

# Margaret McMillan Primary School

## Inspection report

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<b>Unique Reference Number</b>	107291
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356130
<b>Inspection dates</b>	23–24 March 2011
<b>Reporting inspector</b>	Keith Bardon

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	520
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Javed Ahmed
<b>Headteacher</b>	Mr Paul Terry
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Scotchman Road Bradford West Yorkshire BD9 5DF
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, observed 18 teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 127 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at the progress different groups of pupils make and whether the upwards trend in attainment is continuing.
- It considered whether the quality of teaching is consistent and enables boys and girls to make equally good progress.
- It investigated attendance and the impact of school's efforts to improve it.
- It looked at the extent to which the creative curriculum the school has developed is promoting pupils' progress and enjoyment of learning.
- It considered whether the recent reorganisation of leadership is having a positive impact on school management and outcomes for pupils.

## Information about the school

Margaret McMillan is a larger-than-average primary school close to the outer ring road of the city. It is growing in size and has started to move from two classes per year group to three. Almost all pupils are of minority ethnic heritage, predominantly Pakistani. A very large proportion of pupils speak English as an additional language, but relatively few are at the early stage of English acquisition. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils who have special educational needs and/or disabilities is a little above average. A very small number of pupils have a statement for their special educational needs. The school has Healthy School status, has achieved the Basic Skills award and is an Investor in Pupils.

**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

Margaret McMillan is a good school which provides its pupils with a stimulating education in a warm and friendly atmosphere. Under the strong and focused leadership of the headteacher and deputy headteacher, the school has improved substantially since it was last inspected.

Many children enter the Nursery with skills and abilities that are low for their age. The welcoming environment in the Early Years Foundation Stage ensures a brisk start is made to learning. Children make good progress and this continues throughout the school. By the end of Year 6, attainment is approaching the national average, but higher in English than in mathematics. While most pupils understand the basics of calculation, their ability to manipulate numbers mentally is generally underdeveloped. Girls do well in writing and make quicker progress than boys.

Although the quality of teaching is predominantly good and promotes pupils' learning well, inconsistencies in pace and challenge result in pupils making better progress in some lessons than in others. In most lessons, work is matched effectively to pupils' different abilities, but, on a few occasions, activities lack challenge for higher-ability pupils.

Pupils make good progress in most aspects of their personal development, although attendance is below average and this adversely affects the continuity of learning and preparation for the future of some pupils. They are kept safe and cared for well by staff who have detailed knowledge of their backgrounds and needs. Behaviour is good and pupils of all ages work and play happily together. The manner in which the school engages with parents and carers is satisfactory, but has scope for improvement, particularly in helping them to support their children's learning at home.

Since it was last inspected, the school's effectiveness has increased from satisfactory to good and attainment has risen significantly. Successful restructuring of leadership and management has had a positive impact on outcomes for pupils. Comprehensive systems for measuring the school's performance provide detailed and accurate information which illustrates the school's strengths and highlights any areas for further development. Despite the school's improvement, there is no complacency and leaders and managers set challenging targets to maintain the momentum of development. Staff work closely together and share common ambitions for the school and for pupils' achievements. These factors combine to give the school good capacity for improvement in the future.

## What does the school need to do to improve further?

- Raise attainment, particularly in mathematics and boys' writing by:
  - eliminating inconsistencies in teaching so that, in all lessons, it is good or better

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- ensuring that, in all mathematics lessons, pupils have opportunities to develop their mental dexterity with numbers
  - enabling boys to write with purpose and enjoyment
  - challenging higher-ability pupils fully so that more attain at an above-average level.
- Increase parents' and carers' engagement with school and involvement in their children's learning and, especially, ensuring they attend regularly.

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

Pupils' enjoyment of school is clearly evident in everything they do. They involve themselves readily in lessons, respond enthusiastically when given a task to complete and engage sensibly in discussions. When talking to inspectors, the comment made by one pupil that 'This school is the best' was quickly echoed by others who described learning as 'interesting' and 'fun'. Most pupils listen carefully to teachers and stay on task until the work they have been set is completed. Occasionally, tasks in lessons lack challenges and the pace of learning slows.

By the end of Year 6, standards of attainment are average in English and slightly below average in mathematics. Most pupils read accurately and with understanding and express their ideas confidently when speaking to others. While, by Year 6, the majority of pupils are writing to a reasonable standard, girls write with more enjoyment and flair and use a wider and more interesting vocabulary than the boys. Many acquire a firm foundation in numeracy, although lack confidence when applying their skills to mental calculations. Pupils of different ethnic heritage, including the many who speak English as an additional language, make equally good progress and the attainment of Pakistani pupils compares well with that of their peers nationally. Pupils with special educational needs and/or disabilities are supported well and included fully in lessons. As a result, they make good progress, although this may be at a lower level of attainment than that of many other pupils.

Parents and carers feel the school keeps their children safe and pupils agree that they are well cared for by staff. Pupils' understanding of how to keep themselves safe in their everyday lives is good and they express very few concerns about bullying. The importance of healthy eating and regular exercise is understood well. Many eat vegetables and fruit with enjoyment at lunchtimes and participate enthusiastically in the regular physical activities the school provides. Although pupils' absence from school has reduced substantially in the last three years, the extended holidays some pupils take during term time affect their attendance adversely, which, in comparison with national averages, is low. Balancing this with the gains pupils make in basic skills, their ability to work productively with others and a developing understanding of money matters and the world of work, preparation for future learning and beyond is satisfactory. Pupils help others readily and, through the school council, make constructive suggestions about what could be improved in school. 'Playground friends' help to ensure that everyone has someone to play with at lunchtime and pupils raise money regularly to support those less fortunate than themselves. Pupils of all ages socialise well and are prepared to think carefully about important matters affecting the world around them. They have a clear understanding of right and wrong and show considerable respect for other cultures and traditions.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Lessons are prepared thoroughly, with teachers planning together to share expertise and ensure pupils of the same age but in different classes do not miss or repeat any aspects of the National Curriculum. While most lessons progress at a lively and productive pace, on a few occasions, teachers spend too much talking to the pupils. Relationships are good and pupils respond well to the interesting activities teachers provide for them. Teachers think creatively about how best to promote learning and often provide innovative activities which engage and enthuse pupils. One effective strategy employed by all teachers involves the random selection of pupils to answer questions during whole-class discussions. This helps to maintain pupils' attention and keep them focused because they do not know who is going to be asked a question next. Teaching assistants are deployed well and, working productively alongside class teachers, provide good support for pupils as they are working. All lessons have relevant success criteria which teachers share with pupils at the start. Some criteria provide a sharp focus and enable pupils to check on their own learning. However, at times there are too many criteria and specific targets are confused with general areas for improvement. Pupils' work is marked thoroughly. Teachers add clear and often detailed comments about what has been done well and where improvements could be made.

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Since the school was last inspected, substantial changes have been made to the curriculum and now it meets the needs of the majority of pupils. The thematic approach employed enables links to be made between different subjects in meaningful ways so that pupils' learning has purpose and cohesion. Frequent opportunities to read and write in different subjects strengthen pupils' literacy skills, although activities promote better progress in writing for girls than for boys. The use of numeracy across the curriculum is less well planned. Periodic 'theme weeks' provide opportunities for in-depth study of different topics and are much enjoyed by the pupils. Brazil was a focus during the inspection, with pupils engaged fully in a wide range of activities, including Samba drumming, contemporary dance and headdress-making for a carnival. Regular visits and visitors, such as authors and artists, enhance and enrich pupils' learning and a good range of extra-curricular activities adds to their enjoyment of school.

The school provides a welcoming environment for all its pupils and staff watch over them diligently. A comprehensive range of strategies is applied conscientiously and ensures any pupils who might be experiencing difficulties in their lives are identified quickly and appropriate measures put in place. Provision for pupils with special educational needs and/or disabilities and for those who need additional help with their learning is managed well. Support is matched carefully to their needs and the outcomes monitored closely to ensure it is having the desired effect. Arrangements to enable pupils to move smoothly through school and on to secondary education function well. As a result of the school's rigorous approach and the wide range of strategies it employs, attendance has improved year on year since the last inspection and persistent absence has reduced significantly. However, the school has not yet been able to raise attendance to the level of the national average.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and deputy headteacher, supported by a knowledgeable and conscientious team of senior teachers, lead and manage the school well. Together, they provide the school with clear direction and staff with the confidence to explore different and creative ways of promoting pupils' learning. The governing body provides satisfactory management. The Joint Operations Committee of the governing body ensures that all statutory responsibilities are fulfilled and meets regularly to evaluate the progress the school is making against its priorities for development. While there are green shoots of improvement, other members of the governing body are much less involved in school management and do not always attend meetings regularly.

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The school has rigorous procedures for safeguarding pupils' welfare, underpinned by a comprehensive range of policies, supplemented by clear practical guidance. The school works well in partnership with other organisations to broaden opportunities for pupils and enrich their lives. The school provides satisfactory opportunities for parents and carers to be involved with school and to engage in their children's learning, but has yet to evaluate the outcomes fully and identify clearly how and where they can be improved.

Equality of opportunity is promoted well. Pupils' progress is monitored frequently and in detail and action taken quickly to support any that are underachieving. Effective systems highlight any differences in the progress made by different groups of pupils and leaders and managers are aware that the more-able do not always make as much progress as possible because of the variations in teaching. The school is a harmonious community and, within the local and wider communities, cohesion is promoted well. The school is an active member of the local community action group and has productive links with a contrasting school in a neighbouring county.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children's skills and development on entry to the Nursery are often well below what is typical for their age, particularly in the important areas of communication and language, personal development and numbers. Staff have a good understanding of the needs of the age group and provide the children with a wide range of interesting, practical, play-based activities often relating to things they are familiar with or have experienced. As a result, children are stimulated to learn. They make good progress but are often some way short of the expectations for their age when they leave the Reception Year. Teaching is good and a productive balance is struck between activities led by the staff, including productive sounds and letters sessions, and those children choose for themselves. Children's progress



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is tracked comprehensively and the information used effectively to plan the next steps in their learning. Although it takes some children a little time to get used to working and playing alongside others, constant encouragement from staff encourages them to get involved and they make good progress in their personal development. Due attention is paid to children's welfare and arrangements to ensure their safety are good. Leaders and managers have a clear understanding of what is working well and where further developments are needed. What children are to gain from each of the outdoor play activities is not always clear. This and how early writing can be better promoted, particularly for the boys, have correctly been identified as areas for development. Progress data is analysed very thoroughly and the school has a very clear picture of how well children are achieving in the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Most parents and carers hold very positive views of the school and of the education it is providing for their children. When talking with inspectors or on the questionnaires they returned, some parents and carers commented on the improvements the school had made saying that it had been 'going through a tough time but is on the right track now'. A significant minority of parents and carers would like more advice about how they can help their children to learn and feel the school does not listen to them enough. Inspectors discussed this with staff and governing body and all agreed that there was room for improvement in the links between school and home.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Margaret McMillan 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 inspection team received 127 completed questionnaires by the end of the on-site inspection. In total, there are 520 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	41	71	56	3	2	1	1
The school keeps my child safe	56	44	65	51	4	3	1	1
My school informs me about my child's progress	49	39	71	56	6	5	1	1
My child is making enough progress at this school	38	30	78	61	6	5	2	2
The teaching is good at this school	47	37	67	53	7	6	1	1
The school helps me to support my child's learning	38	30	71	56	15	12	0	0
The school helps my child to have a healthy lifestyle	31	24	78	61	8	6	1	1
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)	38	30	71	56	10	8	2	2
The school meets my child's particular needs	42	33	71	56	6	5	2	2
The school deals effectively with unacceptable behaviour	41	32	67	53	6	5	5	4
The school takes account of my suggestions and concerns	30	24	77	61	14	11	2	2
The school is led and managed effectively	38	30	74	58	5	4	3	2
Overall, I am happy with my child's experience at this school	48	38	68	54	7	6	2	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



25 March 2011

Dear Pupils

**Inspection of Margaret McMillan Primary School, Bradford, BD9 5DF**

Thank you very much for the very friendly greeting you gave the inspectors when we visited recently. We enjoyed thoroughly finding out about the work you do and special thanks go to those who talked with us about the school. Margaret McMillan is a good school and we understand fully why you enjoy it so much. There is a lovely atmosphere and it was nice to see how well you all get along and enjoy each other's company. Staff take good care of you and we know you appreciate the help, support and guidance they provide. We were pleased to see you behaving well and working hard in lessons. This shows a good attitude to learning and you can be proud of the way you grow into sensible and caring young people.

The progress you make is good because you are taught well and given interesting things to do. By the end of Year 6, most of you are producing work that is close to the level expected for your age in English, but a little below that in mathematics. We talked with teachers and have identified some things that will help to raise your attainment even further by:

- making sure that all the time you spend in lessons is used well and that the success criteria teachers share with you are always sharp and clear
- providing more activities in mathematics lessons which encourage you to manipulate numbers in your heads
- ensuring that writing tasks have purpose and meaning and will be enjoyed by both boys and girls
- making sure that pupils who are capable of high standards are set tasks that challenge them to work to the best of their abilities.

We have also asked the school to look at ways of involving your parents or carers more, particularly in helping you to learn and ensuring you attend regularly. Thank you once again for a very enjoyable two days and best wishes for the future!

Yours sincerely

Keith Bardon

Lead inspector

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