

Inspection of Shirley Manor Primary School

Methuen Oval, Wyke, Bradford, West Yorkshire BD12 8SA

Inspection dates:	5 and 6 November 2024
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

The head of school of this school is Lucy Bailey. The school is part of the Family of Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Shameem Hussain, and overseen by a board of trustees, chaired by Nadim Najib.

What is it like to attend this school?

The school has begun to raise expectations for what pupils can achieve and how they should behave. Significant changes that began in the summer term of the previous academic year are beginning to have a positive impact. These refinements are having a more substantial impact on how pupils behave and how they treat each other. However, some pupils do not achieve as well as they should.

Pupils get support with their behaviour when they need it. Staff help pupils, including children in the early years, to follow clear routines and understand the school rules. Pupils move around school calmly. Children in the early years develop positive attitudes to learning. However, the curriculum in early years, and how well it is understood and delivered by adults, does not prepare children for Year 1 as well as it should.

Pupils benefit from a range of experiences beyond the classroom. They are given regular opportunities to contribute to local charities and good causes. Pupils enjoy these chances to make a difference to others. Pupils develop a clear understanding of different groups in society who are treated worse than others.

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

The school has recently introduced a clear curriculum in the different subjects that pupils are taught. This is beginning to result in more consistent experiences for pupils in their learning. The knowledge, vocabulary and skills that pupils should learn are now clearly defined. However, staff do not make the most appropriate activity choices to help pupils learn. This hinders pupils' progress.

The school has recently introduced new systems for identifying pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are now being identified and supported more quickly. This is beginning to make a difference to how well these pupils achieve in the curriculum.

The school has recently developed the curriculum in the early years. What children will learn in each part of the curriculum is clear. In some areas, such as number, recent changes are making a positive difference to how well children can count and understand number. However, in most areas, staff do not understand the curriculum well. Some activities and interactions between staff and children lack purpose. Children are not as well prepared as they should be for Year 1.

New leaders have introduced a clear and well-structured phonics curriculum. Staff have been trained to deliver this programme. More training is planned. Staff from the trust are providing focused support for staff to deliver the programme more effectively. The school has identified the gaps that some pupils have in their phonics knowledge. However, support for some of these pupils to catch up is not in place. The books that pupils are asked to read do not fully match the sounds that they have been taught. This slows their progress in reading. The school is addressing this, but this work is not yet complete. Additionally, the school does not have a clear view of the gaps in phonics knowledge of

some pupils in key stage 2. This means these pupils also lack the specific support that they need to develop their reading confidence.

Pupils generally behave well in lessons. They begin their work quickly and are eager to learn. Pupils are benefiting from the clear school rules that have been recently introduced. The school is continuing to train staff to understand the school's approach to behaviour. The school also promotes a culture of positive attendance. The importance of positive attendance is promoted to parents and carers across the school. Some pupils with SEND who need support with their behaviour receive this.

The school has created a carefully considered wider offer for pupils. Leaders think carefully about the range of experiences and opportunities that pupils should receive beyond the classroom. Pupils develop a clear understanding of how to stay safe online and how to manage their own physical and mental well-being. They benefit from opportunities to contribute to their school community through roles such as classroom monitors and playground buddies. Pupils show respect and consideration to others in school and wider society who are different to them. The school has introduced strategies to support pupils to recognise and manage their emotions. This is having a positive impact on pupils' experiences in school.

New leaders have introduced significant changes to the school. The rate of change has accelerated since September 2024. Governors and trustees have an accurate view of the areas of the school that need continued development. In the time they have had, new leaders have made rapid improvements. There is still much to do. Parents speak positively about the work the school has recently undertaken. The school has actively engaged with parents on a regular basis about the changes being made. The school considers staff workload and well-being. Staff say there has been an increase in workload recently.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new phonics curriculum is not fully implemented. Pupils are not given books that match the sounds they have been taught. Pupils who are behind do not consistently receive support to catch up. As a result, some pupils do not read as fluently as they should. The school should ensure that staff continue to receive the training they need to implement the new phonics curriculum consistently.
- The school does not have a clear view of the gaps in phonics knowledge that some pupils in key stage 2 have. This has an impact on how well these pupils can read and achieve both in their reading and the wider curriculum. The school should ensure that it quickly identifies the gaps that these pupils have in their phonics knowledge and provides support for them to catch up.

- Staff do not have a good understanding of the early years curriculum and do not deliver it well. Some activities lack focus, and staff are not yet adept at modelling vocabulary and structuring interactions with children to have the biggest impact on their learning. The school should ensure that staff are trained to understand and implement the early years curriculum consistently.
- In some parts of the curriculum, staff do not have the understanding of the curriculum or the most effective teaching methods for delivering it. As a result, some activities in lessons do not enable pupils to build their knowledge over time. The school should ensure that staff continue to be trained to understand the newly introduced curriculum and to make activity choices that support pupils to build knowledge over time.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140639
Local authority	Bradford
Inspection number	10346537
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	Board of trustees
Chair of trust	Nadim Najib
CEO of the trust	Shameem Hussain
Headteacher	Lucy Bailey
Website	www.shirleymanor.co.uk
Dates of previous inspection	5 and 6 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school has been part of the Family of Learning Trust since April 2024.
- The head of school was appointed in September 2024.
- The school does not currently use alternative provision for any of its pupils.
- A new governing body has been in place at the school since September 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the CEO, the head of school, and other senior and trust leaders.
- Inspectors spoke to the chair of trustees and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held a discussion about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

Andrew Crossley

Ofsted Inspector

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