

# Millbridge Junior Infant and Nursery School

Vernon Road, Liversedge, West Yorkshire WF15 6HU

## Inspection dates

7–8 February 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders and governors are not accurate enough in their evaluation of the school's effectiveness. Therefore, their plans for development lack the ambition needed to help them secure more rapid improvement.
- Leaders do not analyse the impact of school improvement actions effectively enough. They are therefore not clear about which strategies are having the greatest impact and where further improvement is needed.
- In key stages 1 and 2, current pupils are not making consistently good progress. Progress is slower in mathematics and writing. Boys and pupils who have special educational needs (SEN) and/or disabilities are not making strong enough progress in English and mathematics in some year groups.
- Attainment by the end of key stage 2 remains well below national figures, particularly in writing and mathematics.
- Leaders do not have enough impact on improving the quality of teaching, learning and assessment and raising standards in their subjects or areas of responsibility.
- The quality of teaching, while improving, is too variable. Too often, teaching in key stages 1 and 2 does not provide sufficient support and challenge.
- Leadership of provision for pupils who have SEN and/or disabilities is not effective in evaluating the impact of the support put in place for pupils.
- Behaviour is improving but some pupils find it hard to maintain good behaviour independently, particularly between sessions.

### The school has the following strengths

- After a period of considerable staffing change, the quality of teaching is now improving. Leaders have successfully eradicated weak teaching. Teaching is now good in the early years and in pockets throughout school.
- Pupils' progress is speeding up and attainment is rising, especially in phonics and reading.
- The headteacher has a strong vision for pupils' care and well-being. Vulnerable pupils receive effective support to meet their emotional needs. Pupils, staff, parents and carers recognise improvements in pupils' behaviour.
- The early years is showing rapid improvement and provision is now good.

## Full report

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

- Improve the quality of teaching in key stages 1 and 2 so that it is consistently good and so that all groups of pupils, including boys and pupils who have SEN and/or disabilities, make good progress by:
  - ensuring that pupils who need to catch up are effectively targeted and supported
  - using assessment effectively to make sure that errors and misconceptions are quickly addressed and that pupils are appropriately challenged in their learning
  - having consistently high expectations of what pupils can achieve and of the pride they should take in their learning
  - making sure there is fidelity to one approach in the teaching of phonics
  - ensuring that in the early stages of learning to read, pupils' reading books are accurately matched to their phonics knowledge.
- Increase pupils' attainment, particularly in writing and mathematics, so that the proportion of pupils reaching and exceeding the expectations at the end of key stages 1 and 2 is at least in line with national averages.
- Improve the impact and effectiveness of leadership and governance by:
  - ensuring that self-evaluation is as accurate as possible to precisely identify and address the most pressing priorities
  - setting specific targets for groups and cohorts of pupils with clearly identified measures of success to help gauge the impact of school improvement actions and speed up the rate of pupils' progress
  - further developing the roles of assistant headteachers and subject leaders so they can more rigorously monitor the quality of teaching and learning, and more effectively contribute to raising standards
  - ensuring that support for pupils who have SEN and/or disabilities is more precisely checked and evaluated to measure the impact on their progress
  - implementing systematic procedures for analysing and evaluating behaviour and attendance to provide leaders with better information to inform their actions.
- Improve pupils' behaviour further so there are fewer incidents and pupils demonstrate increasing self-discipline.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders are determined that pupils have a high-quality education and are developed as rounded individuals. Important improvements have been made since the school joined the multi-academy trust. However, due to staffing turbulence, a legacy of underachievement and remaining inconsistencies in the quality of teaching, actions are not yet resulting in consistently good progress across the school.
- The whole-school improvement plan does not precisely capture the most urgent priorities for the school. The objectives set lack ambition and the absence of sharp success criteria and milestones from which to measure success means that the plan is not effective enough in securing and sustaining further improvement.
- Similarly, leaders do not routinely analyse and evaluate the impact of the school improvement activities they adopt. Consequently, despite some improvements, leaders are not aware which strategies are proving most successful in securing the rapid improvements needed. For example, while reading outcomes are showing improvement, leaders are not rigorously checking the effectiveness of the strategies used so they know what to improve further.
- A wider group of leaders are now beginning to take shared responsibility for improving pupils' outcomes. Four assistant headteachers and subject leaders, many of whom are new to their roles, are now in post. Most of these leaders are only just beginning to make checks on the quality of teaching in their areas of responsibility. Therefore, they have been unable to contribute sufficiently to the self-evaluation cycle and improvement-planning process. This has meant that their capacity to improve pupils' achievement has been limited.
- Leaders are able to provide anecdotal evidence about improvements to punctuality, attendance and behaviour and where their actions have had a positive impact. However, they were unable to provide any analysis of the data to show which strategies are proving most successful and to inform their future strategy.
- Leadership of provision for pupils who have SEN and/or disabilities is not effective in checking the impact on pupils' outcomes. Consequently, this group of pupils do not always receive the best support to help them achieve well.
- As a result of leaders work to improve reading outcomes, pupils are reading more regularly and with greater interest and enjoyment. They enjoy visits to the school library and the books their teachers read to them. This has resulted in improved outcomes in reading at both key stages 1 and 2 in 2017.
- Staff training which has been provided by the multi-academy trust and external consultants has been effective in helping to improve the quality of teaching, learning and assessment. It has raised teachers' awareness of the curriculum expectations and is resulting in growing consistency in the teaching approaches used.
- Leaders have made sure that funding for disadvantaged pupils has been used effectively to support pupils' reading development and their readiness to learn. Improved teaching of phonics and additional intervention for pupils who are not on

track to meet the expected standards in reading are supporting more pupils to achieve success.

- Parents, pupils and staff recognise the improvements made by the headteacher and through being part of a multi-academy trust. Parents are particularly complimentary about better communication, improving behaviour and how they are now more involved in their children's learning.
- The curriculum is in its early stages of development but pupils and parents value the increased opportunities and experiences such as visits which are bringing pupils' learning to life. The topics pupils are studying are inspiring them to learn about and take an interest in the world around them. This supports their understanding of values such as responsibility, mutual respect and tolerance. Pupils have particularly enjoyed making a difference both locally and globally, through their fundraising efforts.

### **Governance of the school**

- The governing body has placed a firm focus on eradicating the weak teaching that existed in previous years. They have made strategic decisions to restructure the leadership team and distribute responsibilities across a wider group of leaders, for example through the introduction of several assistant headteachers to take responsibility for pupils' outcomes in each phase group.
- External reviews of the school's effectiveness and regular visits to school help the governors to check the reliability and accuracy of leaders' information. However, a lack of precise targets for groups and cohorts and the absence of measurable milestones in leaders' action plans limit the governors from holding school leaders to account with even greater rigour.

### **Safeguarding**

- The arrangements for safeguarding are effective. The headteacher has very high expectations of the support and welfare for pupils and ensures that there is a strong culture of keeping pupils safe. Leaders and governors have put clear systems in place for safeguarding pupils. They are understood and carried out diligently by staff. Regular training and updates about safeguarding support staff in being alert to possible signs of concern which pupils may present. Staff report concerns promptly to the designated safeguarding leaders who act swiftly and take effective action.

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

### **Requires improvement**

- Although improving, teaching is not yet securely good apart from in the early years and in a few other classes throughout school. Turbulence in staffing has hampered the development of the quality of teaching. Even though leaders have successfully eradicated inadequate teaching, inconsistencies in the quality of teaching remain.
- Some teachers are not consistent and ambitious enough in their expectations of what pupils can achieve. As a result, the quality and presentation of work in books varies across subjects and between classes and contributes to the weaker progress made by

some groups of pupils. For example, attention to developing pupils' letter formation, handwriting and spelling in year groups beyond Reception is not consistent.

- The school's assessment system is beginning to support teachers in targeting gaps in pupils' learning and addressing the legacy of underachievement. However, this is not used effectively enough in all cases. Some lessons are not pitched appropriately and result in pupils not being sufficiently challenged when they have demonstrated an understanding of the work set. In contrast, in the early years, teachers use assessment very effectively to support children in making good progress.
- Teachers and teaching assistants do not always pick up on pupils' errors and misconceptions can go unnoticed. Therefore, too many pupils are not catching up quickly. Equally, some tasks lack precise enough intentions and it is not clear what pupils are aiming to achieve. This prevents pupils from making the necessary gains in their learning.
- The teaching of phonics is improving. Assessment is accurately identifying pupils' next steps and where additional intervention is necessary. The quality of the phonics teaching, provided by a range of teachers and teaching assistants, varies, though, as not all staff use the same approach. This limits the speed at which pupils develop their phonics understanding.
- In Years 5 and 6, where some of the stronger teaching exists, teachers use questioning to good effect to probe pupils' understanding and deepen their knowledge.
- Teachers are beginning to help pupils to develop good learning habits in key stage 2. Self and peer assessment, along with regular opportunities to edit and improve their written work are starting to give pupils greater responsibility for their own learning.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Support for vulnerable pupils is strong. School leaders and staff know pupils and their families well. Learning mentors identify pupils who may need additional guidance and support. For example, a calm and prompt start to school is encouraged through breakfast club and a meet and greet service for those pupils who are struggling to attend school regularly and on time.
- The school's curriculum, including events such as friendship week, helps pupils to understand how to keep themselves safe from bullying. Pupils talk with confidence about how they are able to be assertive and say, 'Stop it, I don't like it.' If that does not work, pupils are encouraged to make a complaint to staff, which is always taken seriously, investigated and the outcome shared with the pupil. This is supporting pupils in being safe from harm at school and is also preparing them well for their future adult lives.
- Pupils enjoy physical activity outdoors at lunchtime because adults are actively engaged in supporting their play and relationships. Older pupils have the opportunity to

take on responsibilities and are trained as befrienders or play leaders who support pupils' involvement and activity.

## Behaviour

- The behaviour of pupils requires improvement.
- The majority of pupils behave well. However, some pupils do not demonstrate self-discipline at less structured times such as between sessions and when moving around the building.
- The behaviour approach which leaders have introduced is proving very successful and has brought about considerable improvements in behaviour which are recognised by staff, pupils and parents. Pupils understand the school rules and know how the behaviour system helps them to think about choices and consequences. However, a high number of behaviour incidents remain. Pupils, staff and parents recognise that despite the improvements seen, there is still more to do to improve behaviour further.
- Pupils usually behave well in the classroom, listening to the teacher and applying themselves to their work. However, expectations from staff are not consistently high and as a result, pupils do not always show good attitudes to their learning.
- Attendance has shown improvement in the last two years and is now close to the national average. Leaders are working closely with a number of families where regular absence is a concern.

### Outcomes for pupils

### Requires improvement

- Inconsistent teaching over time has meant that progress has not been rapid enough to ensure that pupils catch up from previous underachievement. Attainment in writing and mathematics by the end of key stage 2 has been in the bottom 20% nationally in 2016 and 2017. Too many pupils are not prepared well enough for secondary school because their basic skills in writing and mathematics are not secure.
- Current pupils are not making consistently strong progress, although this is beginning to improve, particularly in reading. Progress varies between year groups, subjects and for groups of pupils. This is confirmed by the school's own assessment information and work in books. Boys and pupils who have SEN and/or disabilities are making less progress than other pupils. This is the case in several year groups and most subjects. However, in the early years and Years 5 and 6, where teaching is most effective, current pupils are making faster progress in reading, writing and mathematics.
- Pupils are not making strong enough progress in writing in some classes because activities are not always pitched appropriately. This means that pupils who need to catch up do not have enough opportunities to practise basic skills, such as spelling and handwriting, which they need to secure.
- Books for pupils in the earliest stages of learning to read through phonics are not well matched to pupils' phonics skills. This means they are not able to read all of the words which would help them to develop in confidence and fluency. Older pupils are reading

more widely and often but their limited vocabulary hinders both their understanding and the fluency of their reading.

- Reading outcomes, however, are improving as a result of leaders' attention to promoting a love of reading and raising the profile of reading throughout school. The proportion of pupils who met the expected standard in the Year 1 phonics screening check is improving and is closer to, but still below, the national average. At both key stages 1 and 2, an increasing proportion of pupils met the expected standards for reading in 2017.
- Support for disadvantaged pupils has helped them to achieve as well as their peers with reading and phonics. However, disadvantaged pupils' attainment remains below that of other pupils nationally in reading, writing and mathematics at both key stages 1 and 2.
- A new approach to the teaching of mathematics has been introduced. Pupils' books show that they have more opportunities to reason and solve problems. However, the new approach is in the early stages of development and is not used consistently well to deepen pupils' understanding of the mathematical concepts they are learning.
- Progress in the wider curriculum, beyond mathematics and English, varies between subjects. Subject leadership is in its infancy and pupils' books do not show that pupils are developing subject-specific skills well. Topic work is often more English based. However, displays around school demonstrate cross-curricular work which is beginning to take shape. Pupils enjoy their learning across the wider curriculum.

## Early years provision

**Good**

- Leadership of the early years is strong and is resulting in rapidly improving provision and outcomes. Leaders have a clear vision for children's learning and development. This has been communicated well with staff who have received effective training to enable them to support children in quickly making gains in their learning. Consequently, an increasing proportion of children, much closer to the national average, reached a good level of development by the end of Reception in 2017. Pupil premium funding was used effectively so that disadvantaged children achieved as well as their peers.
- Leaders have established clear routines with high expectations of behaviour and learning. Improved planning and precise use of the classroom provision areas are supporting children's independence and developing their interest in learning. Careful tracking of children's learning means that adults know the children well. They are aware of each child's next learning steps and help them to make the progress needed through carefully targeted small-group and individual work. For example, staff identified children who were struggling to write some of the letters in their name accurately. Staff then provided specific support so that children quickly grasped the accurate letter formation. The positive and encouraging environment for learning created by staff resulted in children who were keen to have a go. They persevered with the task and demonstrated a great sense of pride when they had achieved success.
- Leaders know that when children join the school, their language and communication skills are often below what is typically found in children of their age. As a result, adults

model effective language structures well so that children's speech and language skills are effectively developed.

- Early years staff work closely with parents. An example of this was seen during the inspection. A large number of Reception parents attended a phonics workshop and were keen to find out how to best support their child's reading at home.
- Staff take their safeguarding responsibilities seriously. They ensure that children are well cared for and that the legal welfare requirements are met.

## School details

Unique reference number	141688
Local authority	Kirklees
Inspection number	10042147

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	Board of trustees
Chair	Mrs Nicola Pritchard
Headteacher	Mrs Su Aaron-Abel
Telephone number	01924 668 836
Website	<a href="http://www.mj.in.org.uk/">www.mj.in.org.uk/</a>
Email address	<a href="mailto:office.millbridge@kirkleeseducation.uk">office.millbridge@kirkleeseducation.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Millbridge Junior, Infant and Nursery School converted to become an academy as part of the SHARE Multi-Academy Trust in April 2015. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be inadequate. Since the last inspection of the predecessor school in 2014, there have been significant changes to staffing and leadership. The current headteacher has been in post since September 2015. In April 2017, the leadership team was restructured and four assistant headteachers were appointed. Each take responsibility for pupils' outcomes in two year groups.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is above the national average.

- The proportion of pupils who have SEN and/or disabilities is well above the national average. However, the proportion who have a statement of SEN or an education, health and care plan is lower than average.
- The local academy council oversees the running of the school on behalf of the board of trustees who ultimately govern the academy.
- The school receives regular quality assurance visits from the chief executive officer of the multi-academy trust. An annual peer review is also carried out by an external consultant in conjunction with other headteachers from within the multi-academy trust.
- The school runs a breakfast club.
- In 2015/16, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## Information about this inspection

- The inspectors observed teaching and learning throughout the school. Some observations were undertaken jointly with the headteacher. Inspectors 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, assistant headteachers and other leaders. They also met with two representatives from the governing body and the chief executive officer from the multi-academy trust.
- Discussions took place with a group of teachers, including those who are newly or recently qualified, about the support and development they receive.
- The inspectors looked at pupils' work in books along with the school's information on pupils' achievement to ascertain the progress that they 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 were also considered.
- An inspector spoke to parents informally at the start of the school day in order to seek their views about the school. Inspectors also took account of the 23 responses to the online questionnaire, Parent View.
- Twenty-six responses to the staff questionnaire were taken into account.

## Inspection team

Kirsty Godfrey, lead inspector	Her Majesty's Inspector
Janet Keefe	Ofsted Inspector
Lynda Florence	Ofsted Inspector

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