

# Inspection of an outstanding school: Malin Bridge Primary School

Dykes Lane, Sheffield, South Yorkshire S6 4RH

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Inspection dates:

26 and 27 March 2024

## **Outcome**

Malin Bridge Primary School continues to be an outstanding school.

The headteacher of this school is Robbie McGrath. This school is part of Chorus Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris James, and overseen by a board of trustees, chaired by John Jex.

## **What is it like to attend this school?**

Pupils receive an outstanding education at Malin Bridge Primary School. They are extremely proud of their school. Staff are aspirational for every child. The school's incredibly high expectations mean that all pupils achieve well. They are very well prepared for their next stage of education.

Pupils live up to the school's high expectations for learning and behaviour. Pupils work hard in lessons. They learn without disruption. From their time in early years onwards, they demonstrate the school's values and know what is expected of them. Pupils understand the school rules but also know why it is important to be responsible role models. They have high levels of respect for each other. Staff model positive relationships exceptionally well.

At Malin Bridge, pupils' learning goes beyond what they are taught in the classroom. There is a well-designed personal development programme adapted around the needs of the pupils. Pupils relish the many leadership roles available to them, such as being school councillors, mental health champions, sports leaders or members of the green team. These responsibilities help pupils to make a meaningful contribution to their school. The school's own curriculum for cycling and swimming ensures that pupils develop important life skills and know how to keep themselves safe.

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

The curriculum has been meticulously designed. It is challenging and ambitious for all pupils. Leaders have made careful and deliberate links across subject areas so that

teachers make the most of every learning opportunity. There is a real sense at the school that every lesson counts.

Pupils in physical education (PE) lessons learn fundamental physical skills. These are carefully sequenced from the youngest pupils in the two-year-old provision to the oldest pupils in key stage 2. Pupils master these skills, applying them to more-complex sports and team games as they progress. Pupils speak knowledgeably about their learning in subjects such as art. They talk about the wider cultural and social messages that art can communicate. They produce work to a very high standard and are proud of their final pieces.

Staff development is prioritised by the school. Teachers develop strong expertise in how pupils learn. They are highly reflective and continually review and adapt lessons based on pupils' prior knowledge and what they know pupils will need to learn next. This is evident in mathematics as well as wider curriculum subjects. Staff deliberately weave chosen vocabulary through their lessons to empower pupils to describe and explain their learning. New learning is modelled effectively. Careful checks are made by teachers and leaders to ensure that pupils are learning the detailed knowledge they need across all subjects. Learning in pupils' books demonstrates a deepening of their knowledge over time.

The school prioritises the teaching of reading. Staff quickly identify any pupils who struggle with reading. These pupils receive the extra help that they need to keep up with their peers. There are plentiful opportunities for pupils to read each day. This includes reading across a range of subject areas. Leaders have identified an ambitious range of books that pupils will encounter over their time at the school. These book choices expose pupils to a diverse range of texts, which develop their knowledge of other cultures and traditions. Pupils also build up an age-appropriate understanding of the protected characteristics.

The school's expectations are equally as high for those pupils with special educational needs and/or disabilities (SEND). Inspiring leadership ensures that all pupils' needs are continually assessed and reviewed. Approaches in the classroom are regularly evaluated so that pupils are supported to be successful and learn alongside their peers.

Children in the early years are eager to learn. Adults create a warm, caring environment. Children learn through a mix of adult-led activities and play. Activities are clearly planned and taught so that children achieve well. The curriculum in early years is deliberately sequenced to provide the building blocks of knowledge and skills that children will need for Year 1.

As a result of the school's concerted efforts, more pupils are now attending school on a regular basis. Leaders are ambitious that this continues and are steadfast in their vision that pupils need to be in school every day. They provide targeted and consistent support to those pupils and families who need it.

Pupils have an impressive understanding of equality. They fully respect the differences between themselves and others. Pupils can articulately discuss and debate a wide range of topical issues with understanding and empathy. Pupils talk about how they can help to

support others to overcome barriers, for example by designing adaptations to their school to make it wheelchair friendly. Pupils demonstrate mutual respect and tolerance of different faiths and beliefs. They talk about the shared values that different religions hold, such as commitment. Fundamental British values are taught and revisited regularly. As a result, pupils are exceptionally well prepared for life in modern Britain.

Staff feel very well appreciated and enjoy working at the school. School leaders consider the workload and well-being of staff in the decisions that they make. Key documentation developed by leaders not only ensures consistency but supports the subject knowledge and workload of staff. Leaders from the trust and local governing body are aware of their responsibilities and share an ambitious vision for the school. Alongside school leaders, they are focused on driving continuous improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Malin Bridge Primary School, to be outstanding in October 2017.

## **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.

## **Further information**

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used

for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148868
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10315587
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	620
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Jex
<b>Headteacher</b>	Robbie McGrath
<b>Website</b>	<a href="http://www.malinbridgeprimary.co.uk">www.malinbridgeprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Malin Bridge Primary School converted to an academy in January 2022.
- The school is part of the Chorus Education Trust.
- The school does not use any alternative provision.
- A specially resourced provision for pupils with SEND opened in February 2024. It has places for 20 pupils.
- The school runs a breakfast and an after-school club.
- The school has provision for two-year-olds.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and PE. For each deep dive, inspectors held discussions about the curriculum, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The lead inspector listened to pupils from Years 1 and 2 read to an adult.
- Inspectors also reviewed curriculum plans and looked at workbooks for other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher, deputy headteacher, subject leaders and the leaders for SEND. They also met with members from the local governing board and trustees, including the chair of the board of trustees and the chief executive officer of the trust.
- Inspectors met with staff to talk about the curriculum, workload and the behaviour and personal development of pupils. They also met with groups of pupils to talk about learning, behaviour and well-being.
- Inspectors considered a range of documents, including the school's self-evaluation and plans for improvement.
- Inspectors considered the 123 online responses to Ofsted Parent View, Ofsted's online questionnaire for parents, including free-text comments. Inspectors also considered the responses to Ofsted's online questionnaire for staff.

### **Inspection team**

Sarah Gordon, lead inspector

His Majesty's Inspector

Tracy Duffy

His Majesty's Inspector

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