

Miriam Lord Community Primary School

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

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics throughout the school from their different starting points.
- Children get a very good start to their learning in the Early Years Foundation Stage.
- Pupils eligible for the pupil premium, disabled pupils, those with special educational needs and those at an early stage of learning English achieve well, because they are well supported and work is planned to meet their needs.
- Teaching is good across the school and some is outstanding. Staff usually have high expectations and pupils learn quickly.
- Pupils' behaviour and safety are outstanding. Pupils get on very well with each other and with adults in the school. They say that they feel extremely safe in school and are very well cared for.
- The leadership and management of the school are outstanding. School leaders and the Interim Executive Board have a very clear understanding of how well the school is performing and where it can do better. They have worked very well together to secure improvements in the quality of teaching and pupils' achievement since the previous inspection.
- Parents are very supportive and appreciative of the school.

It is not yet an outstanding school because

- Sometimes pupils are not given work that is hard enough to challenge them to make the best possible progress.
- Achievement in reading and mathematics is not as strong as in writing at Key Stage 2.
- Pupils in Key Stage 2 are not always given books and reading materials that are sufficiently challenging.
- Pupils do not have enough opportunity to use and apply their mathematical skills and knowledge to investigate and solve practical problems, especially at Key Stage 2.
- Teachers have too few opportunities to observe outstanding teaching in other schools.

Information about this inspection

- Inspectors observed teaching and learning in 27 lessons, or part-lessons. Two lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with school leaders and with the three members of the Interim Executive Board. Inspectors also spoke to a representative of the local authority.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of the Interim Executive Board meetings were also considered.
- Inspectors took account of 17 responses to the on-line (Parent View) questionnaire and 23 responses to the Ofsted staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Gillian Hunter

Additional Inspector

Carol Smith

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Pupils are taught in 16 classes from the Nursery to Year 6.
- Almost all pupils are of Pakistani heritage.
- A large majority of pupils speak English as an additional language. There is a small but increasing proportion of pupils of Eastern European heritage. Some of these pupils are at an early stage of speaking English.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and children looked after by the local authority) is above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has been governed by an Interim Executive Board since June 2013.

What does the school need to do to improve further?

- Further improve the quality of teaching and raise achievement, especially in reading and mathematics at Key Stage 2, by ensuring that:
 - work set is always hard enough so that pupils are consistently challenged to achieve the highest levels and make the best possible progress
 - pupils are given more challenging books and reading materials, including in individual or small-group reading sessions with an adult
 - pupils have more opportunities to use and apply their mathematical skills and knowledge to investigate and solve practical problems
 - staff have more opportunities to observe outstanding teaching in other schools to enable them to further improve their skills.

Inspection judgements

The achievement of pupils is good

- Most children join the Early Years Foundation Stage with skills and knowledge that are generally well below those typical for their age, particularly in speech, language and communication. They make excellent progress in the Nursery and Reception classes, because they are taught very well and have many opportunities to develop their skills and knowledge. They are well prepared to enter Key Stage 1.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have been improving. In 2013 they were well below average. The school's most recent data for current Year 2 pupils are much more positive and show that pupils have reached standards that are just below average in reading and writing, and above average in mathematics. This represents good progress from pupils' starting points. Inspection evidence confirms that pupils in Years 1 and 2 are currently making good progress.
- Although standards at the end of Key Stage 2 rose in 2013, they were still below average in writing and well below average in reading and mathematics. The proportion of pupils who made the progress expected of them was average in writing, and above average in reading and mathematics. The proportion that made more than the expected progress was average in mathematics, and above average in reading and writing.
- Inspection evidence and the school's most recent data for Key Stage 2 show that all groups of pupils are making more rapid progress and achieving well. Preliminary results for the national tests at the end of Year 6 show improved progress this year, with more pupils making more than expected progress. Although standards remain below average, particularly in reading and mathematics, this cohort of pupils has achieved well from their low starting at the end of Key Stage 1.
- Pupils' writing skills have improved since the previous inspection because of better teaching. There is a clear focus on spelling, grammar, punctuation and presentation. Pupils write effectively in a range of styles in different subjects across the curriculum and make good progress.
- Pupils make good progress in reading because they are taught well and have opportunities to read regularly. Pupils have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who achieved the expected standard in the Year 1 national phonics check rose sharply in 2013 and was well above average.
- However, at Key Stage 2 the standard reached by pupils in reading is not as high as in writing because they are not always given books and reading materials that are challenging enough, including in individual or small-group reading sessions with an adult.
- Pupils have well-developed basic numeracy skills and make good progress in mathematics. However, there are too few opportunities for them to use and apply these skills to investigate and solve practical problems, especially at Key Stage 2.
- Pupils who are eligible for the pupil premium achieve well. They receive effective individual and small-group support when it is needed and make good progress. In 2013 the attainment of those Year 6 pupils known to be eligible for free school meals was the same as that of other pupils in mathematics, and about two months behind in reading and writing. School data show that this gap is closing.
- Disabled pupils, those with special educational needs and those who are at an early stage of learning English make good progress because their needs are accurately identified and they receive good support to help them learn from skilled teachers and teaching assistants. As a result, they achieve at least as well as other pupils in the school.
- The most-able pupils make good progress overall and are increasingly being given work that stretches them and enables them to reach their potential.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. It is now typically good across the school, with some that is outstanding. It enables pupils in all classes to learn well. This was confirmed by the work in pupils' books and the school's own records of pupils' progress and checks on the quality of teaching.
- Staff know pupils well and there are good relationships all round. Staff typically have high expectations of what pupils can achieve, and set work that motivates and engages pupils so that they learn quickly. Pupils are very keen to learn. They say that teachers 'make our tasks fun and challenging', and that work can be 'a bit hard; but the hard bits make you learn new things – you don't learn when you don't have a challenge'.
- Questioning is used skilfully and effectively to check and reinforce pupils' knowledge, and to deepen their understanding and extend their learning. For example, in a writing lesson Year 6 pupils were developing their writing skills using prepositional phrases. Pupils had different tasks which motivated and engaged them very effectively. Questioning developed pupils' responses and challenged them to improve their work. Pupils had to think hard about what they were doing and produced some high quality writing.
- Teaching in the Early Years Foundation Stage is very strong. Staff make sure that learning is purposeful and that children are fully involved in their learning. There is a strong focus on developing children's speech and language skills, and there is good support for children who are at an early stage of learning English so that they can join in all activities. Children engage with the indoor and outdoor activities with great enthusiasm. As a result, they make rapid and excellent progress.
- Pupils' work is marked regularly, consistently and well. Staff use praise effectively, and give helpful guidance about the next steps in pupils' learning. It is clear that pupils are given time to respond to this advice. As a result, pupils know how well they are doing and what they need to do to improve their work.
- Although teachers usually have high expectations of what pupils can achieve, they do not always make sure that the work set is challenging enough to enable pupils to learn as much as they can. Sometimes pupils are not given work that is hard enough to enable them to reach the highest levels and make the best possible progress.
- Teachers and teaching assistants work very well together to help pupils who find learning more difficult. This includes pupils who are eligible for the pupil premium, those who are disabled or have special educational needs and those at an early stage of learning English. As a result, these pupils make good progress in line with that of their classmates.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- Pupils are very polite and considerate, and get on very well with each other and with adults in the school. This creates an extremely positive climate for learning. There is a very strong and caring ethos throughout the school.
- Pupils are very well motivated and engaged in lessons. They concentrate well, listen attentively to their teachers and try their very best to succeed. Consequently, lessons run very smoothly and there are no interruptions to learning.
- Discussions with pupils and inspection of the school's behaviour records show that this behaviour is typical and that poor behaviour is very rare. There have been no exclusions in recent years, and racist or discriminatory incidents are extremely rare.
- Inspectors observed exceptional behaviour in lessons, in assemblies and around the school. Pupils mix well and play enthusiastically and safely together during break times, and behave responsibly in the hall at lunchtimes.
- Pupils enjoy coming to school and are very proud of their school. They speak very positively about their experiences. For example, pupils were very enthusiastic about researching, writing

and producing a video presentation about the history of Bradford. Attendance has risen and is now average.

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel extremely safe in school and are well cared for. They have a strong awareness of how to keep themselves safe in different situations, including on roads and when using the internet.
- Pupils have a very good understanding of the different forms of bullying. They say that bullying is extremely rare and there is no bullying in school at the moment. They are entirely confident that the school would sort it out quickly if it occurred.
- All parents who responded to the on-line (Parent View) questionnaire were confident that their children are happy, feel safe, and are well looked after at school.

The leadership and management are outstanding

- The headteacher provides very clear direction for the school, and has been very well supported by the senior leadership team, middle leaders and the Interim Executive Board. Together they have raised expectations and have successfully addressed the areas for improvement identified at the previous inspection. Their actions have improved the quality of teaching and pupils' behaviour, and this has led to rising pupil achievement.
- The school's systems for checking how well pupils are doing have been strengthened. School leaders at all levels make good use of detailed information about pupils' achievement and progress. They have a very clear view of how well the school is performing and where it could do better.
- School improvement planning correctly identifies the key areas for development and is firmly focused on improving teaching and raising pupils' achievement. It is regularly evaluated and adjusted as the need arises.
- School leaders, including middle leaders, closely check the quality of teaching and learning, and pupils' performance. Any underachievement is quickly identified and addressed by providing pupils with extra help if they need it. As a result, all groups of pupils in the school are making good progress. This shows the school's commitment to equal opportunities for all pupils.
- Information about the quality of teaching and pupils' progress is used effectively to check how well teachers are performing, and to identify where further support or training is needed. It is also used when making recommendations about teachers' pay.
- The school is working increasingly effectively to share outstanding teaching within the school, and with other local schools to improve practice. However, there have been too few opportunities for staff to observe outstanding teaching in other schools.
- The curriculum is well planned, and provides a wide range of experiences for pupils. It promotes positive behaviour and engages pupils very effectively in their learning. It is enriched by a range of activities, clubs, trips and visits, including during holiday times.
- Pupils readily take on responsibility in a variety of roles, for example as members of the school council, as house captains, as 'digital leaders' or as 'reading ambassadors' for younger pupils. The school actively celebrates its cultural heritage, and there are increasingly strong links with the local community. These all contribute to pupils' strong spiritual, moral, social and cultural development.
- The school has worked very hard and has been conspicuously successful in improving communication and links with parents. The work of the pastoral manager has been very important in this area. This has contributed, for example, to rising attendance and a large reduction in persistent absence. As a result, parents are now very supportive of the school.
- The school is using the additional sport funding successfully. Specialist coaches take lessons, run activities and train staff. Consequently, the range of sporting activity in the school has broadened to include fencing, golf and boxing, and the school now participates in a wider range of sports competitions. This is having a positive effect on pupils' lifestyles and physical well-being.

- The local authority has provided increased support for the school, and has worked effectively with school leaders to raise expectations and improve the quality of teaching, and to develop links with other schools.
- **The governance of the school:**
 - The governance of the school has improved significantly since the previous inspection, and has contributed strongly to school improvement. The Interim Executive Board is highly skilled and very effective in challenging the school and holding it to account. Its members are very well informed about how well the school is doing and where it still needs to improve. They are very skilled in analysing and using data about pupils' achievement, and understand how these are linked to the quality of teaching. They ask probing questions, and set challenging targets as part of the headteacher's appraisal. They make sure that pupils' achievement is considered when making decisions about teachers' pay, and that the school's finances are sound and well managed. They have a clear understanding of how the pupil premium funding is spent and the impact it is having, and ensure that the school meets all statutory requirements, including those related to safeguarding. They are actively planning for a transition to more typical governing arrangements.

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	107296
Local authority	Bradford
Inspection number	442166

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	480
Appropriate authority	The governing body
Chair	Jackie Walters
Headteacher	Bryan Harrison
Date of previous school inspection	20 March 2013
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