

Myrtle Park Primary School

Ash Terrace, Bingley, West Yorkshire BD16 1HB

Inspection dates

18–19 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have taken effective action to improve the quality of teaching, learning and assessment across the school since the school was last inspected. Outcomes for pupils are now good and improving.
- A more consistent approach to the teaching of phonics has resulted in a higher proportion of pupils reaching the expected standard at the end of Year 1. Teachers demonstrate expertise in the teaching of phonics.
- Children make good progress across the early years. Recent staffing changes have strengthened the early years team, resulting in higher teacher expectations of what children can do.
- The teaching of writing is a key strength of the school. Pupils write for a variety of purposes, enjoy writing lessons and demonstrate excellent presentation skills.
- The leadership of English and mathematics is now good. Leaders carry out regular checks on how their subjects are being taught in order to make any necessary improvements. Training is ongoing, resulting in consistency across the school.
- Support from the local authority has been effective in securing sustained improvements over the past two years.
- Provision for pupils with special educational needs and/or disabilities (SEND) is good. Teaching assistants work closely with the special educational needs coordinator (SENCo) to ensure that pupils make good progress and meet targets.
- Vulnerable pupils are well supported through the school's 'learning centre'.
- The leadership and teaching of physical education (PE) are strengths of the school. Consequently, pupils take part in a wide range of sporting activities and events.
- Pupils are friendly and polite. They apply themselves well to their learning.
- Governors know the school well and provide support and challenge to leaders. However, they have not ensured that the website is kept up to date and compliant with the Department for Education (DFE) guidance.
- Communication to parents and carers has improved. Leaders have a clear policy but it is not always effective and timely.
- Safeguarding is effective but staff training in some areas is not always updated promptly.
- The curriculum, although broad and balanced, does not set out what knowledge pupils need to learn in each subject across all year groups. Therefore, pupils do not learn and remember important facts.

Full report

What does the school need to do to improve further?

- Leaders and governors need to improve systems and procedures in order to:
 - ensure that the school’s website is kept up to date and includes all mandatory information as set out in the DFE guidelines, ‘What maintained schools must publish online’
 - improve methods of communication between the school and parents
 - keep up to date with requirements for safeguarding training for senior leaders.
- Improve curriculum planning across all subjects other than English, mathematics and PE by ensuring that:
 - leaders set out clearly what knowledge is required to be taught to pupils in every year group
 - pupils can remember key significant facts from all subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, leaders have worked well with external advisers, in particular the local authority. This has reinvigorated senior leaders and helped them to become more strategic in their work. A strong focus on improving outcomes for all pupils has led to effective school improvement. As a result of an uncompromising drive to improve the quality of teaching and learning, there has been some unavoidable disruption in staffing. However, staffing is now stable, resulting in improvements to the quality of teaching and learning outcomes for pupils.
- Leaders have identified where further strengthening of the staff team was required and have appointed staff with this in mind. For example, they have appointed a teacher with a phonics specialism in key stage 1. Less experienced teachers are paired or grouped with more experienced leaders to develop leadership skills in key areas. As a result, staff are taking on more responsibilities, which is further improving the school's capacity for improvement.
- Improvements to the quality and rigour of monitoring and evaluation across the school have given leaders a comprehensive picture of strengths and weaknesses. Using this information, leaders have provided training for staff in order to address any weaknesses over time. Alongside regular training, leaders have carefully checked assessment information against the work pupils have produced in books and have monitored the quality of teaching and learning. Staff now feel more confident in how they are working because they receive regular feedback and can see improvements in pupils' learning.
- Leadership of English and mathematics is effective. In English, leaders can demonstrate how they are having a positive impact on improving the quality of teaching and learning in reading. Leaders have improved the way in which teachers plan reading lessons and have introduced more structure across key stage 2. Careful analysis of assessment information has helped them identify gaps in pupils' understanding and work with staff in order to improve teaching. Where pupils have fallen behind, they have organised small-group interventions to ensure that pupils catch up quickly.
- Leaders have introduced a range of approaches to the teaching of writing which have been monitored and evaluated. Pupils are enthusiastic about writing. Teachers know what to do to move pupils on to the next stages of development and pupils are taught how to improve their work. As a result, writing standards remain high.
- The new leader of mathematics is well supported by a more experienced colleague. She has provided training to support teachers where needed. New initiatives are monitored closely, resulting in a higher degree of consistency across the school. For example, a higher proportion of staff now use methods that provide greater challenge for middle prior attaining pupils. Good use of national research has led to more work being carried out prior to lessons in order to ensure that pupils have the necessary skills and understanding required. The focus is now on 'keeping up, rather than catching up'.
- The curriculum is still being developed. Pupils begin topics through 'hooks' which

capture their imagination and enthuse them. Assessment of prior knowledge at the start of each topic is followed by a similar process at the end. This allows teachers and leaders to check what pupils have learned over time. Leadership of curriculum areas in subjects other than mathematics and English is still developing. Subject leaders have action plans in place through which they monitor their curriculum areas. However, leaders have not planned out what knowledge they require pupils to learn in every subject.

- Pupils' spiritual, moral, social and cultural development is well promoted across the curriculum. Leaders plan opportunities for pupils to develop understanding, tolerance and mutual respect of other cultures. For example, pupils in Year 3 visit another school where the majority of pupils are from a different culture.
- The additional funding for disadvantaged pupils is used effectively to ensure that they make similar rates of progress to those of their peers. Leaders regularly review the progress of disadvantaged pupils and identify any additional support that is required. Half of the disadvantaged pupils also have SEND. Leaders enable disadvantaged pupils to attend visits and after-school activities through their use of the pupil premium funding.
- The provision for pupils with SEND is good. Leaders have been innovative in providing the 'learning centre', which offers support in both English and mathematics work and provides for emotional needs. The 'learning centre' has been carefully planned to ensure that pupils feel safe and gives them opportunities to talk to adults about any worries or concerns. As a result, support for mental health is good. Any interventions put in place are specific to the needs of individuals. Planning is in place and is regularly reviewed by the SENCo and the class teachers. Feedback from teachers, pupils and parents refers to the difference that has been made to pupils' progress and emotional well-being. One parent stated: 'The learning centre has been pivotal to helping my children. The teachers genuinely care, and my children feel safe and well looked after.' Another parent stated that 'additional help at school and teaching tailored to my son's needs mean he can now read and is starting to write.'
- The primary school PE and sport premium is used effectively. The school successfully takes part in a range of sporting events, including cricket, football, the Brownlee triathlon, athletics, golf and cross-country. A sports leader provides additional access to sports activities over lunchtime. The school has achieved the gold mark for the past four years for their range of sporting events. Leaders offer a wide range of before- and after-school clubs, including karate, relax kids, French cricket and wheelie Wednesday. The whole school has taken part in mental health first aid training for children. Pupils enjoy the rich experiences they receive during their time at the school.
- The majority of parents are very positive about the work of the school and can see the positive changes made over the past two years. They say their children are happy and praise the staff for the way in which they motivate and enthuse their children. Leaders recently changed how the school communicates with parents in response to some concerns. They now provide weekly emails, texts and letters. However, some parents and staff members feel that communication is still an issue and needs reviewing. Inspection evidence supports the view that communication between parents and the school could be improved in order to protect staff workload and manage the expectations of some parents.

Governance of the school

- Governors know the school well. They have high expectations and are ambitious for the pupils. Governing body minutes of meetings show they provide a good level of support and challenge to senior leaders. Governors regularly check for themselves how well pupils are learning and progressing through class links, regular visits to the school and discussion with staff and pupils. They have employed external consultants and worked closely with the local authority to verify the effectiveness of senior leaders.
- Governors request regular and precise information from leaders, to check on the impact of initiatives. Middle leaders routinely provide written and verbal evaluation of the work they are doing which enables governors to ask questions and hold them to account.
- Governors have rightly focused on improving attainment and rates of progress in reading, writing and mathematics. They have not carried out regular checks to ensure that the website is compliant and up to date, or that safeguarding training is up to date.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all recruitment checks are in place before members of staff begin working at the school. Governors check regularly that this is the case. All staff files are up to date and contain the correct information.
- The local authority has carried out a safeguarding review of the school and, as a result, leaders have improved how they record information through the use of an online system.
- Staff undertake regular and relevant training. As a result, they can identify what to do if they have any concerns or feel a pupil is at risk. Analysis of safeguarding records shows that staff are vigilant and record any concerns. Leaders investigate any concerns appropriately and record clearly what they have done to address them. All staff have received statutory training in child protection, and they know their responsibilities for keeping pupils safe. There are regular courses available to keep staff up to date on safeguarding but, in the absence of a system in place to monitor this, compulsory staff training deadlines are not always met. Indeed, some mandatory training has not been updated within the past two years.

Quality of teaching, learning and assessment

Good

- Since the last inspection, the quality of teaching, learning and assessment has improved. Consequently, most pupils make good progress and the standards they reach are rising.
- The teaching of writing is now a strength of the school. Writing is taught well. Teachers provide pupils with clear success criteria so they can self-assess their own writing. Teachers talk to pupils about how to improve their writing and, consequently, pupils know what they need to do to progress further. Pupils learn new vocabulary through their reading books or as part of a planned sequence of learning. Teachers

encourage pupils to use adventurous words in their writing. Writing standards are high. Work is neatly presented because the whole school has worked on improving handwriting and presentation skills. A strong focus on grammar, vocabulary and punctuation is evident across key stage 2.

- The teaching of mathematics is good. Pupils are given work at the right standard and all pupils are given regular opportunities to apply their knowledge to problem-solving and reasoning tasks. Teachers plan work that closely matches the abilities of pupils. Teachers have high expectations of what pupils can achieve. Mathematics teaching takes account of prior learning. Ongoing assessment ensures that teachers know how pupils are progressing and they adapt their teaching to meet the needs of all pupils in their class.
- The teaching of reading has a high priority across the school. Leaders have invested in new, more appropriate reading books in order to foster a love of reading in pupils. Alongside this, they regularly assess pupils' skills and plan work according to need. Pupils talk enthusiastically about the range of books they have studied and read books which are well matched to their abilities. Teachers have been successful in developing pupils' higher-order reading skills, such as inference. Questioning is used well in order to provide effective challenge for the most able pupils and to consolidate learning for the least able.
- A stronger focus on phonics has led to significant improvements in early reading standards over the current year. Leaders have taken effective action to ensure a greater degree of consistency between the early years and key stage 1. A new phonics scheme, along with increased teacher knowledge and higher expectations, have resulted in improved outcomes at the end of Year 1.
- Science books show that a range of investigative and experimentation work is covered across the key stages. However, there is a lack of focus in science lessons on what specific scientific knowledge pupils need to learn.
- Pupils with SEND are well supported in class. Teaching assistants work to individual education plans and adapt tasks so that pupils can access similar work to the rest of the class. Class teachers work closely with the SENCo and teaching assistants to check that additional support is having a positive impact on the progress made and the standards reached.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils talk enthusiastically about their experiences of school life. They enjoy their work and like coming to school. They say their teachers are kind and funny and help them to understand their work. Pupils show positive attitudes to learning, they work well with partners and demonstrate resilience when working independently.
- Older pupils are provided with a range of opportunities to develop their leadership skills and act as role models. Pupils' views are represented on the school council, and acted upon, resulting in new equipment being chosen and purchased for the playground.

- Work within the local community is good. Recent environmental initiatives have been successful in reminding parents to turn car engines off where they can in order to improve air quality. Pupils have also been considering how to cut down on single-use plastic items.
- Pupils receive therapeutic support and counselling to meet their emotional needs through the 'learning centre'. Adults take time to listen to pupils and systems are in place to support pupils who may feel anxious at the start of the day or after lunchtime. For example, pupils indicate on an emotions board how they are feeling. Adults quickly intervene when pupils are not happy and give them extra support to ensure that they can rejoin their classes quickly and are ready to learn.
- The breakfast club provides a calm and orderly start to the day. Pupils take part in a range of activities and enjoy a healthy breakfast. At the end of the day, the after-school care provides outdoor games where pupils can play with friends. Both clubs are well organised and risk assessed to ensure that all pupils are safe.
- Pupils are well informed about ways in which to keep themselves safe. During the inspection, key stage 2 pupils listened attentively to a talk from a police officer on how to keep safe online and about the use of online games. Pupils feel they have someone to talk to at school and are confident their concerns will be taken seriously. They know about the different forms of bullying, including cyber bullying.

Behaviour

- The behaviour of pupils is good. During discussions, pupils said behaviour at breaktimes and in lessons is good. The majority of parents agree.
- The learning environment is calm and orderly. Pupils are polite, respectful and courteous, both during lessons and at other times of the day.
- Pupils understand the behaviour policy and talk about what happens if 'you go into the red'. Staff consistently apply well-structured and effective behaviour systems. For example, pupils are chosen for 'star of the week' to celebrate positive attitudes to learning.
- Leaders work closely with parents to ensure that pupils attend school regularly. Attendance is above the national average. The proportion of pupils who are persistently absent is below the national average. Fixed-term exclusions are used very rarely and only after all other avenues have been explored.

Outcomes for pupils

Good

- As a result of effective teaching, and work that is well matched to pupils' abilities, most pupils currently in the school, including disadvantaged pupils, are making good progress in reading, writing and mathematics.
- In 2018, writing attainment improved to well above the national average. Work seen in writing books in key stage 2 demonstrates that pupils have many opportunities to practise their writing. Handwriting is well presented and pupils demonstrate good knowledge of spelling conventions.
- Leaders' swift actions are leading to targeted improvements in the proportion of pupils

who exceed the national standard in all three subjects of reading, writing and mathematics. The proportion of pupils exceeding in either one or two subjects remains above the national average. The proportion of pupils currently working at the standards expected for their age or better is increasing in the majority of classes.

- Standards in phonics have been below the national averages for the past two years. An increased focus on consistency of teaching and changes to the leadership have resulted in improved teaching and much higher standards evident among current pupils. Phonics teaching is now effective. As a result, the proportion of pupils on track to reach the expected standard has increased significantly.
- The SENCo works closely with teachers to ensure that any identified barriers to learning are identified and individual learning plans meet the needs of pupils. Through well-planned support, pupils with SEND make good progress towards their individual targets.
- Outcomes in key stage 1 remain above those seen nationally. Teachers demonstrate high expectations and pupils are carefully monitored to ensure that they make at least good progress from the end of the early years.

Early years provision

Good

- Leadership of the early years is strong. Since taking on the role of early years leader, the deputy headteacher has improved Nursery expectations and worked closely with the Reception teacher to improve consistency. Changes have been made to the environment and assessment systems have been improved.
- Children begin the early years with skills that are broadly typical for their age. Teachers ensure that children experience a wide variety of stimulating activities closely matched to interests and needs. This range of activities helps most children to make good progress across all areas of learning. Good use is made of both indoor and outdoor learning.
- At the end of the early years, children achieve above other children nationally. As a result, they are well prepared for learning in key stage 1. A higher proportion of current children than seen previously are on track to exceed the higher standards. This is because teachers now recognise what children are capable of and have worked with other early years settings in order to improve provision and outcomes.
- Both Nursery and Reception provide warm, welcoming and attractive classrooms. In Reception, children are encouraged, for example, to have a go at circus skills through a well-set-out play area. Relevant vocabulary is displayed clearly around the area along with questions and challenges. As a result, adults know how to help children 'put on a show' because they know what questions to ask and are given the vocabulary to use in order to extend children's learning.
- Leaders identified children's skills in number as an area to improve. Children are now exposed to a wide range of numbers across Nursery and Reception. Nursery children are provided with extremely challenging number activities in order to extend their thinking and reasoning. For example, a table-top activity on 'sharing' asked children to share counters into two groups. The activity used both odd and even numbers of counters which provided an opportunity for children to recognise that not all numbers

could be shared equally.

- Reading areas are well developed and children are encouraged to share books with adults. Children use areas independently and already have favourite books which they choose to read, time and time again. A strong focus on phonics from the Nursery engages children who are ready to learn sounds from an early age. Early writing skills are also developed well.
- Assessment is well established. Staff carry out regular observations which are linked to the ages and stages of learning and development. Children's 'next steps' are included in the electronic learning journals completed in Nursery. In Reception, workbooks demonstrate clear progressions of skills and knowledge throughout the year, with high expectations of what children can achieve. Progress is rapid.
- Children have a range of healthy food and drinks available. Staff are trained in first aid and regular risk assessments are carried out. All welfare requirements are met.
- Relationships are very strong. Staff know children well and have close relationships with parents. Parents of pupils in the early years are positive about the excellent start their children have made.

School details

Unique reference number	107437
Local authority	Bradford
Inspection number	10087509

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

Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Johnny Rookes
Headteacher	Sarah Crowther
Telephone number	01274 564681
Website	www.myrtleparkprimary.org
Email address	office@myrtlepark.bradford.sch.uk
Date of previous inspection	1–2 March 2017

Information about this school

- This is an average-sized primary school.
- The majority of pupils are White British and speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium is below average.
- The proportion of pupils with an education, health and care plan is above the national average.
- The proportion of pupils with SEND is below the national average.
- The school provides a breakfast and an after-school club for pupils.
- There have been significant staffing changes since the previous inspection.

Information about this inspection

- Inspectors observed learning in all classes. Several lessons were observed jointly with the headteacher.
- Inspectors listened to a selection of pupils read.
- Meetings were held with pupils, senior leaders, including the headteacher, middle leaders, four members of the governing body, including the chair of governors, and a representative from the local authority.
- Inspectors observed pupils' behaviour during breaktimes and in the classrooms.
- Inspectors scrutinised several documents, including the school's self-evaluation of its overall effectiveness, school improvement plans, attendance records, monitoring information and safeguarding documentation.
- Inspectors took account of the 69 responses to Ofsted's online parent questionnaire, Parent View, and the 47 free-text responses to Parent View, the 18 responses to Ofsted's staff survey and the 57 responses to Ofsted's online pupil survey.

Inspection team

Janet Lunn, lead inspector

Ofsted Inspector

Helen Hussey

Ofsted Inspector

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Store Street
Manchester
M1 2WD

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