

Inspection of Micklefield Church of England Primary Academy

Great North Road, Micklefield, Leeds, West Yorkshire LS25 4AQ

Inspection dates:	29 to 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Emma Cook. This school is part of Collaborative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Janet Sheriff OBE, and overseen by a board of trustees, chaired by Ian Bond.

What is it like to attend this school?

Micklefield Church of England Primary Academy is a nurturing and welcoming place. Staff know each pupil well. Pupils feel valued. This is reflected in the many ways they contribute to the life of the school. Pupils take pride in their responsibilities, such as being reading mentors, members of the ethos committee, and as lunchtime helpers. Pupils with special educational needs and/or disabilities (SEND) are fully included in all opportunities.

The school has high expectations for all pupils. It has strengthened the curriculum in recent years. This is having a positive impact on pupils' current learning. The school gives pupils regular opportunities to share and debate their ideas with each other.

Staff have high expectations of pupils' behaviour, and most pupils meet these. Bullying is rare and, when it does happen, the school address it swiftly. The school develops pupils' character and independence in many positive ways. Pupils learn to treat each other with kindness and respect. They talk confidently about how to recognise and manage their feelings and emotions.

Pupils are safe in school. The curriculum helps them identify risks and harmful behaviours. They know how to stay safe online. There is a breadth of extra-curricular activities to extend pupils' experiences.

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

The school has transformed the curriculum over recent years to ensure that it is ambitious and well sequenced. The school has considered the curriculum for mixed-age classes well. It has identified precisely what pupils should learn and when. However, some of the curriculum changes have not had sufficient time to impact on the outcomes of previous cohorts and, hence, historic published outcomes do not reflect how well prepared current pupils are for the next stage in their education.

In lessons, teachers typically provide pupils opportunities to revisit prior learning. This helps most pupils remember important content. However, in some subjects, the delivery of the curriculum is not consistent. Where this happens, pupils do not have enough opportunities to apply or deepen their understanding of what they have learned in line with their year group expectations. This means that some pupils do not develop a secure enough knowledge base and do not learn as well as they could.

The school has developed staff's expertise in understanding pupils' SEND needs. It identifies pupils' needs in a timely way. However, there is not always clarity about the precise support that some pupils with SEND need to succeed in their learning. As a result, some pupils with SEND do not always benefit from the identified strategies which are intended to best help them in lessons or make progress in their learning.

Reading is of a high priority throughout school. Children learn to read quickly and fluently. Books are well matched to their phonics knowledge. The school checks pupils' reading

development closely and provides additional support for pupils who need extra practice. The school has introduced effective ways to develop pupils' love of reading.

Children make a strong start in the early years. Staff prioritise developing children's understanding of mathematics and literacy especially. The well-planned indoor and outdoor environment provides exciting learning opportunities. Children know and follow the routines and expectations of the school day well. They benefit from the songs and visual prompts that help them to do this. This contributes to their increasing independence. Children enjoy the responsibilities they have to take care of and tidy up classroom areas. They are well prepared for Year 1.

The school offers a wide range of well-chosen opportunities to promote pupils' personal development. Through the 'Micklefield Milestones', all pupils engage in experiences such as museum visits, author talks and performances as part of their primary school journey. The personal, social and health education curriculum and daily reflection time helps pupils develop values such as empathy and resilience.

Pupils behave well in lessons and around school. The school's actions to raise attendance are having a positive impact, but attendance rates remain below national figures. Too many pupils are not in school often enough. This means they miss out on important learning.

Leaders and those responsible for governance are highly committed to the school's improvement journey. Staff benefit from the professional development and school improvement systems provided by the trust. They feel valued and supported, and workload is carefully managed. Those responsible for governance know the school well. They provide effective challenge and support. Consequently, the school is moving from strength to strength in all areas of its work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the delivery of the curriculum is not consistent. This means that pupils do not have sufficient opportunities to revisit or apply the important knowledge and skills they need to. Consequently, some pupils do not build the important knowledge cumulatively or develop a secure knowledge base. The trust should ensure all staff have a secure understanding of the curriculum expectations for each year group and pupils have sufficient time to deepen their knowledge and skills.
- The support that pupils with SEND receive is not consistent across the school. As a result, some pupils with SEND do not learn as well as they could. The trust should ensure that there is clarity around the precise support pupils with SEND need and

should also ensure that all staff understand how to implement planned support effectively so that pupils with SEND learn and achieve highly.

- Too many pupils do not attend school regularly enough. This limits their learning and progress. The trust should continue to refine and strengthen its work to raise attendance and ensure that pupils' attendance is high.

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 special educational needs and/or disabilities (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

Unique reference number	149025
Local authority	Leeds
Inspection number	10346809
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	Board of trustees
Chair of trust	Ian Bond
[For academy] CEO of the trust	Janet Sheriff OBE
Headteacher	Emma Cook
Website	www.micklefieldceprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Collaborative Learning Trust.
- This is a Church of England school. The school's last section 48 inspection took place in March 2023.
- This is smaller than the average-sized school. Pupils are taught in mixed-age classes. Pupils in key stage 1 are taught together. There is a key stage 2 class comprising of pupils from Years 3 to 6.
- The school provides a breakfast club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and provision).

Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the board of trustees, diocese and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- 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 the SEND coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's pupil survey and staff survey. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Paul Higginbottom

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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