

# Inspection of Dixons Marchbank Primary

Marchbank Road, Barkerend Road, Bradford, West Yorkshire BD3 8QQ

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Inspection dates: 15 and 16 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

The principal of this school is Helen Haunch. This school is part of Dixons Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Luke Sparkes, and overseen by a board of trustees, chaired by Mike Blackburn OBE.

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

Pupils flourish at this exceptional school. Leaders have established an influential vision, underpinned by 'commitment, enjoyment and teamwork'. Leaders consistently model these attributes. This motivates everyone in the school to do the same. Each adult is an excellent role model for the pupils that they support. Adults inspire pupils to be hopeful and ambitious for their futures. The school is providing a highly effective pathway for pupils to achieve these ambitions. Dixons Marchbank Primary is a very happy place to learn.

Leaders place no limits on pupils' personal and academic development. The school's curriculum helps pupils to secure a deep knowledge of each subject that they study. For example, pupils discuss in detail their understanding of the techniques of artists such as Mondrian and Jen Aranyi. The school has established an extra-curricular offer that significantly enriches pupils' learning. Pupils thrive at the many residential trips and clubs that the school offers. Leaders make sure that all pupils have the chance to take part in these activities.

Behaviour is exemplary. Adults apply their high expectations of behaviour and routines consistently. In early years, staff help children to understand these routines and expectations. This sets the foundation for pupils' exceptional attitudes to their learning throughout the school. Leaders have shaped a highly inclusive school culture. Pupils treat everyone around them with the utmost respect.

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

The school has established an ambitious curriculum. Staff have developed consistent routines in all subjects for pupils to follow. Pupils are immersed in these routines. This helps pupils to focus on the important knowledge that they need to acquire. Staff build in frequent opportunities for pupils to rehearse this knowledge and become fluent. Pupils find this learning deeply rewarding. They talk confidently about the things that they know. Pupils discuss the best techniques for blending and shading in art. They understand the importance of Julius Caesar to the Roman invasion of Britain. Pupils fluently use scientific vocabulary to explain their thinking in science. They acquire an impressive depth of knowledge across all subjects.

Children in early years get off to a flying start with phonics. Staff are experts in teaching them to read. Children's books are closely matched to the sounds that they know. This helps them to master phonics quickly and to become fluent readers. If pupils struggle to read, they receive high-quality additional support. This helps them to develop their fluency and confidence. Throughout the school, leaders invest in carefully chosen literature. Skilled staff share this literature with pupils daily. This inspires pupils to 'relax into the book' and to 'visit other worlds'.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. Adults in the school's nurture provision provide exceptional support for pupils with SEND. This is helping pupils to develop

academically and socially. Leaders place no limits on what pupils can do and achieve. Pupils with SEND are flourishing.

Children in early years develop their mathematical understanding quickly. They begin to learn the value of number and recognise different amounts. This helps children to become confident mathematical thinkers. Adults help older pupils to build their mathematic knowledge step by step. Pupils have lots of opportunities to rehearse and revisit their learning. Pupils use their fluent recall of multiplication facts to confidently solve problems. This helps them to become assured mathematicians.

Leaders' work to promote pupils' personal development is exceptional. Pupils regularly discuss and debate complex issues. This helps them to develop a mature understanding of different faiths and healthy relationships. Pupils talk about these issues with considerable sensitivity. Pupils develop their character through the many leadership roles on offer. Some contribute as school councillors, while others work as play leaders and learning buddies. This informs the deep kindness with which pupils treat everyone around them. They acknowledge that 'everyone is special in their own way. We can be ourselves'.

Leaders' ambition extends beyond the school gates. The school offers impressive support for families and the wider community. The school also partners with local providers to offer adult learning programmes. Local residents engage in a variety of courses and parenting support. This reflects leaders' determination for the school to be 'anchored in the community'.

Those responsible for governance are extremely knowledgeable about the school. They use their experience well to challenge and support leaders. The school and the trust deliver highly effective professional development for all staff. The workload and well-being of all staff are carefully considered. This means changes and improvements are sustained. Staff are immensely proud to work at this highly inclusive school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	140358
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10268028
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	490
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Blackburn OBE
<b>Principal</b>	Helen Haunch
<b>Website</b>	<a href="http://www.dixonsmb.com">www.dixonsmb.com</a>
<b>Dates of previous inspection</b>	26 and 27 April 2022, under section 8 of the Education Act 2005

## Information about this school

- This is a larger-than-average primary school.
- The school runs a breakfast club for pupils.
- The school does not make use of alternative provision.
- The school runs a nurture provision for pupils.
- The school provides support and courses for families and the wider community.

## Information about this inspection

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

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

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

- Inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with trustees, including the chair of the governing board, and local academy ambassadors. The lead inspector held a separate meeting with the CEO of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, 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 scrutinised a range of other documentation, including the minutes of governors' meetings and leaders' evaluation of the school.
- To gather the views of pupils, inspectors took account of the pupil survey. Inspectors also spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from the Ofsted Parent View survey, Ofsted's online questionnaire, including free-text comments.
- To gather the views of staff, inspectors took account of the staff survey.

### **Inspection team**

Jen Sloan, lead inspector	His Majesty's Inspector
Nick Coates	Ofsted Inspector
David Horrigan	Ofsted Inspector

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