

# Miriam Lord Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	107296
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	363722
<b>Inspection dates</b>	12–13 May 2011
<b>Reporting inspector</b>	Ruth James HMI

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>	480
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Adam Getliff
<b>Headteacher</b>	Mr Bryan Harrison
<b>Date of previous school inspection</b>	23 March 2010
<b>School address</b>	Bavaria Place Manningham, Bradford West Yorkshire BD8 8RG
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<b>Email address</b>	office@miriamlord.bradford.sch.uk

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## Introduction

This inspection was carried out one of Her Majesty's Inspectors and three additional inspectors. Twenty lessons were observed, including one led by a higher-level teaching assistant, and sixteen teachers were seen. Meetings were held with groups of pupils, governors, staff, the School Improvement Partner and Local Authority Adviser. Inspectors observed the school's work, and looked at documentation including arrangements for safeguarding, information about pupils' attainment and progress, the school improvement plans and pupils' books. Inspectors also analysed 154 questionnaires from parents and carers.

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

- Pupils' attainment, especially in mathematics, and whether pupils' progress is increasing rapidly enough.
- The quality of teaching, especially in mathematics.
- The quality of assessment, including marking and feedback on pupils' work to enable them to improve and reach higher standards.
- The effectiveness of leadership and management at all levels in raising standards.

## Information about the school

This school is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is above average. The vast majority of children are of Pakistani heritage; only a few are from other minority-ethnic groups. The proportion of pupils who have a statement of special educational needs and/or disabilities is above average. Nearly all pupils are learning English as an additional language. More pupils join and leave the school other than at the usual times. At the last inspection in March 2010, the school was given a 'notice to improve'.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Miriam Lord Community Primary School is a rapidly improving satisfactory school, with outstanding early years' provision and several good features. Enthusiastic and determined leadership by the headteacher, supported ably by the senior leadership team, has led to significant improvement since the last inspection. One parent commented, 'The new headteacher has made many positive changes to the school.' Central to this improvement is a relentless focus on accelerating progress and raising standards by improving the quality of teaching and learning. Higher expectations have been established. Professional development activities aimed at improving teachers' practice have been undertaken, with both generic activities and more targeted coaching. As a result, the satisfactory profile of teaching and learning is on the rise. Mathematics teaching is much improved. In the good or better lessons, teachers plan activities which challenge all groups of pupils sufficiently. They use opportunities, including skilful questioning techniques, throughout the lesson to check pupils' understanding and adapt the activity appropriately. As such, all learning time is effectively used and pupils make rapid progress. However, such practice is uneven across the school. Staff know pupils well and are committed to improving academic achievement, although the legacy of underachievement has not yet been eradicated. Although standards in English and mathematics remain below average, progress is satisfactory and improving securely. Stringent target-setting, rigorous progress tracking systems and progress review meetings maintain the momentum. School assessment data suggest that the impact may be visible in Key Stage 2 national tests in 2012.

Adults have successfully created an ethos in which pupils feel valued. Consequently, behaviour is now good and often exemplary and pupils say they feel safe. Pastoral care is strong. Support for pupils with special educational needs and/or disabilities is very effective and ensures that they make good progress. Highly effective strategies to improve attendance have reduced persistent absenteeism. Senior leaders have an accurate understanding of the school's strengths and weaknesses and now the work of middle leaders makes a more significant contribution to monitoring and evaluation than previously, especially in English and mathematics. The governing body includes new members who bring valuable skills and experience, enabling it to support and challenge the school better. The clear evidence of substantial improvements provides sound evidence of the school's good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics so that by 2012 the proportion of pupils reaching age-related expectations at the end of Key Stage 2 matches national averages.
- Accelerate progress further, especially for those pupils with a legacy of underachievement.
- Improve the quality of teaching further so that more is consistently good or better by:
  - ensuring that all lesson time is used well so that the pace of learning is rapid for all pupils
  - improving the monitoring of pupils during independent work, with appropriate teacher interventions to support and challenge pupils
  - ensuring that the work set is suitably challenging, especially for the more-able pupils.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Children enter the school with levels of skills and knowledge which are well below that of most pupils nationally, especially in language and communication skills. They make good progress in the Nursery and Reception classes because of the outstanding teaching they receive. Particularly good gains are made in improving their personal, social and language skills. Progress from Year 2 to 6 is satisfactory overall, but it is improving strongly and securely.

School assessment data show that, while increasing numbers of pupils are reaching age-related expectations throughout the school, the legacy of previous underachievement remains. Attainment in Key Stage 1 is rising rapidly. Attainment for the current Year 6 remains very low, despite improved progress over the last two years and a number of successful interventions which have accelerated progress considerably and closed gaps in key areas for the pupils involved. A significant number of Year 6 pupils have joined the school during this academic year with low standards of prior attainment. School assessment and tracking data indicate that Key Stage 2 outcomes may improve significantly from 2012.

In lessons seen by inspectors, the progress made by pupils shows evidence of improvement, particularly in upper Key Stage 2. Although progress was judged to be satisfactory in many lessons, within those there were many examples of groups of pupils making better progress. Progress is also demonstrated clearly by the work in pupils' books and the outcomes of the school's most recent assessments. Progress is good for those with special educational needs/and or disabilities because of the very effective and carefully targeted support they receive, including teaching assistant support in lessons.

Pupils feel safe and well cared for. They say that they enjoy school and this was clearly evident in their demeanour in lessons and friendly attitudes towards inspectors. Behaviour is now good and in some instances exemplary. Attitudes to learning are very good and most pupils settle readily to independent work. They are keen to do well. Pupils enjoy taking positions of responsibility, such as school councillor or playground helper, and

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participate enthusiastically in fund-raising activities for charity. Attendance rates have improved dramatically since the last inspection and are now broadly average. The improvement is the result of much concerted effort and work with families and children. A combination of good communication with parents and carers, praise and incentives in school and increasingly better lessons, have all contributed to the improvement. Persistent absence has also reduced significantly. Pupils have a good understanding of the importance of being healthy. Spiritual, moral, social and cultural development is good, with particular strengths in social and moral development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
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>	3
<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?

Although satisfactory overall, the teaching profile is now stronger than at the time of the last inspection, with more good and outstanding teaching. Positive relationships and high expectations of learning and behaviour are characteristic across the school. The teaching of mathematics is much improved, with less time spent on teacher talk and much more time for pupils to apply and practise their skills. The use of assessment information has improved and work is generally pitched at the right level for different pupils. Skilful teaching assistants are used well to support individuals and groups to enable all pupils to access learning. Where lessons are good, the better features include precise, confident teaching which uses all available time for learning. In the best lessons, teachers check effectively on pupils' progress and intervene to support or challenge learning. In

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satisfactory lessons observed, the pace of learning was often steady rather than rapid, with not all the time used to best effect. Teachers were less astute at monitoring individuals during independent work and intervening appropriately and on occasion the work set was not sufficiently challenging for the more-able. Nevertheless, there were good elements in the satisfactory lessons. The marking of pupils work has also improved and teachers take care to identify specific targets for improvement, as well as praise.

Planning for the curriculum in English and mathematics is now strong. A range of extra-curricular opportunities is offered, including trips and visits which all pupils are encouraged to participate in. The curriculum is reviewed regularly and some opportunities to reinforce basic skills through other subjects are used. Information and communication technology skills are used effectively in Key Stage 2 lessons. Wider curricular opportunities, particularly in cultural experiences which enrich learning, are not developed fully and there are few specific opportunities for gifted and talented pupils.

Care, guidance and support of pupils are strengths of the school. Relationships between staff and pupils are excellent. The learning mentor and parental support worker provide highly effective support which contributes well to the school's work to improve attendance and parental engagement. Teaching assistants provide effective support in lessons and are good role models. Behaviour policies are implemented fairly and consistently. In an excellent celebration assembly during the inspection, rewards for 'learning superstars of the week' promoted the learning culture successfully. The pupils barely contained excitement for the winners of class-attendance rewards showed clearly the impact of the school's strategies to establish good attendance patterns.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher's energy and enthusiasm develop confidence in staff, pupils and parents. One parent commented, 'The headteacher, Mr Harrison, is brilliant.' He has successfully changed the culture and expectations of pupils have been raised. His vision and resolve to take the school forward are shared with the governing body and staff and there is a well-developed team ethos. There is now widespread acceptance of the fact that more pupils should be reaching age-related expectations by the end of Key Stage 2. Substantial improvements have been made since the last inspection. Weaknesses are pursued with determination and tenacity. The outstanding Early Years Foundation Stage provision ensures that children get off to an excellent start and are well prepared for Key Stage 1. The profile of teaching is now much stronger with more good and outstanding teaching, mainly as a result of extensive development work. Better systems for monitoring pupils'

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progress and holding teachers to account are firmly established. Senior leaders and subject leaders are monitoring performance through scrutiny of planning and pupils' work. Subject leaders in English and mathematics, though relatively new to their roles, are making valuable contributions to quality assurance and the work of other middle leaders is developing. A wealth of data about pupils' progress is collated and analysed. Suitably challenging aspirational targets are set for pupils' progress. All of this is now impacting on rates of progress and attainment, but there is still some way to go. Self-evaluation is largely accurate. The local authority has provided good support.

Safeguarding arrangements are good. The site is secure, with systems and procedures for keeping pupils safe known to staff. The promotion of equality of opportunity is satisfactory because historic underachievement mean standards of attainment are not yet high enough for all groups of pupils. The promotion of community cohesion is good, for example, through improved parental engagement, raised pupil aspirations and self-esteem and links with a local madrasa. The governing body has a clearer understanding of its role than previously. New members have joined the governing body, bringing specific skills and expertise. Governors are now more-frequent visitors to the school. Training has helped the governing body to a better understanding of school data and its implications, so it is better able to hold the school to account.

*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>2</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>3</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>3</b>

## Early Years Foundation Stage

Children enter the Nursery with skills typically well below those expected for children of a similar age nationally, especially in language. Children settle quickly because of effective induction arrangements and a key-worker system that supports all children well. Strong links with parents and carers enhance the work of the school. The quality of teaching is outstanding and the learning environment is stimulating and language rich, promoting



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very effective learning. As a result, children make good progress in acquiring knowledge and skills, especially in their social and language development. A good balance of child-initiated and adult-initiated activities supports the children very well in developing skills and independence. Children use the space very confidently. Behaviour is good and is the result of praise from staff, which supports children's development. Exemplary leadership ensures that every aspect of the provision is of the highest quality. Effective assessments supported by regular reviews of evidence are gathered through observation of children in activities. Staff use these well to plan next steps in learning that meet individual needs. The identification of children with additional needs is very effective. Support for those children and those who speak English as an additional language is excellent. Children interact well with each other and have warm trusting relationships with dedicated, caring staff, resulting in confident enthusiastic children. By the end of the Reception Year, attainment is slightly below expected levels for the age group and children enter Year 1 with positive attitudes as happy, interested learners.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The responses from questionnaires show that parents and carers are very supportive of the school. A very small minority had concerns about progress and the way the school manages behaviour. The inspectors' findings on these aspects are explained in the main report. There were a very few individual comments. These covered a range of issues such as concerns about homework and lunchtime arrangements. There were also several positive comments about the headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at Miriam Lord Community 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 154 completed questionnaires by the end of the on-site inspection. In total, there are 480 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	62	52	34	6	4	0	0
The school keeps my child safe	86	56	64	42	4	3	0	0
My school informs me about my child's progress	78	51	68	44	6	4	0	0
My child is making enough progress at this school	69	45	71	46	9	6	0	0
The teaching is good at this school	70	45	72	47	4	3	0	0
The school helps me to support my child's learning	60	39	81	53	7	5	2	1
The school helps my child to have a healthy lifestyle	60	39	87	56	2	1	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)	54	35	85	55	5	3	1	1
The school meets my child's particular needs	59	38	86	56	5	3	2	1
The school deals effectively with unacceptable behaviour	68	44	70	45	9	6	0	0
The school takes account of my suggestions and concerns	60	39	81	53	6	4	2	1
The school is led and managed effectively	68	44	77	50	5	3	0	0
Overall, I am happy with my child's experience at this school	82	53	65	42	1	1	2	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



16 May 2011

Dear Pupils

**Inspection of Miriam Lord Community Primary School, Bradford, BD8 8RG**

We thank you for the part you played in the recent inspection of your school. We received questionnaires from your parents and carers which showed they are happy with the school. It was good to hear that you enjoy coming to school and we were very pleased to see that your behaviour is good. It was lovely to see the celebration assembly with 'learning superstar' rewards, which are obviously important to you.

We found that your school has improved since its last inspection. It is now satisfactory and getting better all the time. The Nursery and Reception classes provide an outstanding education and help younger children get off to a flying start. Better teaching and good assessment are helping you all to make at least satisfactory progress in Key Stages 1 and 2. Good support ensures that those of you with special educational needs and/or disabilities make good progress. Adults care for you very well.

The hard work of the headteacher, teachers and other staff is already shown clearly in the improvements made. We have asked the headteacher to work with the staff to make even more of your lessons as good as the best so that you make faster progress and are really well prepared for secondary school by the time you leave.

We know that everyone works as a team at Miriam Lord Community Primary School. You can play your part by coming to school every day and continuing to work hard in all your lessons. We would like to wish you every success in the future.

Yours sincerely

Ruth James

Her Majesty's Inspector (on behalf of the inspection team)

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