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10 November 2010

Mr Bryan Harrison  
Headteacher  
Miriam Lord Community Primary School  
Bavaria Place  
Manningham  
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West Yorkshire  
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Dear Mr Harrison

**Notice to improve: monitoring inspection of Miriam Lord Community Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 9 November 2010 and for the information which you provided during the inspection.

Since the inspection in March 2010 several governors have resigned and several new governors have been appointed. One teacher has left. There has been a change of numeracy coordinator.

As a result of the inspection on 23 to 24 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Teacher assessment data for Year 6 pupils in 2010 show that attainment in English improved on the 2009 figures. The proportions of pupils achieving at least the expected Level 4 and that reaching the higher Level 5 both increased. In mathematics, although the proportion gaining at least Level 4 rose, fewer gained the higher Level 5. All figures remain well below national averages. The school's own analysis shows that fewer pupils made the expected rate of progress during Key Stage 2 from their starting points at the end of Key Stage 1 than the previous year, and this was most marked in mathematics.

Teacher assessments at the end of Year 2 in 2010 show improvement in attainment in reading but no improvement in writing and only a marginal improvement in mathematics. Standards remain well below national averages. Pupils of Pakistani heritage, who make up the majority of the school's pupils, do significantly less well than similar pupils nationally.

Although attainment data for 2010 show only limited improvement, especially in mathematics, the school's own internal assessment data show encouraging signs of improving rates of progress during the last year. Analyses have been carried out for all Key Stage 1 and Key Stage 2 year groups for reading, writing and mathematics. Improved rates of progress were most marked in writing. Progress during Key Stage 1 and upper Key Stage 2 was generally better than lower Key Stage 2. Nevertheless, there is still some way to go to accelerate progress enough to compensate for historic underachievement and ensure that higher standards are reached by the end of Year 2 and Year 6.

With the support of the local authority the school has worked hard to improve the quality of teaching and learning. Strategies to improve motivation have helped to create a good climate for learning. In lessons pupils display good attitudes: they are enthusiastic, eager to learn and to do well, and apply themselves diligently. Targets are recorded in books and pupils know what these are. Marking often includes helpful comments, although this is not yet consistent. Pupils' progress is tracked carefully through regular assessments. Teachers' planning makes some use of this assessment data. However, in mathematics there is not yet enough good teaching to ensure that pupils reach the standards they are capable of. In the mathematics lessons observed too much time was spent on teacher-led activities with the whole class, despite the wide range of abilities present. Not enough time was spent on independent work with pupils applying their learning and practising their skills. On occasion work was not sufficiently challenging for the more-able pupils. Teachers do make some good use of techniques to engage interest and motivate pupils, who clearly enjoy their lessons. The clarity of teachers' explanations varies and, occasionally, a lack of clarity causes confusion. Scrutiny of pupils' books showed that, while there were some examples of differentiated activities to suit different abilities in mathematics, this is not consistent and there were some examples of pupils with very different target levels doing the same work. The school's own observation evidence suggests that there has been more of an improvement in the teaching of English, as is evident in the improving outcomes at the end of Key Stage 2. Internal observation records do not always give enough attention to the learning of different groups of pupils.

Much work has gone into improving attendance. With local authority support, the school has clarified its extended leave policy and introduced a range of strategies to promote high attendance, including rewards. These strategies are now paying dividends. Attendance in the summer term 2010 was much better than during the earlier part of the year. There has been a further significant improvement since September 2010.

Since the March 2010 inspection several governors have resigned and new governors have been appointed with the help of the local authority. A new Chair and Vice Chair have been elected, both of whom have had previous experience as governors. New governors are keen to develop their role. They have had much training and there are now productive working relationships with the school. As governors become better informed there is a willingness to ask questions that challenge when appropriate, as well as supporting the headteacher and the school. Attendance at key events, such as Celebration Assemblies, means governors have a more visible presence around school.

The local authority has provided good support to the school. The statement of action meets requirements and is clearly focused on the priorities for improvement identified at the last inspection, with appropriate actions which are beginning to have an impact. The School Improvement Partner offers helpful advice and guidance, particularly to senior leaders. Consultants are involved with support to improve teaching and learning as well as for the new mathematics coordinator.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ruth James

**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2010**

- Increase the rate of pupils' progress so that attainment is raised, especially in mathematics, by:
  - ensuring that assessment data is used to monitor pupils' progress in lessons and then take quick and effective action where there is underachievement
  - ensuring that all teachers give pupils clear feedback so that they know exactly what to do to move from one level to the next.
- Increase the proportion of good and better teaching by:
  - ensuring that all teachers use pupils' assessment data to match learning opportunities to pupils' learning needs
  - raising teachers' expectations of what pupils can achieve.
- Develop the role of the governing body by:
  - using the new committee structure to give a greater focus on the achievement of pupils
  - developing governors' skills to monitor the work of the school, including the quality of teaching and learning.
- Work with parents and the local authority to improve attendance.