

# Miriam Lord Community Primary School

Bavaria Place, Manningham, Bradford, West Yorkshire, BD8 8RG

## Inspection dates

20–21 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently of a high enough quality to ensure that pupils make good progress at both Key Stages 1 and 2.
- There are inconsistencies in the use of information about pupils' attainment and progress when planning lessons. Therefore, learning tasks are not always well matched to pupils' differing abilities, particularly for the most able.
- Marking does not always make it clear to pupils what they need to do to improve their work.
- Some pupils' progress in reading is hindered because they lack confidence in applying skills with the links between letters and sounds. Pupils' progress with this is not checked upon sufficiently, nor are parents kept sufficiently informed about it.
- The local authority is in the process of appointing an Interim Executive Board because it believes that the governance of the school has not been effective.

### The school has the following strengths

- This is an improving school. The strong leadership of the headteacher has secured the enthusiasm of staff to implement effective changes in their teaching and to strive to become a good school.
- Senior leaders are resolute in improving teaching and there are some examples of good and outstanding practice. They have a clear understanding of what is working well and have provided informative reports for the governing body.
- Children in the Early Years Foundation Stage make outstanding progress from their starting points because of careful nurturing, effective teaching and accurate assessment of their skills.
- Pupils behave well and treat others with respect. They are happy and feel safe in the stimulating school environment. Pupils have good attitudes to learning and their relationships with staff are positive. This creates a calm and purposeful atmosphere across the school.

## Information about this inspection

- The inspectors saw all teachers teach in the 19 lessons observed, three of which were joint observations with the headteacher or deputy headteacher. In addition, the inspectors made a number of short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior and middle leaders, two advisers from the local authority and two groups of pupils. The inspectors talked to pupils during lessons and also listened to pupils read.
- The 21 responses to the online questionnaire (Parent View), the responses to parental questionnaires provided by the school and the information from 17 staff questionnaires were taken into consideration.
- The inspectors looked at pupils' books, the school's information on how well pupils make progress and planning documentation, and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

## Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Sharon Bruton

Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average. The proportion supported through school action plus, or with a statement of special educational needs, is higher than the national average.
- Almost all pupils are of Mirpuri Pakistani heritage.
- A larger proportion of pupils than is typical speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is around the national average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed forces.
- There is a breakfast club, which is managed by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been considerable changes in staffing since the time of the last inspection and an Interim Executive Board is in the process of being appointed by the local authority.

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

- Improve teaching so it is good or better by:
  - ensuring that all teachers make best use of assessment information when planning lessons to match work more carefully to pupils' different needs and enable them to learn at a faster rate
  - making sure that marking consistently makes targets clear to pupils and shows them precisely how to move their learning on to achieve them.
- Raise standards in English and mathematics to meet the national expectations by:
  - ensuring that the more-able pupils are always given work that enables them to reach the highest standards in lessons
  - improving the teaching of phonics (the links between letters and the sounds they make) to enable more rapid progress in reading for pupils, particularly in Key Stage 1.
- Improve leadership and management by:
  - implementing whole-school tracking of pupils' progress with phonics and ensuring reading records show parents their children's reading targets, including in phonics, where appropriate
  - finding ways to seek parents' views so that they are able to play a more active part in helping to improve their children's learning
  - improving the effectiveness of governance by ensuring that it holds the school fully to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children typically enter Nursery and Reception with very low starting points for their age, particularly in their speech, language and number skills. They make outstanding progress in developing their confidence and independence, and acquiring early reading and writing skills. They take part in a range of stimulating activities across all the areas of learning, with a good balance of teacher-led and child-initiated learning.
- The brisk start to learning in the Early Years Foundation Stage slows at Key Stage 1. In the last four years standards of attainment by the end of Year 2 have been below those seen nationally, particularly in writing and mathematics. However, the school's current data show that progress is on a clear upward trajectory and more pupils are reaching the higher standards.
- At Key Stage 1, pupils do not use their knowledge of letters and sounds to read unfamiliar words accurately. Too many are not adept at drawing on a range of strategies to read fluently with understanding, and even the best readers are seldom expressive. Handwriting is too often poorly formed and too many pupils find punctuation and spelling difficult.
- Pupils make better progress in reading and writing at Key Stage 2, with reading showing the biggest gains as more pupils read widely and often. Progress in mathematics is not as strong and too many pupils find it difficult to solve problems and apply their knowledge to reach the highest levels. Rates of progress are now accelerating due to improved teaching and more focused actions to address any underachievement. However, pupils still leave school with standards that are below average overall.
- Disabled pupils and those with special educational needs, as well as pupils who speak English as an additional language, make the same progress as all other pupils in the school because their needs are identified early and they receive effective personal support.
- Pupils known to be eligible for free school meals make similar progress to other pupils at the school in English and mathematics. In the last year, attainment has improved for this group because pupil premium funding is used well to fund extra teaching assistants who provide helpful and targeted support for this group of pupils.
- The standard of work seen in lessons and in pupils' books shows that achievement overall is improving. There are good opportunities, across the curriculum, for pupils to develop their writing skills.
- All of the parents who were spoken to during the inspection are very happy with how their children are doing. A small number of parents who completed the online questionnaire via Parent View, expressed a need to be more regularly informed about the progress of their children.

### The quality of teaching

### requires improvement

- Teaching requires improvement because too many of the pupils currently in the school have not done well enough over time. Teaching has improved recently and some is good, but there are still too few outstanding lessons and too many inconsistencies in the quality of teaching.
- The most effective teaching captures the imagination of pupils and inspires them to investigate and find out things for themselves. For example, in an outstanding lesson, children in the Reception class quickly developed their understanding and use of complex language by singing an alphabet song to describe the sounds that letters make. They thoroughly enjoyed using 'donkey ears' and a variety of voices to practise the 'or' sound and use it accurately in their writing.
- Where teaching is weaker, work is not matched closely enough to pupils' different abilities. Activities are sometimes the same for all pupils. As a result some pupils find work too easy or too hard. Teachers do not always make best use of assessment information when planning lessons to enable pupils to learn at a faster rate.

- The quality of marking is inconsistent and is not always appropriately focused on identifying errors and informing pupils on how they can improve. Evidence in books shows that literacy and numeracy targets are not always clear enough. Pupils say that they do not always know their targets, which are intended to inform them of what they have achieved and what they will be learning next.
- Assessment of the key skills of reading, writing and mathematics is completed each term and informative records are kept on a school-wide tracking system. Each year group's progress is thoroughly analysed and weaknesses are identified. Those pupils falling behind receive further support to boost their learning and increase their progress. The school has identified more appropriate challenge for the more-able children as an area for improvement.
- There is no whole-school tracking of progress with phonics and parents do not receive information about their children's reading targets, including in phonics, where appropriate.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons and around the school is good. Pupils are polite and friendly towards each other and say they feel safe. Pupils flourish in their personal development because the school fosters good relations and tackles any discrimination, so everybody has an equal chance to learn. The school is presented in an inspiring way, with imaginative spaces for pupils to work within, such as the new library. This provides a calm and welcoming atmosphere in which pupils feel secure.
- Pupils have a good understanding of how to keep safe. School records show that bullying is rare but pupils know about different types of bullying because the school has a well-planned programme to teach them about this.
- Pupils' good spiritual, moral, social and cultural development is reflected in their very positive relationships. They are very aware of the impact of their words and actions on others and nearly all make sure that they use kind words.
- Pupils are keen to take responsibility, such as by being members of the school council, and they are fully involved in deciding improvements for the school. They thoroughly enjoy the culture of celebrating excellent learning by writing 'blogs' about their work and they are very proud of becoming a 'Fairtrade' school. Older pupils are very responsible when acting as playground buddies to support younger children at playtime and lunchtime.
- The school works hard to ensure that attendance is around the national average and has effective methods to encourage further improvement. The 'Parental Involvement Officer' has worked successfully with families to reduce the amount of persistent absence and to improve the punctuality of a few pupils. There is more work to do to strengthen communication with parents to ensure that they are all able to play a more active part in helping to improve their children's learning and attendance. The breakfast club provides a wholesome start to the school day.

### **The leadership and management** requires improvement

- The school is improving as a result of the high expectations and the decisive and resilient leadership of the headteacher. The senior and middle leadership teams support the headteacher well.
- Subject leaders have a clear understanding of their roles and provide effective support for teachers who are new to the school, particularly those who are newly qualified. The regular and rigorous monitoring of teaching and the scrutiny of pupils' work is contributing well to raising pupils' achievement. A phonics programme has been recently introduced but there is not yet thorough assessment and record keeping of pupils' phonics standards.
- The right priorities for improving pupils' achievement have been identified. Whole-school initiatives such as 'enquiry based learning' are consistently applied and there is early evidence to suggest that this is enabling pupils to become more independent in lessons. Pupils' improving attainment in Year 6, and children's attainment in Reception, demonstrate that the school is well

placed to secure further improvements.

- The school seeks every opportunity to make the pupils' experiences as rich and exciting as possible and to extend their spiritual, moral, social and cultural development. Special events and assemblies broaden their horizons and help them to appreciate the customs of others.
- The school has responded very positively to the effective guidance provided by the local authority. The partnership with several local primary schools is providing valuable professional development opportunities for staff and enabling accurate moderation of the assessment of pupils' work.
- School leaders have set teachers challenging targets in order to hold them to account. Performance management of staff is closely linked to pupils' progress, teachers' professional development needs and pay progression. The headteacher has robustly addressed elements of weak teaching and developed thorough management systems to ensure the focus on improving the quality of teaching continues.
- The school works hard to establish and improve links with its parents and, when surveyed, they said they think highly of the school. A minority of parents state that they would like to be more regularly informed about the work of the school.
- **The governance of the school:**
  - The governing body have ensured that the pupil premium funding has been spent appropriately and the pupils entitled to benefit are making as much headway as others. Although governors ensure that safeguarding policies and practices are robust and they fully meet requirements, they have not fully held the school to account for ensuring that it has improved at a good rate since the previous inspection. The local authority is in the process of appointing an Interim Executive Board in order to strengthen the quality of governance. It is to hold its first meeting shortly.

## 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

<b>Unique reference number</b>	107296
<b>Local authority</b>	Bradford
<b>Inspection number</b>	405097

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

<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>	Adam Getliff
<b>Headteacher</b>	Bryan Harrison
<b>Date of previous school inspection</b>	12 May 2011
<b>Telephone number</b>	01274 496611
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