

Miriam Lord Primary School

Address: Bavaria Place, BD8 8RG

Unique reference number (URN): 149233

Inspection report: 2 December 2025

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

The school tracks attendance closely. Leaders analyse patterns and trends and act quickly when attendance falls. They know families extremely well and work closely with them, offering both challenge and timely practical help. This has been particularly effective for pupils with special educational needs and /or disabilities (SEND) and disadvantaged pupils. The school has been successful in sharing expectations about term-time holidays. As a result, the school's rates of attendance have improved.

Pupils' behaviour is exemplary throughout school. At all times of the day, pupils are polite and respectful to each other and adults. They enjoy school and are keen to talk about their learning. Pupils describe a whole school commitment to fairness and kindness, which is evident throughout the school. Bullying or unkind behaviour is very rare due to the highly positive culture of respect at this school. Any concerns are dealt with swiftly and very effectively.

The school has established consistent routines and clear expectations. Pupils understand and respond to these well. The school recognises and celebrates positive behaviour and efforts from pupils. Pupils are proud when they are awarded house points or positive messages are shared with their parents and carers. Pupils with SEND benefit from the adaptations to help them throughout the day. These include, movement breaks, sensory room support and staff that meet their needs well.

Inclusion

Strong standard ●

Inclusion sits at the heart of the school's work. Leaders are committed to ensuring that every pupil is 'seen and valued', whatever their background or need. The school celebrates each individual pupil's differences.

The school's systems and policies help them to identify pupils with special educational needs and/or disabilities (SEND) quickly. This also extends to the pupils who arrive mid-year or with little prior schooling. The school acts quickly to remove barriers to learning for all pupils.

The school provides pupils with SEND with multiple tailored spaces across school. The school's 'enhanced provision classroom' provides high-quality support for pupils with more complex educational needs. The sensory classroom also provides a calm, safe space for pupils that find the school day overwhelming. Specialist staff in the resourced provision share their expertise with the wider staff team, for example, through delivering training about autism. This has greatly strengthened the approach to inclusion throughout the school.

Leaders have a clear understanding of the barriers that disadvantaged pupils face. The pupil premium funding is used very effectively, for example, to support the academic achievement of disadvantaged pupils. Pupils who speak English as an additional language receive

targeted help to develop their English language. This helps these pupils to access the full curriculum and take part in wider opportunities alongside their peers.

Personal development and well-being

Strong standard 

The school's approach to pupils' personal development is highly inclusive and carefully considered. Pupils' identities, heritage and beliefs are recognised and celebrated. Leaders understand that some pupils may face different challenges and barriers to opportunities. They have designed a pastoral and personal, social, health and economic (PSHE) education offer that responds carefully to pupils' needs.

Pupils remember their learning from PSHE lessons. The school uses information from local services to shape the curriculum and ensure that pupils are being taught relevant and important content. This ensures that pupils, including those with additional needs, learn how to keep themselves safe and how to seek help if needed.

Pupils speak with maturity about fairness, respect and difference. One pupil captured the ethos of the school by saying, 'Everyone's difference makes them perfect.' Pupils talk confidently about online safety and know how to protect their personal information, block and report inappropriate contact and support friends who might be at risk.

Pupils are proud of the leadership roles they have and see these roles as a way of giving back to the school. The school monitors who takes part in clubs and enrichment opportunities. The school's work in this area means that all pupils with special educational needs and/or disabilities (SEND) are engaged with a leadership role or extra-curricular club. Leaders made the decision to offer most extra-curricular clubs during lunchtimes to widen the number of pupils that can attend. This has had a huge impact, particularly for pupils with other commitments outside of school and pupils with SEND. The radio station and recording studio give pupils, including those who are developing their English language skills, quiet spaces to rehearse and present their ideas.

The pastoral team are a hugely important part of the school and provide highly effective help for pupils and families who are facing difficulty. Parents and carers are right to feel that staff understand their children well and support them as best they can.

Expected standard

Achievement

Expected standard 

By the end of key stage 2, outcomes in reading, writing and mathematics are typically close to the national averages. In some published outcomes, disadvantaged pupils achieve more highly than the national averages for disadvantaged pupils. This reflects the school's careful work to remove barriers, including those that relate to attendance and use of the English language. However, pupils do not consistently attain the expected standard in the Year 1 phonics check or the Year 4 multiplication check.

Pupils' work in books demonstrates their secure knowledge across the curriculum. This is also the case for pupils with special educational needs and/or disabilities, who typically achieve well relative to their starting points. Pupils who join the school mid-year build up the knowledge and skills that they need over time to help them attain well by the end of key stage 2.

Curriculum and teaching

Expected standard 

Pupils benefit from the broad and ambitious curriculum across the school. The school's recent work has focused on strengthening the basics in reading, writing and mathematics. Throughout the school day, pupils are given regular opportunities to develop key skills in these subjects. Reading is a clear priority across school. Leaders have put in place effective curriculum changes and staff training to ensure that pupils develop fluency with phonics and their times tables.

Some classes across the school are mixed-year. This is managed well through the careful design of the curriculum. The school has identified the key knowledge and skills that all pupils need to secure in each subject and each year. Staff check pupils' understanding effectively to ensure that pupils build knowledge securely. Gaps in pupils' understanding are addressed swiftly when these occur.

The school has given careful consideration to the barriers to learning that some pupils experience, including those pupils with special educational needs and/or disabilities. Staff make appropriate adaptations to activities so that all pupils can access learning well. Teachers make sure that all pupils have ways to join in confidently with spoken activities, such as sentence starters and visual prompts.

The curriculum in some wider curriculum subjects has recently improved. However, the school is still developing how effectively staff design tasks to help pupils secure subject-specific knowledge. The school utilises support from other schools across the trust to develop this further.

Early years

Expected standard 

Children in the early years have a positive start to school. Staff build warm, supportive relationships with children and families. The learning environment is exciting and develops children's interests. Children benefit from books and resources that represent the school's diverse community.

Children with emerging special educational needs and/or disabilities (SEND) receive tailored support as soon as they join the school. This helps children to settle quickly and gives them confidence to have a go at new activities.

Children in the Nursery Year are well prepared to begin learning to read when they join Reception. Most children learn to read quickly. Those that need additional help receive timely and effective support throughout the school day. Adults read stories in an engaging manner. This approach helps children to enjoy sharing stories and rhymes together.

Children's personal, social and emotional development is well supported. In the Nursery Year, staff encourage independence during handwashing and snack time. Children understand and follow the routines of the day well. Children are happy and well prepared for Year 1 by the time they leave Reception Year.

There has been recent change in leadership and staffing in the early years. Established staff model high-quality interactions and support newer colleagues, for example, to develop their expertise so they can better support children's language and early learning, including for those children with SEND.

Leadership and governance

Expected standard 

Leaders have a deep understanding of the community that the school serves. Staff ensure that the school is a safe and inclusive place, where every pupil can belong and succeed. This is reflected in the school's curriculum design, its environment and the quality of pastoral support. Leaders ensure that decisions are made with pupils' best interests in mind. Staff remove any barriers to opportunity that pupils may face. They share leaders' commitment to inclusion and feel well supported to meet the needs of pupils who require additional help. Leaders have an accurate understanding of the school's strengths, such as pupils' personal development and behaviour.

Those responsible for governance understand their roles and provide appropriate challenge and support. Trust-wide structures, including the termly chairs' forum and governance conferences, ensure that those responsible for governance have a clear understanding of statutory responsibilities and the trust's strategic direction.

Staff speak warmly about the school and describe it as a close, supportive community. They value the open-door approach and the professional learning available through the trust. Leaders are mindful of workload. Staff appreciate additional time for training and the opportunities to grow professionally. A staff member summed up the views of many saying, 'Miriam Lord is an honour and a privilege to work in.'

What it's like to be a pupil at this school

Pupils attending Miriam Lord are happy and have a deep sense of belonging. They describe their school as a friendly place, where adults 'care about everyone'. The school is a diverse and close knit community. Pupils who join the school are quickly made to feel part of the school. Older pupils enjoy being role models to younger pupils. They say this makes the school feel like 'one big family'.

Pupils are proud of the leadership roles they hold. These develop their sense of responsibility. Pupils also have the opportunity to create content for, and present on, the school radio station. This is one of the many ways the school encourages them to develop their spoken language and confidence.

The school is ambitious for all pupils. Overall, pupils with special educational needs and/or disabilities benefit from the school's work. They typically receive tailored support when needed across the school day. This helps these pupils achieve well in their lessons and contribute positively to the life of the school. Pupils know that staff work diligently to make sure everyone is included, whatever pupils' needs or backgrounds.

Pupils are kept safe in school. They know who they would go to if they were worried and they know adults in school will listen to them, including if they had any concerns about bullying. Pupils' behaviour is exemplary throughout the school day. Children in the early years learn the importance of routines and independence.

Pupils enjoy learning. They achieve well in national tests at the end of key stage 2. Their knowledge and skills in the wider curriculum are improving. Disadvantaged pupils receive effective additional support that helps boost their academic and pastoral achievements. Pupils move on to secondary school generally well prepared to succeed.

Next steps

- Leaders should ensure that adults in the early years consistently provide high-quality interactions for children that extend their language and communication, including those with special educational needs and/or disabilities.
 - Leader should build on the strengths in the teaching of reading, writing and mathematics to ensure that there is high-quality teaching across the wider curriculum, so pupils understand and remember the most important knowledge consistently over time.
-

About this inspection

This school is part of The Priestley Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mathew Atkinson, and overseen by a board of trustees, chaired by Peter Lambert.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke to senior leaders, a representative from the board of trustees and a member of the local governing body.

The inspectors confirmed the following information about the school:

The school currently has mixed-year classes. This includes 3 mixed-year classes with pupils from Years 3 and 4 and 3 mixed-year classes with pupils from Years 5 and 6.

The school is not currently using any alternative provision.

Headteacher : Bryan Harrison

Lead inspector:

Georgina Chinaka, His Majesty's Inspector

Team inspectors:

Zoe Helman, His Majesty's Inspector

Michele Costello, Ofsted Inspector

Chris Pearce, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

386

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

28.49%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.99%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

4.92%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25	65%	62%	Close to average
2023/24	70%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25	69%	75%	Close to average
2023/24	79%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25	76%	72%	Close to average
2023/24	77%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	78%	74%	Close to average
2023/24	89%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	63%	47%	Above
2023/24	65%	46%	Above
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25	68%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24	80%	62%	Above
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25	63%	59%	Close to average
2023/24	70%	58%	Close to average
2022/23		58%	

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	79%	61%	Above
2023/24	90%	59%	Above
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	63%	69%	-6 pp
2023/24	65%	67%	-2 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	68%	81%	-12 pp
2023/24	80%	80%	0 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25	63%	78%	-15 pp
2023/24	70%	78%	-8 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	79%	81%	-2 pp
2023/24	90%	79%	11 pp
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.7%	5.1%	Close to average
2023/24	6.8%	5.5%	Above
2022/23	8.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	13.6%	14.3%	Close to average
2023/24	22.4%	14.6%	Above
2022/23	29.9%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit

www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright