

# Malin Bridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	107100
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	309312
<b>Inspection dates</b>	27–28 February 2008
<b>Reporting inspector</b>	Philip Cole

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	429
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hilda Sables
<b>Headteacher</b>	Mrs A England
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Dykes Lane Sheffield South Yorkshire S6 4RH
<b>Telephone number</b>	114 2341379
<b>Fax number</b>	114 2315679

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average size school serves a district close to the centre of Sheffield. The proportions of pupils from minority ethnic backgrounds, including those who speak English as an additional language and those who are entitled to free school meals are below the averages for schools nationally. The proportion of pupils with learning difficulties and/or disabilities is a little above average. Most of these pupils have learning difficulties. The school has achieved Investors in People status and has been awarded Healthy Schools and Activemark awards. It is participating, at its own request, in the local authority's Intensifying Support Programme (ISP). This is designed to improve the quality of teaching and learning in order to raise standards and accelerate the progress pupils make.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that is improving and has some good features. It enjoys a strong reputation locally and is well supported by parents. Pupils enjoy coming to school. This reflects, for example, the good pastoral care provided by all adults and the opportunities pupils have to participate in the range of well attended clubs. Their behaviour is good and everyone gets on well together. Pupils are very sensible, for example when moving around the school, which has many flights of stairs, and when playing on the large and impressive outdoor apparatus. They are keen to learn but occasionally interest wanes in the less effective lessons. Pupils have a good understanding of what they need to do to keep fit and healthy and readily take on responsibilities, for example as classroom monitors and play leaders.

Until recently, pupils made very good progress to reach standards that were above average when they left the school from starting points that were below. Results in the 2005 and 2006 Year 6 tests dropped significantly as pupils made insufficient progress. In 2007, standards improved in response to the actions taken in school to tackle weaknesses in teaching and assessment. Results were broadly in line with the national average but too few pupils reached the higher levels. Currently, standards in Year 6 are below average and the number expected to reach the higher Level 5 is below average. These pupils are currently making impressive gains but their progress from Year 2 has been satisfactory overall. This reflects the unevenness in the effectiveness of teaching that is still evident in this key stage. The picture in Key Stage 1 is stronger. Standards have improved from significantly below the national average in 2003 to in line with it in 2007. Pupils are making good progress and more are on track to reach the higher levels in writing, which had been a weakness.

Weaknesses in teaching and in the use of assessment to plan and support pupils' learning contributed to the decline in standards. These weaknesses are being successfully tackled through the actions taken by school leaders, including the school's involvement in the ISP. Teaching is satisfactory overall. Good teaching in Key Stage 1 ensures that pupils make better than expected gains in their learning. In Key Stage 2 pupils in some classes are making rapid progress, while in others little progress is being made. Where teaching is less effective teachers are being given appropriate support to implement the strategies that are working well in other classes. These include: making clear to pupils what they are learning and what is expected of them in lessons; structuring lessons well and providing effective activities to achieve what has been planned; providing and consistently using targets with pupils that help them to improve their work. In many lessons the different needs of groups of pupils are effectively catered for although this is not always the case for the higher attaining pupils who sometimes are not challenged enough.

The school's curriculum caters effectively for most pupils, including those with learning difficulties and/or disabilities but not enough is done to extend the more able pupils and those who may have particular gifts or talents. Recently introduced programmes are having a very positive impact on the learning of pupils whose progress has been identified as being too slow by the school's very good assessment and tracking systems. These systems also provide valuable information that enables teachers to guide pupils effectively as to what they can do to take the next steps in their learning. Provision for pupils' personal development is good and promotes this important aspect of their development well. Adults in school take good care of pupils and do their best to ensure their safety. As a result, pupils know that any problems they have will be quickly sorted out and they feel safe and secure in school.

Leaders have faced a number of challenges following the decline in standards in what had previously been judged to be a good school. These were compounded by a tragic and unforeseeable change in the leadership team. The headteacher and the recently appointed deputy headteacher form a very capable partnership and are well supported by an increasingly effective senior leadership team and an able governing body. There is a very clear vision for the school focused firmly on improving standards and achievement. Leaders are successfully tackling weaknesses in teaching and have made significant improvements in the effectiveness of the school's ability to judge its own performance, particularly in the use of data to improve standards and achievement. Although uneven, progress since the last inspection has been just satisfactory. The school provides satisfactory value for money. The strengths in the school's leadership and governance together with recent and continuing improvements in teaching and learning provide the school with a good capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the Reception classes with attainment that is usually below average. They quickly settle and soon become confident learners who respond enthusiastically to the interesting opportunities they have for learning. All adults work skilfully with targeted groups and when supporting activities that children choose for themselves. A careful eye is kept on their progress and activities are effectively planned to enable them to take the next steps in their learning. As a result, children make good progress and many are on track to achieve at least the levels expected for their age. The Foundation Stage is effectively led and managed and has improved since the last inspection; however there is still no effective area available outside to extend the provision made in classrooms.

## **What the school should do to improve further**

- Raise both standards and achievement by the end of Key Stage 2.
- Ensure that teaching is consistently effective across the school, engages pupils' interest and challenges the higher attaining pupils to reach their full potential.

A small proportion of schools whose overall effectiveness has been judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The decline in standards in Key Stage 2 was most marked in mathematics and science. In 2007, results noticeably improved and in English they were in line with the national average. In mathematics and science too few pupils reached the higher Level 5. The progress made by pupils in Key Stage 2 was too slow in both 2005 and 2006 but was satisfactory in 2007. Currently Year 6 pupils are making impressive gains but their overall progress since Year 2 has been satisfactory because in some years in Key Stage 2 less effective teaching has slowed progress. Standards are below average, which reflects the starting points of this group of pupils. In Key Stage 1 standards have shown steady improvement from significantly below average in 2003 to comfortably in line with it in 2007. Progress is good in Key Stage 1 and pupils are on track to reach at least the standards attained in 2007 with more pupils expected to attain the higher Level 3 in writing than previously. There are no significant differences in the performance of different groups of pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Within this their social and moral development are good. Pupils get on very well together, for example in the playground and when cooperating on tasks in class. They are responsible and sensible and considerate to others. Pupils' cultural development is satisfactory. They have a basic knowledge of their own culture and of the different cultures found in Britain today and in the wider world. Their attitudes to learning are very positive and they work hard in lessons and enjoy joining in discussions and activities. Pupils have a very good understanding of healthy diets and the dangers of drugs and smoking. They enjoy exercise and eagerly participate in the good opportunities they have for sport and dance. Attendance is above average and is continuing to improve.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In most lessons there are clear objectives. They are well structured and teachers make good use of time. Pupils understand what they are learning and what they are expected to do. Teachers are becoming increasingly skilful in evaluating how well pupils are learning and in encouraging them to be involved in this process themselves. They are also making much better use of information on where pupils are in order to plan lessons that move them forward. This information is also being used to provide targets for pupils to work towards and pupils know that if they achieve them they will take the next step in their learning. In many classes all of these features are working well and pupils' progress is accelerating as a result. However, teaching quality is uneven, especially in Key Stage 2. In a few classes teachers continue to be given support so that they can implement these strategies more effectively and it is here that pupils make weaker progress. Across the school skilful teaching assistants support pupils' learning well.

### **Curriculum and other activities**

#### **Grade: 3**

Provision to promote pupils' personal development is a strong aspect of the curriculum. It is based on effective programmes associated with Healthy Schools and Activemark and to develop their social and emotional development. Recent initiatives to use the Internet to support homework and to revise what they have learned are showing promising benefits. Those pupils involved in intervention and support programmes are making marked improvements in important aspects of learning such as reading and writing. Provision to challenge the most able is limited. Weaknesses remain in the use of opportunities to make links across the curriculum in order to make learning more purposeful and efficient although some teachers are doing this well.

### **Care, guidance and support**

#### **Grade: 2**

The school looks after its pupils well. This is based on strong, supportive and trusting relationships and appropriate and robust systems to keep pupils safe and secure. The needs of vulnerable pupils are identified well and a close eye is kept on the progress of all pupils. As a

result, support for those who have particular problems and those whose progress may have slowed is effective and involves working with parents and outside agencies whenever this is appropriate. Pupils are now being given challenging targets to aim for and appropriate guidance to achieve them, which is making a positive impact on their learning.

## **Leadership and management**

### **Grade: 2**

The determination and professional approach of the headteacher and deputy headteacher has successfully tackled most of the issues that underpinned the decline in standards. The staff now understands the need to improve the performance of the school and individuals accept their responsibilities in achieving this. The school's self-evaluation, planning for improvement and performance management are now dovetailed together effectively and focused on raising standards and improving the quality of the school's provision. The school has worked well with the local authority to turn things around. As a result, effective leadership is becoming increasingly devolved and shared across the staff and the professional skills of all staff are being successfully enhanced.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making the other inspectors and myself so welcome when we visited your school. We particularly enjoyed the time we spent with you in lessons and the opportunities we had to talk to you. We know from what you told us that you enjoy school because you get on well with each other, you have interesting things to do and because the adults in school are friendly and helpful. Two of the things you find particularly helpful are the targets you have in class and comments that teachers make on your work. Many of you said these really helped you to make your work better.

Your school is satisfactory. It is getting better because the headteacher and deputy headteacher, the governors and the teachers and their helpers are working very hard to bring about improvements. We were impressed with how well you behave and how sensible you are going up and down all those stairs! You have a very good understanding of what you have to do to keep fit and healthy and of what you need to do to keep out of harm's way. You are also helpful around school with the different jobs you do.

Many of you are now making good progress because your lessons are well taught. There are still some lessons in which pupils do not learn as much as they could and this is slowing them down. In the last few years results in the Year 6 tests have been disappointing. Some of you, who find learning easier, did not do as well as you might have. In order to help all of you do as well as you possibly can we have asked the school to:

- improve the standards you reach when it is time for you to go to secondary school and to make sure that those of you who find learning easier are given work that really makes you think
- improve teaching so that all lessons are as good as the best.