and flourish. It provides good care, guidance and support for all, including pupils with learning difficulties and/or disabilities, and this contributes to the good progress pupils make. Behaviour is exemplary. Attendance rates have improved recently to be above average because of a successful school focus to ensure that parents are aware of the importance of good attendance. Relationships between different ethnic groups are harmonious. However, opportunities are missed to celebrate and develop a greater understanding of the diverse ethnic backgrounds of the pupils. Most pupils have a good understanding of healthy living and most are keen to bring a healthy lunchtime snack or to eat healthy school lunches.

The quality of teaching and learning is good throughout the school. The practice of linking the marking of pupils' work to individual learning targets has recently been established, although at present it is inconsistent. The curriculum is good. Pupils say they are happy, healthy, safe and successful. Provision in the Foundation Stage (Nursery and Reception) is good. Children have a great start to schooling in the Nursery because of good teaching and an effective curriculum which meets their needs. Children's good progress continues in Reception.

The leadership and management of the school, including governance, are good. The recently appointed headteacher has built well on the strengths of the previous leadership. A senior leadership team has been established to move the school forward positively. The school has an accurate understanding of its strengths and areas for development and it has improved since its last inspection. As a result, the school has good capacity to continue to improve.

Parents are supportive and appreciative of the education provided for their children. A parent summed up the feelings of most; 'Shipley Church of England is a very caring and friendly school which meets the needs of the children.'

What the school should do to improve further

- Link the marking of pupils' work consistently to their individual learning targets so that they know what they must do to improve.
- Provide more opportunities for pupils to celebrate and learn more about the cultural diversity of the school community.

Achievement and standards

Grade: 2

The achievement of all groups of pupils is good. Pupils make good progress throughout the school because of good teaching and their positive attitudes to learning. Children enter school with a broad range of attainment. Overall, attainment on entry to the Nursery is now well below average because a higher proportion of children enter school at an early stage of learning English as an additional language than in the past. Children make brisk progress in the Foundation Stage and reach close to expected levels in all the areas of learning by the end of Reception. In Years 1 to 6 pupils continue to make good progress. By Year 6 standards are average, as shown by 2006 national test results at the end of Year 6 and in previous years' tests since the last inspection. Pupils of different ethnic backgrounds and gender make similar progress. However, pupils who are learning English as an additional language do not reach standards as high as other groups of pupils by the end of Year 6 even though they achieve well. This is because of their lower starting points.

Personal development and well-being

Grade: 2

Pupils' good personal development contributes significantly to their learning. Pupils become considerate and mature young citizens by the time they leave the school. Social development is outstanding because pupils have so many opportunities to work together in lessons and to take responsibility for others outside of lessons, for example, by acting as playground buddies at breaktimes. Racial harmony is a strength, although pupils have limited understanding of each other's customs and beliefs. Pupils' outstanding moral development is reflected in their high level of self-discipline. They are well mannered and their behaviour is first rate. Pupils know the school rules very well. Attendance is good, with a notable improvement in the current school year. Pupils make a good contribution to their community by taking part in many worthwhile activities including fundraising for charities and choir singing in the community. The highly effective school council enables pupils to develop their speaking and listening skills and understanding of good citizenship. Pupils have good attitudes towards healthy living and are keen to take part in the wide range of activities within the Healthy Schools initiative and in sporting activities. Pupils' good achievement and attitudes to learning prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, resulting in pupils making good progress. Teachers plan lessons carefully and link the learning well to pupils' previous attainment. The good and consistent use of 'talking partners' encourages the development of

speaking skills as well as consolidating and extending learning. Teaching assistants play an important role in pupils' learning, particularly in supporting children at an early stage of learning English in the Nursery and pupils with learning difficulties and/or disabilities throughout the school. The management of pupils is a strength resulting in pupils' outstanding behaviour. The pace of learning is generally brisk though it occasionally dips, particularly when the teaching of the whole class is too lengthy.

Recently, the school has begun to mark pupils' work linked to specific targets. However, this practice is inconsistent across the school and between subjects. Although marking shows what pupils have done well, it does not provide enough help in showing pupils the next step of learning.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of all pupils. Literacy skills are developed well in other subjects. In all subjects there is a strong emphasis on learning through investigation and discussion. Educational visits, including several residential experiences, visitors to the school and a good range of extra-curricular activities, are used effectively to provide an extra dimension to learning. However, opportunities to develop a greater understanding of the beliefs and cultures of those represented in the school community are missed. Provision in the Foundation Stage is good. Strong support for children at an early stage of learning English helps them to make speedy progress in learning the language. However, accommodation difficulties in the Reception class restrict opportunities to develop pupils' learning outdoors. Throughout the school, pupils' maturity and understanding of healthy lifestyles are fostered well.

Care, guidance and support

Grade: 2

Procedures to ensure health, safety and child protection are in place and reviewed regularly. Pupils with learning difficulties and/or disabilities and pupils learning English as an additional language make good progress because of strong support in the classroom and effective links with the local authority. Children settle into school life well, and when they leave they are well prepared for the next stage of their education. Personal development is monitored effectively and any problems are well supported, for instance in dealing with issues regarding self-confidence, speaking and listening. Academic support and guidance is good with staff making good use of assessment information to track pupils' progress.

Leadership and management

Grade: 2

In the short time the headteacher has been at the school he has further developed a culture of effective teamwork to raise achievement and to promote a high quality of care and education. There are close working relationships between the headteacher,

deputy headteacher, senior leaders and the governing body. Inclusion is at the heart of the school's work. All share a strong commitment towards pupils. The leadership has a clear understanding of how to raise standards further. Good monitoring and evaluation systems underpin pupils' good achievement. The senior management team has driven the school forward. For example, the spread of good teaching practice has improved the standard of teaching. Attendance is now good because of the school's close working with parents on issues such as holidays in term time. Self-evaluation is thorough and the school has identified appropriate priorities for improvement. Much data is collected on the progress of different groups and the school uses this purposefully in the drive to raise standards further. Governance is good. Governors' expertise contributes to the school's success. Governors have a good understanding of the strengths and areas for development, and this places them in a good position to support and provide advice to senior staff. Pupils' safety and protection is promoted effectively through purposeful links with outside agencies.

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

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?	2
How well are learners cared for, guided and supported?	2

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	2
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	2
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	2
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

Thank you for welcoming Mr Hussain and myself to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

We are pleased that you enjoy school. Shipley Church of England Primary School is a good school. You all get on very well together, although we want the school to help you to gain a better understanding of each other's beliefs and cultures. Your behaviour is outstanding and this helps your learning, so keep it up. We are very pleased that your attendance has improved to be above average and trust that you will continue to attend regularly. We appreciated that you are cared for well by staff and feel safe at the school as well as having good opportunities to take part in activities that will keep you healthy. A strength in lessons is your positive attitudes to learning and that you all get on well with your teachers. In most lessons we saw the teaching was good. However, we want your teachers wherever possible to mark your work in a way that lets you know how well you are meeting your individual learning targets and what you must do to improve.

We appreciated talking to you about your work and watching you learn. We wish you well for the future.