

Malin Bridge Primary School

Dykes Lane, Sheffield, South Yorkshire, S6 4RH

Inspection dates

26–27 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils enjoy positive educational experiences which prepare them well for the next stage in education and their future lives.
- Achievement is good. Pupils make good progress through the school and attain above average standards in English and mathematics by the end of Year 6.
- Teaching is consistently good. Teachers' class management is a strength and lessons are prepared effectively. This ensures that no time is wasted and lessons are well organised.
- Pupils have positive attitudes towards their work and invariably behave well during lessons. They are keen to do well and are enthusiastic about their learning. Pupils feel safe and secure, and readily describe their sense of pride in their school.
- The effective leadership of the headteacher and the senior team has ensured good improvement since the previous inspection. Following a recent period of significant change in the school, morale is high. Leaders at all levels, staff and the governing body work well as a team. As a result, the quality of teaching has improved and achievement has risen.
- Self-evaluation is accurate, based on excellent use of data about pupils' attainment and progress. This enables leaders and governors to target the correct areas for development.

It is not yet an outstanding school because

- Teachers do not use information about pupils' progress precisely enough when planning their lessons.
- Pupils' development of writing skills and the progress they make in writing do not match their levels in reading and mathematics.
- Staff in the Early Years Foundation Stage do not ensure that children access all areas of learning when they choose activities for themselves.
- Opportunities are missed to develop pupils' speaking and listening skills and to provide opportunities for writing in other subjects.

Information about this inspection

- The inspectors observed 25 lessons or parts of lessons, taught by 19 teachers.
- Discussions were held with one member of the governing body, parents, staff, pupils and one representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined.
- In planning and carrying out the inspection, account was taken of the 46 responses to the on-line questionnaire (Parent View) and of two written responses from parents.

Inspection team

Bernard Jones, Lead inspector	Additional Inspector
Peter Allen	Additional Inspector
Jennifer Lawrence	Additional Inspector

Full report

Information about this school

- Malin Bridge is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is broadly average.
- The proportion of pupils supported through school action is average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils from minority ethnic groups is below average and there are few who speak English as an additional language.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher has been appointed since the time of the previous inspection and there have been a significant number of changes to the teaching staff.
- There is a privately managed pre-school. It is subject to a separate inspection and the report is published on the Ofsted website.
- The school has gained the Investors in People Silver Award.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - ensuring teachers use the information they have about pupils' attainment and progress to plan lessons more precisely so that all pupils achieve the best of which they are capable
 - improving planning in the Early Years Foundation Stage so that when children choose activities to pursue, they have ready access to resources that promote all areas of development.
- Improve writing skills throughout the school and ensure a greater consistency in the progress pupils make in writing by:
 - ensuring that teachers plan more formally to improve pupils' speaking and listening skills to use as a foundation to promote writing
 - giving pupils more opportunities to practise writing in subjects across the curriculum
 - capitalising on the positive relationships with parents to engage them more fully in encouraging writing in the home setting.

Inspection judgements

The achievement of pupils is good

- When children enter the school, their skills are broadly in line with those expected for their age. They achieve well, making good progress throughout the school, and attain above average standards in English and mathematics by the end of Year 6.
- Children make a good start in the Early Years Foundation Stage. Good liaison between home and school ensures they settle in quickly and enjoy coming to school. They learn well how to work and play together. Children grow in confidence and are willing to make choices for themselves.
- A characteristic of pupils' learning through Years 1 to 6 is the enjoyment and enthusiasm they show. They bring very positive attitudes to their lessons and make an active contribution, often sharing their new experiences with others. Pupils tackle their activities with enthusiasm and have good levels of concentration. They persevere well, as in a Year 5 mathematics lesson where they were required to be accurate in their counting as they explored different methods that can be used when adding.
- Pupils enjoy taking part in group and class discussions but, too often, opportunities are missed to improve their speaking and listening skills. In their writing, pupils use a variety of styles to express their ideas and there are good examples in their creative writing books of the progress they make. However, they do not practise their writing skills sufficiently in subjects other than English, and the progress they make through the school is inconsistent.
- Pupils take pride in their work and respond well to teachers' high expectations so that levels of presentation are good. Homework is undertaken conscientiously and pupils use information and communication technology confidently to support their learning in school and at home.
- Reading levels are above average throughout the school, and consistently so. Pupils say they read often and they talk enthusiastically about a wide range of books and authors.
- Pupils have secure mathematical calculation skills including quick mental recall. They are proficient in applying these skills to solve practical problems in a variety of real-life situations.
- Disabled pupils and those with special educational needs make good progress in common with their peers. Their individual needs are identified early and a variety of intervention programmes are put into place to ensure they are met.
- There is no significant difference between the achievement and learning of different groups. Pupils known to be eligible for the pupil premium benefit from funding that is targeted effectively on raising their achievement. They make the same good progress as other pupils.

The quality of teaching is good

- Staff in the Early Years Foundation Stage work effectively as a team to ensure they meet the individual needs of the children. There is a good balance between adult-led activities and those chosen by children for themselves so that they learn well how to become independent. However, the planning is not yet sufficiently well-focused on ensuring that, when choosing their own activities, children have full access to resources that promote all areas of their development.
- Teachers throughout the school usually prepare effectively to provide activities that are interesting and which fully engage pupils. In the best lessons, teachers use in their planning information about pupils' attainment and progress to point them precisely to what they must do to make the best progress of which they are capable. This is not consistently the case.
- Teaching assistants play a key role in ensuring disabled pupils and those who have special educational needs, pupils supported by the pupil premium and, on occasion, gifted and talented pupils make good progress.
- Teachers have good subject knowledge and so are able to explain ideas clearly and confidently.

This was evident in an English lesson where Year 2 pupils were learning how to use adjectives. The lesson was brought alive as the teacher dressed up in the part of a shadowy character in a long, flowing cloak that stimulated some rich use of language.

- Teachers use question and answer sessions well to check pupils' understanding and iron out any misconceptions. They also ensure there are no hiding places and all are involved. However, opportunities are seldom planned specifically to improve pupils' speaking and listening skills, for example when taking part in whole-class question and answer sessions.
- Teachers promote moral and social development by high expectations of behaviour and encouragement of pupils to work collaboratively. Pupils' spiritual and cultural development is fostered through ensuring opportunities to think about their experiences and learn about cultures different to their own.

The behaviour and safety of pupils are good

- Pupils behave well in classrooms and around the school. They are courteous, polite, and open and welcoming to visitors. They show positive attitudes in lessons, collaborate well as they share their learning and can be trusted to work well independent of their teachers. This makes a strong contribution to the friendly atmosphere and good relationships that characterise the school.
- Pupils enjoy coming to school. They are consistently punctual and their attendance has improved steadily since the time of the previous inspection and is now broadly average.
- Pupils understand and are sensitive to the different kinds of bullying, such as physical abuse, teasing and name-calling, and say such instances are rare. They respond positively to the school's consistently applied behaviour management strategies.
- Pupils have a good understanding of how to keep themselves and others safe. This is promoted effectively by the curriculum. They learn of the dangers of inappropriate use of computers and those associated with roads, railways and water. They learn about how to react if approached by a stranger. They are confident that any issues they raise will be dealt with promptly and effectively by the school.
- Pupils are very willing to take on responsibility, for example, in helping out in classroom organisation, or, more formally, in taking part on the school council.

The leadership and management are good

- The headteacher gives an excellent lead in establishing clarity of vision for the school, where raising attainment and the quality of education offered are central to all activities. His ambitions for further improvement are shared by all leaders and the governing body. They lead by example, consistently communicating high expectations to staff.
- Leaders have a clear picture of the school's strengths and weaknesses, established through a process of rigorous self-evaluation. Improvements already accomplished since the time of the previous inspection, and whole-school planning that is realistic and challenging reflect the school's good capacity for further improvement.
- The leadership of teaching, including professional development and performance management, has successfully improved the quality of teaching and raised pupils' achievement, particularly in mathematics and reading. Staff reflect professional standards in all of their work and show respect and courtesy for pupils and each other.
- Teachers are accountable for the progress that pupils make and regular meetings are held to check that pupils are on track to meet the challenges set for them. A watchful eye and carefully targeted interventions ensure that any pupils identified as underachieving are quickly given extra support to boost their performance.
- Leaders place a strong focus on ensuring equality of opportunity, and discrimination of any sort

is not tolerated. The school has rigorous systems for checking the attainment and progress of different groups. As a result, there is a consistency in the progress made by all groups of pupils.

- All statutory safeguarding regulations and duties are met and regularly reviewed.
- Following a period of significant staff turbulence since the time of the previous inspection, at which point the local authority provided additional help to the school, it now provides appropriate light touch support.
- The school works successfully in partnership with other schools in the locality and further afield, both supplying expertise and benefiting from others' expertise. This helps further in promoting pupils' learning.
- Engagement with parents has been improved significantly since the previous inspection and is now a strength of the school. However, the school does not capitalise on this sufficiently to encourage their engagement in improving their children's writing.
- The curriculum is organised well to meet the needs and aspirations of different groups of pupils. It is extended and enriched by a variety of well-attended extra-curricular activities and visits to places of educational interest, including an annual residential experience for pupils in Years 2, 4 and 6.
- **The governance of the school:**
 - governors are fully and effectively involved in evaluating the school's performance and helping to set its strategic direction. Their relationships with staff, parents and pupils are constructive.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107100
Local authority	Sheffield
Inspection number	405079

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	Ann Allen
Headteacher	Stephen Betts
Date of previous school inspection	20 January 2011
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