

Malin Bridge Primary School

Inspection report

Unique Reference Number	107100
Local authority	Sheffield
Inspection number	356085
Inspection dates	20–21 January 2011
Reporting inspector	Carmen Markham

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	The governing body
Chair	Hilda Sables
Headteacher	Ann England
Date of previous school inspection	27 February 2008
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Introduction

The inspection was carried out by four additional inspectors who visited 19 lessons and observed 17 teachers. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils and spoke formally to parents. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 164 questionnaires from parents and carers, and those from pupils and staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The evidence to indicate whether or not pupils are achieving their potential.
- How well pupils respond to the school's provision for their personal development.
- The reasons why pupils appear to be making improving progress when the school judges provision as satisfactory.
- The rigour with which leadership, management and governance are identifying and addressing school priorities, including the monitoring of safeguarding.
- The work of the leadership team in ensuring that the needs of children in the Early Years Foundation Stage are fully met.

Information about the school

Malin Bridge is large compared to other primary schools. It is based in two buildings near each other on the same site. The proportion of pupils known to be eligible for free school meals is below the national average. Almost all pupils are of White British heritage and the vast majority speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is a little above the national average. Since the last inspection the school has experienced significant staff turbulence at all levels including the school leadership. The school has been awarded Healthy School status and Investors in People.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Very strong partnerships with the local authority and local schools have ensured that the impact of extensive staffing difficulties has now been overcome and that the school is rapidly improving. Lesson observations and pupil assessment data demonstrate that all pupils throughout the school are now making the progress they are capable of making. They are on track to meet their challenging targets this year and standards are rising. However, it is too early to see the full impact of these improvements on overall school attainment and pupil achievement. Attainment in English and mathematics is average, while achievement and progress are satisfactory.

The school's leaders and managers and the governing body have responded well to the help and support that they, and the school, have received. They have been empowered by strong new appointments and a good team is emerging. The team knows the school's strengths and the areas for development. It is tackling the aspects of the school that require development very rigorously and has the full support of staff and of parents and carers. The current strong rate of improvement has not yet been sustained over time but the improvements already made provide ample and clear evidence of satisfactory capacity to improve.

All areas of the school demonstrate recent improvement but this has yet to be fully consolidated. The overall quality of teaching is satisfactory but inconsistent. While some teaching is outstanding, there are a few lessons where pupils listen to the teacher for too long and are not fully challenged by questions or activities. The curriculum too has strengths in relation to the emphasis on writing opportunities and the gradual development of cross-curricular themes. However, currently these do not ensure the systematic development of basic skills across the curriculum, or topics that inspire and engage pupils throughout the school. Provision for the Early Years Foundation Stage is satisfactory but the approach to teaching and learning does not do enough to ensure that children develop as interested and independent learners. The constraints and use of the school building and a previously more traditional approach to the learning of young children has limited progress in this area.

The school is a happy and safe community where pupils are looked after well so their behaviour is good and their attendance is above average. Pupils feel safe in school and they have a responsible approach to staying healthy.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress and overall achievement by:
 - further improving the consistency of teaching
 - continuing to use the current good practice in school to ensure all teaching is at least good
 - promoting pace and challenge in learning
 - developing the quality of marking in mathematics so that it reflects that seen in English.

- Further develop the curriculum to ensure that the needs of all pupils are met and that they are all fully engaged in their learning by:
 - increasing opportunities for the application of basic skills across the curriculum
 - the further development of cross-curricular topics planned to reflect pupils' interests more closely.

- Improve outcomes in the Early Years Foundation Stage by:
 - reviewing provision and the use of the school building and from this taking appropriate action to maximise learning opportunities
 - reducing whole-class teaching to provide children with more opportunities to initiate and develop their own learning through play, both indoors and outdoors.

Outcomes for individuals and groups of pupils

3

Pupils' progress and learning are satisfactory. However, there is strong evidence in pupils' books, school assessment data and in lesson observations that progress is accelerating because of the many new initiatives recently introduced to raise attainment. Pupils are increasingly involved in learning how they can improve their work. This has given them the skills to think about, and improve, their performance. It has also empowered them to take more responsibility for their learning. They are making increasing use of displays like 'learning walls' to help them to improve their performance. Pupils have positive attitudes to learning.

Most children start the Reception class with skills in line with age-related expectations. By the end of Year 6 they leave school having attained the national average in English and mathematics. This represents satisfactory achievement. In recent years mathematics has tended to be a little stronger than English where too few boys are attaining the higher Level 5. Girls do not perform as well as boys in mathematics but overall there is little difference between the performance of boys and girls. Over time the attainment of pupils in Key Stage 1 has been significantly stronger than in Key Stage 2 but this gap is being reduced. Pupils with special educational needs and/or disabilities make satisfactory progress from their starting points throughout the school.

Pupils' behaviour is good in lessons and around the school. They feel well cared for and enjoy the range of opportunities provided by the school. They particularly enjoy school's clubs and speak about these with enthusiasm. Pupils are very well informed about how they can develop a healthy lifestyle and why this is important. Although their attendance is above average, their progress towards developing the skills for their future well-being is limited. There are too few opportunities for them to have a real voice in the school through the school council and little experience of enterprise. While the school does have links with the local community, national and global links are under-developed and this also limits pupils' spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is rapidly improving. It is characterised by good relationships with pupils so pupils want to learn and behave well. Teachers plan effectively to ensure that pupils understand what they will do and learn in a lesson. Teachers create an environment that supports learning well. Increasing use is made of information and communication technology to engage pupils in independent learning. Teachers use a good range of new strategies to raise attainment, clearly seen in work to develop the quality of writing. They also make increasing use of assessment to plan lessons and to help pupils to improve their work. In the better lessons, pupils are captivated by their learning, which proceeds at a good pace. However, in satisfactory lessons there is too much teacher talk, weak questioning and limited challenge and engagement for pupils. Marking is variable in quality but it is much more thorough in English than in mathematics.

The curriculum is broad and balanced. It has recently been improved in upper Key Stage 2 but there has been insufficient time for this to extend into other classes, including the Early Years Foundation Stage. Older pupils benefit from thoroughly planned cross-curricular topics that enable new skills in English and mathematics to

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

be applied and practised. These pupils are well motivated by the interesting context of these lessons including the 'wonders of the world' and the 'rise of the robots'. The school acknowledges that this work should be extended to younger pupils. The personal development of pupils is addressed adequately by the curriculum but sustainability, enterprise and cultural development remain limited for some pupils. The extended provision both in and out of school supports the curriculum well. Popular clubs with trained specialist staff promote fitness, visitors to school introduce new ideas and school visits, particularly residential experiences promote pupils' independence.

Pupils are safe and well cared for in a happy and welcoming environment. Concerns about pupils are monitored and followed up. Assessment data tracks pupil progress and ensures that pupils' needs are quickly identified and addressed. Support for pupils whose circumstances may make them vulnerable is effective and case studies demonstrate the considerable impact that the school and local professional agencies have had to the development of these pupils. The school's work to maintain its good attendance record is very effective. Good transition procedures to secondary school are in place and relationships with the local pre-school provision are very good. Parents and carers are welcome in school. They are encouraged to support their child's education and they are positive about the good start that their children have in school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's leadership and management have changed and developed within the last six months. A strong team is emerging, that has effectively and accurately assessed the needs of the school, independent of past support from outside agencies. The team has identified the right priorities and produced a good school development plan that is moving the school forward rapidly. The new team is also being supported by a governing body that has been restructured and trained to ensure that it can support and challenge the school. Discussions with key school leaders and members of the governing body demonstrate that they have been well prepared for their new roles and that they have the ambition, skills and knowledge to drive forward improvements and sustain change. It is too early to see the full impact of this work on improvements to teaching, assessment and the curriculum but they are all showing improvement and attainment is beginning to rise.

Safeguarding requirements are met, although safeguarding training records are not systematically updated on a regular basis. The promotion of equality of opportunity is satisfactory. The school is aware of the specific needs of different groups of pupils and new arrangements to monitor their progress and the quality of teaching is beginning to reduce the differences in the performance between these pupils,

particularly those with special educational needs and/or disabilities. The school's provision for community cohesion is at a very early stage of development. The current provision has been evaluated and an action plan has been produced. This demonstrates that the school does have an adequate understanding of its context as a basis for developing community cohesion.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children start the Reception class in line with age-related expectations in all areas except in reading and writing, where they are well below expectations, and personal and social development, where they are above. They make satisfactory progress so that when they enter Year 1 they are ready to start the National Curriculum. Provision is satisfactory. Teachers and teaching assistants plan lessons carefully using evidence from comprehensive assessment procedures to identify and address the varying needs of children. Good quality resources and information and communication technology also enhance learning. However, an emphasis on whole-class teaching and the constraints of the building limit opportunities for independent learning through child-directed play. The outdoor provision area is well developed but it is not well used as access is very difficult and children can only use this area when accompanied by adults. The recently appointed leader has a clear understanding of the strengths of the unit and what is required to improve it. Staff work well together and relationships are good. Parents and carers say that their children settle quickly into school and that school keeps them well informed about their child's progress. All safeguarding and welfare requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire was above the national average. Responses about the school were overwhelmingly positive. No major concerns were expressed. Several parents commented on recent improvement in school and outlined their previous concerns. These related to poor communication with parents, difficulties at the school gates at home time and concerns about several children who parents or carers felt needed more help and support. However, parents and carers interviewed confirmed that there had been change in school and that these concerns had been addressed. They described the school as very supportive and said communications had improved over the last 18 months. They reported that, 'Problems are dealt with quickly and you can come into school and someone will see you.' Pastoral care and the safety of pupils were described as good. Teaching assistants were said to know children well. The positive views of parents and carers are reflected in the report's findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Malin Bridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 164 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	53	72	44	5	3	0	0
The school keeps my child safe	81	49	74	45	4	2	1	1
The school informs me about my child's progress	49	30	106	65	8	5	0	0
My child is making enough progress at this school	63	38	91	55	8	5	1	1
The teaching is good at this school	67	41	91	55	4	2	1	1
The school helps me to support my child's learning	61	37	88	54	10	6	0	0
The school helps my child to have a healthy lifestyle	45	27	111	68	6	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	35	79	48	9	5	1	1
The school meets my child's particular needs	64	39	91	55	6	4	0	0
The school deals effectively with unacceptable behaviour	41	25	101	62	9	5	1	1
The school takes account of my suggestions and concerns	38	23	99	60	10	6	0	0
The school is led and managed effectively	57	35	92	56	6	4	3	2
Overall, I am happy with my child's experience at this school	78	48	78	48	5	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 January 2010

Dear Pupils

Inspection of Malin Bridge Primary School, Sheffield, S6 4RH

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special 'thank you' goes to the pupils who gave up some of their time to talk to us about their work and activities. You attend a satisfactory school where the headteacher and all the staff ensure that you are well cared for. We think that they have made a lot of improvements in school to help you make better progress. We were very impressed by how keen you are to learn and to take advantage of all the exciting clubs and activities that the school provides for you.

All of you, including the children in the Reception classes, make satisfactory progress, but we think that you do even better in English and mathematics. You work hard in school and you are beginning to understand how you can improve your own work. You are making good use of the 'working walls' in your classrooms to help you to do this. You know how to stay safe and healthy; you behave well and attend school regularly. We agree with you when you say that, 'Our school is improving quickly and we feel happy and cared for here.'

One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to:

- improve your work in English and mathematics by improving teaching so that all lessons are at least good
- improve the curriculum so that you have more opportunities to practise the new skills you have been learning
- reorganise the Reception classes so that children have more opportunities to learn through play.

You can help to improve your school by using all the 'learning tools' in your classroom to improve your work.

Yours sincerely

Mrs Carmen Markham
Lead inspector

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