

Shipley CofE Primary School

Inspection report

Unique Reference Number	107341
Local Authority	Bradford
Inspection number	336874
Inspection dates	12–13 October 2009
Reporting inspector	Kath Halifax

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Mrs Angie McKniff
Headteacher	Mr Philip Travis
Date of previous school inspection	5 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' workbooks, information about pupils' progress, records of the school's review of its work, the current development plan, minutes of governors' meetings and documentation to ensure that pupils are safe. The responses to 67 questionnaires returned by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. They looked in detail at the following:

- the effectiveness of actions taken to improve writing and narrow the gap in pupils' performance between writing and other subjects
- the consistency with which teachers use assessment when planning activities that promote good progress for higher-attaining pupils
- the effectiveness of leaders and managers at all levels in driving school improvement
- the promotion of pupils' understanding of community cohesion.

Information about the school

This average-sized primary school serves the parishes of Shipley St Paul and Frizinghall St Margaret. The demand for places is high and the school has a waiting list. The school's population is diverse with over half of pupils being from ethnic minority groups and speaking English as an additional language. The proportion of pupils in receipt of free school meals is average. A small number of pupils are looked after by the local authority. The proportion of pupils who experience special educational needs and/or disabilities is average, as is the number of pupils with a statement of special educational needs. The Early Years Foundation Stage caters for 82 children, 52 of whom are in the Nursery and attend either in the morning or afternoon. The remainder are taught full time in the Reception class. The school has received a number of awards including the Healthy Schools Award and Activemark, and is a Creative Partnership Change School. There have been significant changes to the teaching complement this school year, with the appointment of three newly qualified teachers to Key Stage 2.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good and improving school places the needs of each pupil at its heart. An outstanding use of creative arts makes education enjoyable and meaningful and impacts very well on pupils' excellent spiritual development. Parents and carers, staff and pupils speak warmly about the school and one parent commented, 'We are proud that our child attends a mixed culture school where everyone is treated the same'.

Pupils' achievements are good. Attainment on entry is significantly below that expected of young children, particularly in communication. Good provision in the Early Years Foundation Stage enables all groups of children to make good progress. By the end of the Reception class most are working comfortably towards the levels typical of their age. Good progress continues throughout the school because of effective teaching and the motivational and imaginative curriculum. As a result, pupils meet challenging targets. By the end of Year 6, the school's results in national tests are broadly average and in reading above average. Attainment is rising. Gaps in the performance between subjects and groups are closing because weaknesses are addressed, for example in raising attainment in mathematics and accelerating achievement of pupils in Key Stage 2 who speak English as an additional language. Even so, a gap between standards in writing and other subjects remains. Pupils are not always aware of specific points in their targets to help them attain more highly: opportunities to use writing targets are sometimes missed in other subjects. Teachers and support staff work exceptionally well together and conscientiously plan lessons with different activities for each ability group. Occasionally, tasks for higher-attaining pupils are insufficiently challenging and this slows the rate of progress for these pupils.

Senior leaders have worked with determination and tenacity to tackle improvement since the last inspection. Standards have risen and minimum disruption occurred despite staff changes. Through good self-review leaders know the school in fine detail and the continual quest for improvement underpins development. Good teamwork, high aspirations and the proven record in overcoming barriers to learning enable the school to provide good value for money and have a good capacity to improve.

What does the school need to do to improve further?

- Raise attainment in writing by the end of Year 6 to match more closely the above average standards in reading by:
 - improving pupils' spelling, punctuation, sentence structure and use of grammar
 - ensuring that pupils understand precisely what is needed to attain the next

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level in their writing

- providing more opportunities for pupils to write to a good standard and for different purposes in other subjects.

■ Improve the achievement of higher-attaining pupils by:

- making sure work is carefully matched to their ability and interest
- providing tasks which make them think and reason.

Outcomes for individuals and groups of pupils**2**

Evidence from classroom observations and pupils' workbooks demonstrate that pupils, including those with special educational needs and/or disabilities, make good progress overall. Past underachievement in mathematics has been remedied through developing pupils' mental agility and a concerted effort in teaching methods of calculation. As a result, all pupils in the school's Year 6 2009 national tests achieved the expected levels of progress with many exceeding this. Pupils' writing is improving more slowly. Spelling, sentence structure and grammar all require attention in all age groups. Furthermore, pupils are not always transferring skills acquired in English to other subjects. For example, although sentences in English exercises are mostly correctly punctuated, this is not so strong in topic and science books. Equally, pupils are beginning to use imaginative language well in their English written work, but this is not always so in history and geography.

Pupils make good gains in their personal growth because of the good provision for their spiritual, moral, social and cultural development. They are proud of the colourful displays that celebrate achievement, promote positive attitudes, and enrich them as learners. Pupils respect and value friendships with classmates from different backgrounds. The majority behave extremely well and their positive attitude contributes well to learning. When activities in some lessons take too long, or are insufficiently challenging, a few pupils became restless and lose concentration. This reduces their rate of progress. Though the school has worked hard to improve attendance, this remains satisfactory. It is adversely affected by pupils taking extended holidays in term time.

Numerous opportunities are provided throughout to help pupils take responsibility and grow in confidence. Through a range of well-planned activities, pupils have an ever-improving understanding of the school's diverse community. Racial harmony pervades. This was especially evident in an assembly where Christian, Muslim and Sikh pupils joined together in worship, singing with gusto and reflecting on the effect their actions have on others. Pupils have a clear set of values. Pupils help others and celebrate kind deeds. Pupils make a marked contribution to the school and local community, being especially proud of their first aid skills, their kerbcraft knowledge, and drawing inspectors' attention to their colourful, metal signs adopted by the local council to help keep the local playing field safe to use.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although some teachers are very new to the school the quality of teaching and assessment is good. Lessons have many good features including teachers' subject knowledge, skilled questioning and the use of resources, including interactive whiteboards, to make learning meaningful. These attributes engage pupils and contribute to independent learning. Teachers plan lessons carefully. The learning outcome for each lesson is clear, as are the 'steps to success' to enable pupils to achieve. Tasks are planned for the range of abilities in each class. However, the planning is not always clear as to the knowledge and skills that will be acquired during activities. In addition, extension work for higher-attaining pupils is not always challenging and often more of the same, such as a further ten mathematical calculations. Where teaching is most effective, extension work for the most able is imaginative and makes them think hard and reason. This was evident in a literacy lesson where higher-attaining pupils discussed how a camera had been used to set the scene for an adventure movie.

The exciting curriculum is being adapted well to meet the needs of all pupils and bridge gaps in learning. For example, work with an 'urban circus' and with the local professional rugby league team is raising the achievement of boys. A determined effort to approach subjects through different channels has injected enthusiasm into staff and pupils alike. Work with dancers, musicians, visual and media artists has resulted in high-quality

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning in many subjects. In addition, teamwork in producing DVDs and multi-media presentations prepares pupils very well for their transition to secondary school. Enrichment through numerous clubs and experiences enhance learning. Links with local secondary schools supplement teaching expertise and equipment and are raising achievement in science, and information and communication technology.

Good pastoral care helps pupils to succeed and play a full part in school life. Pupils say they feel safe and understand how to live a healthy lifestyle. Skilled personal support and close links with other professionals ensures the well-being of vulnerable pupils and their families. Pupils with special educational needs and/or disabilities are identified early and, alongside pupils who learn more slowly, are given very good additional support where appropriate, enabling them to make considerable progress. Equally, very good assistance is in place for pupils who speak English as an additional language.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school leaders' child-centred approach is shared by all staff. Morale is high with newly qualified teachers commenting, 'This is a dream of a school to start your career – there is so much to learn.' The leadership team has been strengthened with the recent appointment of an assistant headteacher and the staffing structure has been streamlined. Robust systems are in place to provide an accurate picture of the school's strengths and weaknesses and to secure improvement. This is particularly so with the rigorous monitoring of classroom practice, which has raised achievement.

Adults at all levels are working together effectively to promote equality and celebrate diversity. The curriculum reflects and celebrates the diverse population of the school. While some excellent pockets of work are taking place to promote pupils' understanding of community cohesion, some of this is ad hoc, but leaders have scheduled a check later in the term to judge the effectiveness of the provision.

Governors provide quality support for the school academically and spiritually. They use individual skills such as backgrounds in education, finance and technology to aid school improvement. Alongside the leadership team, they interrogate the wealth of data about pupils' achievements and progress and, with the advice of the headteacher, use their findings to set ambitious targets for the school. At the time of the inspection, procedures to safeguard pupils were good. Leaders and managers work conscientiously to ensure that appropriate measures are in place and that statutory duties are reviewed regularly

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and meet requirements. The school seeks and responds well to the views of parents and carers, and uses well-established partnerships with the community, such as the school's cluster group, and local services to promote pupils' learning and well-being.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress because teaching is consistently good and imaginative. As a result, most children grow in confidence and flourish at their own pace. They attain levels slightly below those expected for their age. Through a carefully planned programme and excellent support for children who speak English as an additional language, they make rapid gains in the acquisition of language, and in their personal and social development. Despite a considerable effort to raise achievement in early writing, attainment is low in writing. Adults work particularly hard to ensure that the provision is as good outdoors as inside, despite the constraints of the Victorian building. Children in the Nursery, for example, relished the opportunity to race around with their trolley collecting groceries from their 'shopping' list. Children in the Reception class had enormous fun confidently matching letters to sounds in the open air. Children's progress is monitored carefully and recorded meticulously, and routines including personal care are undertaken sensitively. Leadership and management are good and excellent links with parents and carers, and a range of professionals, has allowed children to settle quickly into school life. Comprehensive policies and procedures ensure that children are well protected and supported.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

In their responses, the vast majority of parents and carers were positive about the school and its impact on their children's well-being. The quality of care, the way each child is treated as an individual, and the supportive family atmosphere are particularly appreciated by parents and carers. A few parents and carers expressed individual concerns regarding communication with teachers and the repeated inappropriate behaviour of a small number of pupils. Inspection findings reflect parents' and carers' positive views. Leaders are already aware of parents' and carers' concerns and endeavour to address them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shipley C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 67 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	73	34	25	2	1	0	0
The school keeps my child safe	92	69	42	31	0	0	0	0
The school informs me about my child's progress	60	45	68	51	6	4	0	0
My child is making enough progress at this school	60	45	70	52	4	3	0	0
The teaching is good at this school	78	58	54	40	2	1	0	0
The school helps me to support my child's learning	60	45	66	49	8	6	0	0
The school helps my child to have a healthy lifestyle	74	55	60	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	49	58	46	0	0	0	0
The school meets my child's particular needs	54	40	70	52	10	7	0	0
The school deals effectively with unacceptable behaviour	56	43	60	46	10	8	2	2
The school takes account of my suggestions and concerns	30	23	86	65	14	11	2	2
The school is led and managed effectively	60	45	72	54	2	1	0	0
Overall, I am happy with my child's experience at this school	76	57	50	38	6	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Shipley C of E Primary School, Shipley, BD18 2PT

As you are aware, a little while ago two colleagues and I inspected your school. Thank you for the warm welcome you gave us. We enjoyed talking to you, eating lunch together and visiting your lessons. Thank you for taking time to give us your views of school. It was clear from our chats and the questionnaire replies we received from you and your parents and carers that you enjoy school and think that you are safe and very well cared for.

Your school is providing you with a good education. Your headteacher and staff know what works well in your school and what needs to be done to improve. They plan well to make sure lessons are interesting so you enjoy learning. You have fun in sport, in clubs, and on the many visits out of school. You are well behaved and work hard. This means you make good progress.

To help your school become even better, we have asked your senior leaders and teachers to:

- help you improve your spelling, punctuation and grammar so you do as well in writing as you do in reading
- provide harder work for those of you who learn quickly so you make better progress.

We know you will do all you can to help your teachers and wish you every success in your future.

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