

Suite 22 West Lancs  
Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01695 566930  
Direct F 01695 729320

03 February 2010

Mrs A England  
Headteacher  
Malin Bridge Primary School  
Dykes Lane  
Sheffield  
S6 4RH

Dear Mrs England

Ofsted monitoring of Grade 3 schools

Thank you for the help you and your staff gave when I inspected your school on 02 February 2010, for the time you gave to our phone discussions and for the information you provided before and during my visit.

Since the last inspection there has been a significant turnover of staff. Six out of nine teachers in Key Stage 2 are new to the school, two teachers are absent on maternity leave and there are three new senior leaders who manage the work of teachers in different teams. In addition, there has been significant staff absence. The headteacher, for example, was absent for a year during which time the deputy headteacher led the school.

As a result of the inspection on 27–28 February 2008, the school was asked to:

- raise standards and achievement at the end of Key Stage 2
- ensure that teaching is consistently effective, engages pupils' interest and challenges higher-attaining pupils.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the last inspection pupils' attainment at the end of Year 6 fell and the progress they made during the key stage slowed. This was because of significant disruption to pupils' learning caused by high turnover and absence of staff. This meant there has been reduced continuity in pupils' learning which adversely affected their achievement. The school has turned a corner. Results at the end of the Early Years Foundation Stage have improved, which has provided a stronger platform for teachers in Years 1 and 2. Pupils' attainment by the end of Key Stage 1 has

improved in each of the last three years and there are indications in most Key Stage 2 classes that pupils' achievement, particularly that of the more able, is improving. In the five lessons observed during the inspection pupils' learning was predominantly satisfactory. Pupils were involved throughout the lessons because teachers used questions skilfully to ensure that all pupils had many chances to think and to explain their answers to an adult or to a partner. Some pupils, however, were not challenged as much as they could have been because the content of the lesson was sometimes based on things they already knew and understood. Pupils were well behaved, polite, sociable and confident. Their behaviour waned slightly in lessons in which they were asked to sit for too long or to work on uninteresting activities. A small selection of pupils' work in books showed that the more able pupils' achievement is improving. Some activities they were asked to complete, however, were pitched at a level below their capabilities. For example, pupils had shown they could add two numbers together accurately in September but were then asked to complete a similar level of task in November and again in January. Each time, they got all the answers correct. Although staffing is more stable, the school remains in a vulnerable position with a few more staff changes still to come and with improvement since the last inspection only just satisfactory.

The local authority has provided satisfactory support for senior leaders. This has helped to improve the learning environment in the Early Years Foundation Stage and some aspects of teaching. For a year, a local authority advisor held frequent meetings with senior leaders on how to enhance the indoor and outdoor provision.

The headteacher's and deputy headteacher's judgement on pupils' learning and progress is largely accurate based on scrutinising work, observing lessons and interpreting data. Senior leaders introduced a comprehensive target-setting system, linked to teachers' performance management, to make teachers more accountable for pupils' learning. This is beginning to have an impact because teachers share senior leaders' vision to focus on pupils' achievement. Members of a newly formed senior leadership team are strengthening their ability to identify weaknesses honestly and robustly in the school's provision and in pupils' outcomes. Team leaders support, guide, coach and challenge teachers in their teams and through meetings about pupils' progress identify strategies to identify and support pupils at risk of underachieving.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Allan Torr  
Her Majesty's Inspector