

Margaret McMillan Primary School

Scotchman Road, Bradford, West Yorkshire, BD9 5DF

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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 of all abilities, including disabled pupils and those with special educational needs, make good progress and reach at least average standards by the end of Year 6.
- Children make a good start in the Early Years Foundation Stage. As a result, pupils are well prepared for their future education.
- Pupils who speak English as an additional language make especially good progress in early reading and speaking skills, which gives them a firm foundation for learning in all subjects.
- The overall quality of teaching is good with some that is outstanding. Pupils remember information well and increase their understanding because teachers ask thought-provoking questions.
- Teaching assistants make a good contribution to the progress made by all groups of pupils.
- Pupils are well behaved and feel safe. They are polite and friendly. They take good care of each other through their roles on the school council and as playground buddies.
- Pupils' health, well-being and personal development are promoted well through exciting themes and a wide range of sporting, musical and artistic activities.
- The headteacher and deputy headteacher provide clear, enthusiastic and determined leadership. They are well supported by an enthusiastic and well trained leadership team and good governing body. As a result, pupils' achievement and the quality of teaching continue to improve.

It is not yet an outstanding school because

- Occasionally, the use of marking and feedback does not ensure pupils speedily improve their own work.
- Pupils' writing in different subjects does not always reflect the standard they reach in their literacy work.
- Pupils do not always work at sufficient length in English and mathematics nor present their work carefully enough to firmly secure their achievement.

Information about this inspection

- The inspectors observed 23 lessons or parts of lessons, including lessons observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at pupils' work and listened to them reading.
- Discussions were held with several groups of pupils, the Chair of the Governing Body and other governors, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 13 responses to Ofsted's online questionnaire (Parent View), the results from the school's own regular consultations and several discussions with parents.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Anthony Kingston

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well above average.
- The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils who receive the pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Almost all pupils are of minority ethnic heritage, predominantly Pakistani.
- The proportion of pupils who speak English as an additional language is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher and deputy headteacher were appointed to their posts after the last inspection.

What does the school need to do to improve further?

- Improve pupils' achievement and rates of progress further by:
 - making full use of marking and feedback to help pupils speedily improve their own work
 - ensuring pupils' recorded work in English and mathematics is of sufficient length and presented well to reinforce the skills they are learning
 - making sure that pupils' written work in all subjects is always to the highest standard they can achieve.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills which are generally well below those typical for their age. They make good progress in all areas of learning. In particular, the early stages of reading and numeracy are speedily established and provide a strong basis for later learning. Children are inquisitive, work well together and are keen to learn.
- Pupils of all abilities make good progress through the rest of the school. Standards are average by time pupils leave in Year 6. This is reflected in the results of national tests, which show a rising trend at both Year 2 and Year 6 for reading, writing and mathematics.
- Pupils supported by pupil premium funding, including those known to be eligible for free school meals, achieve well and make at least good progress. In 2013, the standards attained in national tests for English and mathematics in Year 6 for these pupils, were similar to those of other pupils.
- The most able pupils achieve well and are increasingly working at high levels. They take good responsibility for organising and managing their own work. They show alacrity in recall of key facts in writing and mathematics and apply them well, for example, in calculating percentage increases in real-life situations. They are persistent and reflective in their work.
- Pupils who are at an early stage of learning to speak English as an additional language make good progress. They often make rapid progress in establishing reading skills well and building their spoken and written vocabulary through well planned and interesting themes.
- Disabled pupils and those who have special educational needs achieve well. The school takes careful account of their achievement in planning the support they need and encouraging them to make decisions and take a pride in their work.
- Pupils' reading skills are well developed. Early readers have a good understanding of phonics (the link between letters and their sounds) and pupils of all abilities read with expression and fluency. This is reflected in the scores they achieve in the national screening check for phonics at Year 1 and 2. By Year 6, pupils make good use of skimming and scanning in reading non-fiction, have a good understanding of different genres and talk knowledgeably of the writing styles of different authors. They make good use of the school's excellent library.
- Pupils make good progress in writing. They develop a good understanding of grammatical structure and largely spell accurately. In Year 2, for example, pupils write imaginatively about the character of 'The Fat Cat' using well chosen adjectives, adverbs, conjunctions and similes.
- Pupils' mental and written calculation skills have improved well since the last inspection and progress in mathematics has accelerated as a result. They increasingly apply these skills well to solving word problems and investigations.
- Pupils' progress slows on those occasions when they do not produce work of sufficient length and do not present their work carefully enough.

The quality of teaching is good

- Pupils are ambitious and generally aim high. This is the result of teachers' clearly stated high expectations for all pupils. They effectively promote pupils' learning skills, such as persistence, through good example and direct teaching. This boosts the achievement of all groups of pupils, including the most able and those who find learning difficult.
- Pupils are generally orderly and systematic in their work because classrooms are well organised and attractive resources are readily available.
- Disabled pupils and those with special educational needs receive strong support for their academic, physical, emotional and social development based on frequent accurate assessments of their needs. Timely and carefully planned literacy and numeracy sessions improve achievement for pupils who are falling behind or who find it difficult to learn new skills and

concepts.

- The most able pupils also receive English and mathematics sessions that are carefully tailored to providing extended opportunities for them to sharpen their newly acquired skills. Teaching assistants make a good contribution to ensuring such pupils can quickly engage in work that fully challenges them from the start of lessons.
- The pupils' literacy and numeracy skills are speedily and effectively established. Structured information and communication technology programs, brief well planned sessions for learning new skills and regular opportunities to apply them in real-life situations ensure pupils of all abilities make at least good progress in reading, writing and mathematics. This is complemented by the good use of homework in close cooperation with parents.
- The school supports pupils who speak English as an additional language well because accurate assessments of their progress are made at a very early stage, often in their heritage language, to target the teaching of literacy and other skills they require to make progress in a range of subjects.
- The vocabulary pupils use in different subjects and their deeper understanding of new ideas is well developed in response to teachers' thoughtful and, often, incisive questioning. Teachers rarely accept anything less than full and lucid answers spoken clearly.
- Occasionally, guidance in the regular marking of work is not precise enough to help pupils improve their own work and it is not always checked that advice is followed up by pupils.
- Sometimes, pupils do not have enough opportunity to work at length and build on the skills they are learning. For example, by using worksheets which require only short answers or using erasable whiteboards, pupils do not improve their presentation skills nor their ability to sustain the quality of their work.
- The writing pupils do in different subjects does not always match the standard of their writing in literacy lessons.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Lunchtimes and breaks are friendly and social occasions because pupils have many sporting and other activities to keep them occupied. Pupils contribute to the quality of their behaviour through roles as playground buddies and serving on the school council.
- Teachers have high expectations for pupils to behave well towards each other and to show consideration and respect. They set a good example to pupils in the calm way they conduct their lessons and in their supervision at break times. Consequently, all groups of pupils play and work together well and keep the school environment clean and tidy.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and their parents agree.
- Poor behaviour, including bullying and racist incidents, is rare. There are rigorous procedures to record and address any concerns. There have been no recent exclusions. Both parents and pupils feel that on the few occasions unacceptable behaviour occurs it is managed well by the staff.
- Pupils have a good knowledge of different types of bullying and how to avoid them. They undertake projects on the possible dangers of the internet and how to use information and communication technology safely. The school's website and pupils' virtual learning environment reinforce these messages.
- The school is successful in helping pupils with social and emotional difficulties to manage their own behaviour. The good work of teaching assistants and other support staff in close collaboration with parents ensures these pupils settle quickly into school life and make good progress.
- Pupils' attendance has improved well since the last inspection and is now average. The school rigorously measures and analysis all aspects of attendance and punctuality. Regular newsletters, inter-class competitions and website use contribute to regular attendance.

The leadership and management are good

- The headteacher and deputy headteacher's enthusiasm, clarity of purpose and determination is central to the school's increasingly strong trajectory of improvement. They have developed an effective senior leadership team which is driving forward achievement, especially in English and mathematics. There is a continuous pursuit of high standards in all aspects of the school's work. Staff morale is consequently high.
- Senior and middle leaders act as good models for other staff through their own teaching and their skills in improving the work of others. There are rigorous procedures to measure and analyse pupils' progress and other aspects of the school's work. This is used well to plan for future improvements.
- Overall, the impact of the leaders' approach to ensuring equal opportunities for all pupils is reflected in the good progress made by all pupils. There is no discrimination in the school.
- The school has developed innovative procedures to ensure staff are held accountable for the progress their pupils make. They have to meet stringent criteria in order to achieve the next salary level.
- The school receives appropriate light-touch support from the local authority. They support the school's strong partnership with other local schools, which forms the hub of training and development opportunities. This has led to good improvements in the teaching and learning of mathematics, for example.
- The school promotes pupils' spiritual, moral, social and cultural development well. There are well planned themes built around visits or visitors which form the background to much of pupils' learning. For example, pupils have visited caves to learn about the Stone Age or a tropical wildlife centre in their studies on Brazilian rainforests. Initiatives such as the 'Writers Workshop' inspire the most able pupils and interesting clubs such as mechanics, where pupils work with real car parts, provide memorable and stimulating experiences.
- The school makes good use of the new primary school sports funding to improve teachers' skills and support pupils' sporting and other achievements. This has already contributed to the development of teachers' skills in physical education and further participation in clubs and team activities.
- **The governance of the school:**
 - The governing body is informed through increasingly detailed headteacher's reports matched closely to the school improvement plan, its own regular systematic checks on the school's work and detailed analysis of pupils' progress and other aspects of the school's provision. It is managed and led well. The governing body reviews its own role to ensure they meet the school's needs and use their individual skills effectively. They ensure that safeguarding requirements are met in full. Governors are involved in decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. They manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding and its impact on learning.

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	107291
Local authority	Bradford
Inspection number	440764

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	610
Appropriate authority	The governing body
Chair	Javed Ahmed
Headteacher	Lorraine Martin
Date of previous school inspection	23 March 2011
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