

# Malin Bridge Primary School

Dykes Lane, Sheffield, South Yorkshire S6 4RH

## Inspection dates

12–13 October 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The school's vision and high aspirations have a considerable impact on staff, pupils and parents. Staff are incredibly proud to work at the school, pupils thoroughly enjoy their learning experiences and parents feel involved in their children's learning.
- Leadership is highly effective. Leaders and governors have worked tenaciously to improve the quality of education provided by the school from good to outstanding. They pick up any emerging weaknesses and address them promptly.
- Precise use of assessment and considerable investment in staff training are resulting in high-quality teaching in a broad range of subjects.
- Governors provide very effective challenge from an informed position and hold school leaders rigorously to account.
- The inspiring curriculum, which is responsive to the school's context, is central to realising the school's vision for pupils to celebrate diversity, be aspirational and enquire about the world.
- There are very respectful relationships between staff and pupils. Staff nurture pupils' personal development. Pupils develop a love of learning and thoroughly enjoy school. This is reflected in their above-average attendance.
- Pupils achieve consistently well in all key stages and subjects over time.
- Pupil premium funding enables disadvantaged pupils to make rapid progress.
- Phonics outcomes by the end of Year 2 are consistently above the national average, including for disadvantaged pupils.
- Children in the early years make rapid progress from their starting points. The relatively new Nursery provision means that many children access high-quality learning at an even earlier stage.
- Effective partnerships with the local authority, a teaching school alliance and schools in the locality support both the school's continual development and that of the wider educational community. However, leaders and governors are mindful of striking the appropriate balance so that outcomes for pupils at Malin Bridge remain the school's greatest priority.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that leaders at all levels sustain their focus on providing a high-quality education for pupils at Malin Bridge, while continuing to advocate broader academic excellence within the wider educational community.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher, ably supported by a range of senior leaders, has created a culture in which staff and pupils excel. This vision for excellence is supported by the whole school community and has contributed significantly to the school's improvement from good to outstanding.
- Excellent subject leadership, a meaningful curriculum and consistently high expectations lead to pupils receiving high-quality teaching.
- Leaders have a firm grasp of the school's strengths and any weaknesses which emerge. They use this information to continually fine tune their systems and processes to realise the required improvements.
- Leaders have well-developed approaches to monitoring the quality of teaching, learning and assessment. Staff receive regular feedback and personalised support to enable them to continually develop and take responsibility for pupils' outcomes. Staff feel highly valued and appreciate that leaders consider their workload and support their well-being. As a result, many staff are keen to take on additional responsibilities, and this is creating a very strong capacity for further improvement.
- The headteacher has taken a leading role in developing a meaningful and reliable assessment system which supports staff in identifying individual and group needs. The regular checks that leaders carry out on pupils' progress have ensured that all groups of pupils make outstanding progress from their different starting points.
- Leaders have a clear vision for the curriculum and have designed it to meet the needs of the pupils and the school's context. The curriculum motivates pupils so that they develop a love of learning and are eager to attend school. They have access to a wide range of opportunities and experiences, including after-school clubs. The curriculum ensures a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils' attitudes and values are approached and developed skilfully. Consequently, a culture of respect for others permeates the school and helps to prepare pupils well for life in modern Britain.
- Leaders have high aspirations for disadvantaged pupils and pupils who have special educational needs and/or disabilities. As a result of targeted support through effective use of funding, these groups of pupils make substantial progress across the curriculum. Achievement meetings keep a close eye on the progress that these pupils are making and ensure that all staff take responsibility for their outcomes.
- Provision for pupils who have special educational needs and/or disabilities is exceptionally well led by the special educational needs coordinator. She has a very good knowledge of individual pupils and their support and development needs. A team of staff with a wealth of expertise ensure that learning difficulties are accurately identified and that provision is specifically designed to meet pupils' needs.
- Leaders use the primary school physical education (PE) and sport funding very effectively and with remarkable attention to ensure that pupils receive high-quality sporting opportunities and experiences. Leaders' research-based evidence ensures that there is equality in participation in sport. For example, the 'Malin's mighty girls' project

raised the profile of girls' sport, involved mums and staff, and resulted in increased awareness and interest in keeping fit and healthy.

- Leaders' high expectations and pursuit of excellence are evident in the high-quality learning environment which inspires pupils' learning.
- Leaders are eager to be involved in a wide range of partnerships in the local educational community. For example, school staff take responsibility for the training and development of a large number of school direct trainees. These partnerships enable leaders to improve the quality of teaching and learning both at Malin Bridge and beyond. They also support the recruitment of high-calibre staff. However, leaders and governors are aware of the need to manage the expectations and demands of the wider educational community so that it does not become detrimental to the school's future improvement.

### **Governance of the school**

- Governors have a strong vision for the school and are keen that pupils develop the skills needed to help them to become good citizens, ready for the next stage of their education and life beyond. They visit the school regularly and have links with specific leaders so they can make checks on the impact of school improvement actions. They provide a highly effective balance of challenge and support.
- Governors invite regular external scrutiny of the school in order to inform their own evaluation. As a consequence, governors have a secure understanding of the strengths and weaknesses of the school. They use this knowledge and their wide-ranging skills to hold leaders determinedly to account for pupils' outcomes.
- Governors fulfil their statutory responsibilities very well. They rigorously check safeguarding arrangements and ensure that funding, including for disadvantaged pupils and pupils who have special educational needs and/or disabilities, is well used.

### **Safeguarding**

- The arrangements for safeguarding are very effective. Leaders and governors have put rigorous systems in place for safeguarding pupils. These are understood and carried out diligently by staff. Regular training supports staff in being alert to the possible warning signs of abuse that pupils may present. Staff report concerns promptly and the designated safeguarding leader acts swiftly.
- Leaders have ensured that keeping pupils safe is threaded through all aspects of the school's work. The very strong culture of safeguarding that is evident in the school ensures that pupils feel safe and secure and are in a very good position to learn.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Leaders take assertive action to secure and sustain improvements in the teaching, learning and assessment of subjects throughout the curriculum. As a result, teachers have very strong subject knowledge. They use this to make sure that learning activities

are precisely matched to pupils' needs so that pupils make rapid gains in their learning across a broad range of subjects.

- Staff have incredibly high expectations and this results in very effective teaching and learning. Excellent relationships have been established between staff and pupils, and staff are determined to make sure that pupils achieve well both academically and personally.
- Regular assessment means that teachers know which pupils are in need of extra help. There are excellent arrangements to provide for this. Pupils, and in particular those who are disadvantaged, benefit considerably from additional sessions to address any gaps in their learning.
- Teachers use questioning exceptionally well to promote pupils' thinking and extend their learning. This is particularly effective in supporting the most able pupils to make strong progress.
- Staff provide personalised and highly skilled support for pupils who have special educational needs and/or disabilities. This enables them to reach their next learning steps. A wide range of resources, such as visual timetables and individual work stations, help pupils who have specific needs to be included with their peers.
- Teachers make extensive use of opportunities to develop pupils' speech and language. They insist on the precise use of vocabulary and appropriate sentence structures. Teachers model this highly effectively and pupils regularly rehearse sentences verbally before writing them down. As a result, pupils quickly secure their writing skills and develop a wide vocabulary. They put these writing skills to effective use across the whole curriculum.
- The vibrant curriculum is taught with enthusiasm. It develops pupils' curiosity and instils a love of learning. Teachers plan work which is interesting and stimulating so that pupils are highly motivated to learn. Pupils relish a challenge and become more confident and resilient as a result of the carefully considered activities which are planned for them. Homework projects, linked to topics pupils are studying, often involve the whole family in pupils' learning. Finished articles are displayed prominently and with pride in classrooms.
- Parents are kept up to date with their children's learning on a regular basis. The school's Twitter feed brings pupils' day-to-day learning to life across the school and highlights the wide-ranging activities and experiences available to pupils. During the inspection, one of the regular parent events was taking place. On this occasion, pupils in key stage 1 were proudly exhibiting the buildings they had constructed from biscuits to represent iconic Sheffield landmarks.
- Teachers never miss an opportunity for pupils to consolidate their learning. Effective use is made of every minute. For example, in one classroom, pupils practised counting in 10s as they moved from the carpet area to their seats.
- Highly effective phonics teaching in both the early years and key stage 1 ensures that nearly all pupils meet the standard in the phonics screening check. By the time they are in Year 2, very few pupils have not reached the required standard. Pupils throughout school enjoy reading. They are inspired by the inviting book displays around school.

- The learning environment is used to successfully showcase high-quality cross-curricular work and to probe pupils' thinking and develop their spiritual, moral, social and cultural understanding.

## **Personal development, behaviour and welfare**

**Outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. There is a determined commitment by school leaders to develop pupils as rounded individuals. Consequently, pupils' physical and emotional well-being is incredibly well supported. Excellent relationships between pupils and staff make sure that pupils feel supported and valued so they are able to quickly develop as confident and self-assured learners.
- The exceptionally well-considered curriculum is successful in developing pupils' awareness of diversity and the importance of tolerance and respect. Pupils are encouraged to discuss challenging issues in a safe environment. This enables them to ask questions and form opinions which prepare them well for life in the context of their community.
- Pupils' enthusiasm for learning permeates the school. They take great pride in their work and have a 'can do' attitude to their learning.
- The school helps pupils to make healthy choices. Physical activity is strongly encouraged and participation levels are high. Pupils can be seen independently choosing to run their daily mile or stopping at fitness points around the school grounds to help them keep fit and active.
- Bullying is extremely rare and pupils are confident that adults in school will help them if they have any concerns. Parents are also very appreciative of the school's work to promote pupils' well-being and positive attitudes to learning.

### **Behaviour**

- The behaviour of pupils is outstanding. Leaders and teachers set very high expectations which pupils clearly understand and strive to meet with determination. Pupils respond by behaving impeccably, demonstrating self-discipline as they move around school, including at less structured times of the day.
- Pupils are courteous and considerate of others and play happily together at social times. Consequently, pupils say that there are very few incidents of poor behaviour.
- Attendance is above the national average and the proportion of pupils who are regularly absent is below the national average. Pupils are keen to be at school because they enjoy learning and value the education they receive. Leaders carefully track attendance and have built good relationships with families. This means that strategies to improve attendance are proving successful. As a result, there has been an improvement in the attendance of disadvantaged pupils and of the small proportion of pupils who are more frequently absent.

- Breakfast club is very well attended. Leaders have been keen to extend the provision to meet parents' needs. As a result, many pupils have a punctual and settled start to the school day.

## Outcomes for pupils

## Outstanding

- By the time pupils leave Malin Bridge, as a result of the thoughtfully designed curriculum, they are exceptionally well prepared for secondary school and the challenges of life ahead. School assessment information and work in lessons and books demonstrate that throughout the school progress is very strong for all pupils across the whole curriculum. Pupils talk with pride and enthusiasm about their learning, demonstrating very good knowledge and understanding across a range of subjects.
- Leaders have been unceasing in their actions to continually improve the quality of teaching. As a result of the high expectations from leaders and teachers, all pupils, including the most able and those who have special educational needs and/or disabilities, receive a high level of challenge. As a result, they make very good gains in their learning. Consequently, progress by the end of key stage 2 in English and mathematics since the last inspection has been at least broadly in line with and at times significantly above that seen nationally.
- Pupils' attainment has been consistently above the national average at the expected standard by the end of key stage 1 in reading, writing and mathematics. By the end of key stage 2, an even greater proportion go on to exceed the expected standards, with figures almost always above and often well above the national averages in English and mathematics.
- Leaders take meticulous care to make sure that pupil premium funding meets the needs of disadvantaged pupils. From often low starting points on entry to school, disadvantaged pupils' progress builds over time so that, by the time they leave Year 6, pupils' attainment at the expected standard has generally been close to and sometimes above that of other pupils nationally in reading, writing and mathematics.
- In all year groups and subjects, current disadvantaged pupils are making above-average progress in reading, writing and mathematics and across the wider curriculum. Their progress by the end of Year 6 at least matches that of other pupils nationally with the same starting points and in mathematics in 2016 was significantly above average.
- Phonics outcomes have generally been above the national average over time at Year 1. By Year 2, the proportion meeting the standard has been consistently above the national average. Outcomes for disadvantaged pupils in the Year 1 phonics screening check have increased year-on-year, with pupils consistently performing above others nationally by the end of Year 2. Children are establishing their early reading skills more rapidly in the early years following the school taking over the on-site nursery. Consequently, pupils starting key stage 1 are at a more advanced stage in their phonics development than ever before.
- Pupils thoroughly enjoy reading and are inspired by the learning environment which sparks their interest in a range of high-quality books. Leaders also work hard to engage



parents in supporting their children's reading development, for example through workshops and early years starter packs.

- Pupils' writing books show that they make strong progress and quickly develop the skills needed to become effective writers. They make sophisticated vocabulary choices. A piece of writing sent home each half term ensures that pupils take great care in editing and improving their work to produce a published version they are proud of.
- Pupils' mathematics books show that they develop mathematical fluency very effectively and have opportunities to deepen their understanding of mathematical concepts through problem-solving activities.
- Pupils who have special educational needs and/or disabilities are making better than average progress in all year groups. Leaders track their progress very carefully so that learning is targeted precisely to meet pupils' needs.

### **Early years provision**

### **Outstanding**

- Children achieve very well in the early years. The proportion reaching a good level of development has been consistently above the national average over time. Disadvantaged children make particularly strong progress from their often low starting points as a result of the tailored support they receive.
- Leaders are ambitious and have high aspirations for each child's achievement. They set demanding targets for children's outcomes at the end of each year and continually check the impact of their actions in reaching these. Leaders have identified specific training for staff to ensure that teaching continues to secure improving outcomes. All adults are highly skilled and share leaders' commitment to ensure that every child gets off to the best possible start.
- Leaders capitalised on taking recent responsibility for the on-site nursery provision for children from two years old. Small-group teaching is now developing children's listening and concentration skills and an early awareness of phonics. Consequently, they are more ready to learn as they enter Reception.
- A greater proportion of children are meeting and exceeding the early learning goals in reading and writing each year. This is because teachers have developed strong subject knowledge and are consistent in their teaching of phonics. As a result, children are even better prepared for the key stage 1 curriculum.
- Assessment is thorough and informs planning so that staff prepare appropriately challenging tasks for children that are highly responsive to their group and individual needs. Staff are very quick to identify any gaps in learning, and extremely effective support is put in place to help children quickly catch up.
- Adults quickly identify children who have special educational needs and/or disabilities and draw upon external advice when necessary to ensure that these children's needs are met and they make good progress.
- Adults make sure that children are very well looked after. Routines are established which support children in behaving very sensibly. They play extremely cooperatively with each other, sharing resources and negotiating about turn-taking. The early years



leaders, along with the early years staff team, ensure that safeguarding is effective and the statutory welfare requirements are met.

- All staff have very high expectations. This is evident in the thoughtful and well-planned provision, including in the outdoor area, which is not easily accessible but where space is used to its full potential. Relevant and exciting learning activities grab the children's interest and enthusiasm. As a result, children are fascinated by learning and show high levels of concentration, curiosity and independence. Adults ask pertinent questions and continually model appropriate language structures. This supports children's successful communication and language development.
- Links with parents are productive and effective in supporting children's learning and development. Children settle easily and parents are very satisfied that their children are safe, well looked after and making excellent progress. Each child in Reception receives a reading gift consisting of a book, reading pointer, sound mat and key skills booklet, which encourages them to practise their reading at home.

## School details

Unique reference number	107100
Local authority	Sheffield
Inspection number	10032061

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	616
Appropriate authority	The governing body
Chair	Emma Clarke
Headteacher	Robbie McGrath
Telephone number	0114 234 1379
Website	<a href="http://www.malinbridgeprimary.co.uk">www.malinbridgeprimary.co.uk</a>
Email address	<a href="mailto:headteacher@malinbridge.sheffield.sch.uk">headteacher@malinbridge.sheffield.sch.uk</a>
Date of previous inspection	26–27 September 2012

## Information about this school

- The headteacher began his role in 2015. He was previously the head of school and had been leading the school while the substantive headteacher was commissioned to lead a project to determine Sheffield's approach to school improvement.
- Leaders and staff at Malin Bridge are deployed to lead the teacher training on behalf of the Sheffield Teaching School Alliance. They are currently providing training for over 50 trainees. Leaders also provide school-to-school support for vulnerable schools within the locality.
- Malin Bridge is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium is broadly average.
- The proportion of pupils from minority ethnic groups is below average and there are few who speak English as an additional language.

- The proportion of pupils who have special educational needs and/or disabilities is just above the national average. The proportion who have a statement of special educational needs or an education, health and care plan is less than 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 by the end of Year 6.
- The school runs a breakfast club and after-school club.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspectors observed teaching in every class. Most observations were undertaken jointly with senior leaders. Inspectors observed the teaching of early reading skills and listened to pupils read. They talked to pupils about their school and evaluated the quality of work in a sample of pupils' books. An inspector visited the breakfast club before the start of the school day.
- Inspectors held meetings with the headteacher, deputy headteacher, phase leaders, early years leaders and subject leaders. Discussions took place with teachers, including those who are newly or recently qualified, about the support and development they receive. Inspectors also met with a representative from the local authority and two representatives from the governing body.
- The inspectors looked at pupils' work in books along with the school's information on pupils' achievement to ascertain the progress that pupils are making.
- A range of documentation was considered, including the school's self-evaluation, records of the monitoring of teaching and learning, the school improvement plan, information relating to the attendance and behaviour of pupils, safeguarding and child protection records and minutes from governing body meetings. Documents outlining the arrangements for the use of pupil premium funding and the primary school PE and sport funding were also considered.
- Inspectors spoke to parents informally in order to seek their views about the school. One hundred and twenty-eight responses to Ofsted's online questionnaire, Parent View, were taken into account.
- Thirty-four responses to the staff questionnaire and 12 responses to the pupil questionnaire were also taken into account.

## Inspection team

Kirsty Godfrey, lead inspector	Her Majesty's Inspector
Simon McCarthy	Ofsted Inspector
Chris Cook	Ofsted Inspector
Beverley Riddle	Ofsted Inspector
Christine Turner	Ofsted Inspector

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