

Inspection of Millbridge, A Share Primary Academy

Vernon Road, Liversedge, West Yorkshire WF15 6HU

Inspection dates: 5 and 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy going to school at Millbridge. The head of school has made many changes since she started and pupils like them. The behaviour rules are clear and on display in the hall. Pupils say this makes it easy to remember and follow them. Playtime is fun and pupils waste no time choosing activities. There are few incidents of bullying reported. If bullying does happen, pupils say that teachers resolve this quickly.

Everyone expects pupils to be ready to learn in lessons. They are taught to value their school. Pupils are respectful of staff and want to do their best for teachers in lessons. They listen and follow instructions well from adults when walking around school.

Pupils feel safe in school and know how to keep safe out of school. They can recall the 'SMART' rules, such as 'stay safe' or 'don't meet up'. This helps them to remember how to use the internet safely.

Parents recognise the hard work that has been put in place to improve Millbridge and make it a happier place for pupils. Parents can see teachers have high expectations of what their children can achieve. They say teachers support their children well.

What does the school do well and what does it need to do better?

Leaders have transformed reading at Millbridge. Teachers plan phonics lessons very well. This is because leaders ensure that teachers receive the training that they need. Teachers accurately sound out words, which supports pupils to learn to read. This begins in Reception. Pupils sound words out then include them in their writing. Pupils who struggle to learn to read are given extra lessons to make sure they read fluently. The books they read match their phonics stage.

Pupils are enthusiastic about reading. They enjoy the wide range of books available in school, which are carefully chosen to encourage them to read. The books they choose are matched to how well they can read. Teachers make time every day to read stories. They read interesting books to pupils that pupils enjoy.

The mathematics curriculum is well planned from the early years. Teachers know it is important for pupils to learn the mathematics vocabulary they need. Pupils use resources well. This helps them to understand new learning and build upon what they have been taught previously.

Teachers make careful changes to lessons so that pupils with special educational needs and/or disabilities can access the curriculum alongside their peers. This helps them to achieve well.

An exciting curriculum is in place. Pupils are interested and behave well in lessons. Science, history and physical education are well planned. In physical education, pupils can demonstrate netball techniques they use. They explain netball rules clearly.

Leaders have taken the time to develop an ambitious curriculum. What pupils need to learn is broken down into small steps. In all subjects, each step builds upon the last. Teachers identify the prior knowledge pupils need to know before they teach something new. There is a clear understanding of the subject-specific vocabulary pupils need to learn. Despite the curriculum being well planned, teachers do not always select the most appropriate activities to support pupils' learning. In some cases, assessment systems do not identify quickly enough the gaps in pupils' learning.

Pupils talk about different religions and what it means to be a member of a faith. They know it is important to get on with everyone, no matter what differences there are. Pupils vote for school council members. They appreciate the new playground equipment asked for by the school council. Pupils enjoy attending the after-school clubs, such as multisports, that are on offer. There is a culture of respect in the school.

Families are well supported to make sure their children attend school. Leaders go to extra lengths to make sure pupils' attendance is continually improving.

The multi-academy trust and local governors are committed to continue making positive changes at Millbridge. This effective team takes the time to understand what needs to change and checks that it happens. The team has not shied away from looking outside of the school for ideas. The desire to have the best standards for pupils is at the forefront.

In the early years, there is an inspiring curriculum which helps children to be ready for Year 1. Leaders have carefully chosen sequences of learning and resources which support learning. The early years leader has supported staff well to provide purposeful learning activities. There is a coherent flow between the classroom and outdoors. Resource choices are thought through clearly. Teachers change resources appropriately as children develop. This approach keeps children interested in their learning and enables staff to work positively with them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders' work with other agencies helps to support families. Necessary checks are made on all staff and visitors to the school. Training for staff is extensive and thorough records are kept. Staff know that safeguarding is everyone's responsibility. They talk confidently about what they have learned and about how to identify and help pupils at risk.

Leaders have recognised and planned for risks pupils may face outside of school. Pupils know how to stay safe online. They recognise their safeguarding adults in school and know they will help them if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers do not always choose the most appropriate activities to help pupils learn. This means that pupils do not retain the key knowledge that teachers want them to acquire. Leaders should ensure that teachers receive appropriate training to support them in selecting the activities that best support pupils to remember their learning.
- In some cases, assessment systems do not identify quickly enough the gaps in pupils' learning. Teachers then do not always plan the next steps well to ensure gaps in pupils' learning are closed. Leaders should ensure that assessment systems are used more effectively to help teachers to identify gaps in pupils' learning across the wider curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141688
Local authority	Kirklees
Inspection number	10200673
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	301
Appropriate authority	Board of trustees
Chair of governing body	Victor White
Headteacher	Lauren McCaffrey
Website	www.millbridge.org.uk/
Dates of previous inspection	7 and 8 February 2018 under section 5 of the Education Act 2005

Information about this school

- The head of school is new in post since the last inspection.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the head of school, subject champions and other staff. An inspector met with the chief executive of the trust and the local chair of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history and physical education. They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what pupils knew and remembered in these subjects. They looked at pupils' work and visited lessons.

- Inspectors met with leaders with overall responsibility for safeguarding and looked at school records. They also scrutinised the single central record.
- Inspectors considered 19 responses to Ofsted’s staff questionnaire and 20 responses to Ofsted’s Parent View questionnaire, including 10 free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Lesley Bowyer	Ofsted Inspector
Andrew Cummings	Ofsted Inspector

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