

Midfield Primary School

Grovelands Road, Orpington, BR5 3EG

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well from starting points that are generally below those typical for their age. Good teaching makes sure pupils are well prepared for the next stage in their education during their time at the school.
- Pupils in the special resourced provision make outstanding gains in their reading, writing and mathematics skills as well as in their personal and social development. They benefit from a highly effective combination of specialist support tailored to their needs and English and mathematics teaching in the mainstream classes.
- Well-trained and committed additional staff work successfully with teachers and make a strong contribution to pupils' learning. They support individual pupils and small groups in lessons as well as teaching reading, writing and mathematics to larger groups.
- Pupils know how to keep themselves safe. They have positive attitudes, behave well, and are confident and friendly young people.
- Leaders, governors and staff have successfully maintained the school's good overall effectiveness since the previous inspection.
- Under the determined leadership of the new headteacher, the school is ambitious to raise achievement further and has introduced key improvements to the teaching of reading, writing and mathematics.
- Perceptive and knowledgeable governors work closely with senior leaders to effectively support and challenge the school.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Sometimes, information about pupils' progress is not used to plan tasks that are hard enough, particularly for the most-able pupils.
- Leaders of subjects are not always involved in checking the information on pupils' progress regularly enough to identify quickly where further improvements can be made.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 29 teaching sessions including nine joint observations with the senior leaders.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils' books and the school's information showing pupils' progress.
- They looked at a range of documents provided by the school, including assessment information, minutes of meetings of the governing body, the school action plans, the self-evaluation report, records of the monitoring of lessons and information relating to teachers' performance management and professional development. The school website and records relating to safeguarding were also checked.
- The inspection took account of 53 responses to the Ofsted online survey (Parent View), the school's analysis of a recent survey of parent views and spoke to parents informally. Inspectors also considered 38 responses to the staff questionnaire.

Inspection team

Madeleine Gerard, Lead inspector	Additional Inspector
Jill Thewlis	Additional Inspector
Sue Cox	Additional Inspector

Full report

Information about this school

- Midfield Primary is larger than the average-sized primary school.
- The proportion of pupils who are supported through school action is above average. An above average proportion is supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and the children of service families) is above average. There are currently no looked after children or children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught in two part-time Nursery classes and two Reception classes.
- There are two classes in Year 1 and one class in each year from Years 2 to 6.
- There is special resourced provision, the Tree House, which comprises two classes for up to 18 pupils from Reception to Year 6 with autistic spectrum disorder.
- The school organises and manages breakfast and after-school clubs.
- There have been a number of recent staff changes including to the senior leadership team. The headteacher joined the school in September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by ensuring that information about pupils' progress is always used to ensure that work is hard enough, particularly for the most-able pupils.
- Make sure leaders of subjects play a full part in checking information on pupils' progress in order to identify quickly where even further improvements can be made.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress through the school and achieve well. The school is particularly successful in enabling a significantly larger proportion of pupils than nationally to reach average attainment in reading, writing and mathematics by the end of Year 6.
- The proportions of the most-able pupils attaining particularly highly in reading, writing and mathematics are similar to the national average. Achievement is good and not outstanding because the most-able pupils are not always challenged in their learning to make even swifter progress to attain the highest levels in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress because they benefit from support and guidance matched to their needs from teachers and additional adults.
- The progress made by pupils who attend the Tree House classes is outstanding. Learning for these pupils is very carefully planned so that they benefit from teaching tailored to their needs, often within mainstream classes for reading, writing and mathematics, as well as a personalised programme of support from skilled staff and professional therapists in the Tree House classes.
- The achievement of pupils eligible for the pupil premium is good. The school uses the additional funding for a wide variety of support to close the gaps between pupils known to be eligible and the others. In last summer's national tests, provisional results show eligible pupils did as well as the others in reading and writing and were just over a term behind the others in mathematics, which is smaller than the gap found nationally. The school's information on the progress of eligible pupils currently at the school shows they are helped to make similar good progress to the others.
- All pupils achieve well in reading because they are taught in groups according to their attainment. Daily sessions on letters and the sounds they make (phonics) help pupils at the early stages of building their phonics skills to develop confidence in reading. In last summer's Year 1 phonics screening check, provisional results indicate an increased proportion of pupils reached the expected standard compared with the previous year, showing pupils' growing fluency in reading familiar and unfamiliar words. Good-quality reading resources, classroom reading corners designed by the pupils and a range of well-selected books to borrow all help pupils make good progress and develop an enjoyment of reading.
- Children in the Early Years Foundation Stage are happy. They make friends quickly when they start because staff prioritise developing children's personal and social skills by showing caring attitudes towards one another and planning activities for children to do in pairs. Children make good gains in their literacy and mathematics development because the adults make sure they practise these skills very regularly in the Reception classes.
- A specialist sports coach has recently been appointed to work together with the teachers to increase pupils' enjoyment of physical education and to train the teachers so that good sports teaching can be sustained. This is part of the school's drive to use the school sports funding to increase the participation of all pupils in physical activities. Pupils have positive attitudes to keeping fit and healthy, and appreciate the sporting equipment that is available for them to use at lunchtimes. In the summer term, all pupils benefit from swimming lessons in the school's outdoor heated pool.

The quality of teaching is good

- Pupils learn at a brisk pace and are motivated to work hard when teachers plan short time limits for them to complete tasks and activities. For example, at the start of a mathematics lesson, older pupils were motivated to complete a times-tables challenge that the teacher set them to complete in three minutes.
- The part additional adults play in supporting learning is carefully planned. Throughout the school, skilful and dedicated additional staff support the learning of individual pupils as well as

teaching reading, writing and mathematics to selected groups. As a result, they make a strong contribution to the good learning and progress of pupils throughout the school, including disabled pupils and those who have special educational needs and pupils in the Tree House classes.

- The inspection observed that the most-able pupils are enthusiastic to learn and complete tasks sensibly when teachers set them work to do on their own. They sustain their interest to complete the activities they are given. When they are expected to complete similar tasks to the others before they move on to more challenging work, or when teachers set them to repeat very similar mathematics questions too many times before going on to new skills, the pace of their learning is diminished. This is why teaching and pupils' achievement are not outstanding.
- The staff consistently model respect and courtesy, promoting good relationships. Pupils' social skills are fostered well when teachers set them to work together and discuss their ideas in pairs. Pupils throughout the school were observed collaborating successfully and listening carefully to one another's ideas to develop their understanding and thinking. Pupils enjoy reading books together in phonics lessons and readily discuss the calculations they are doing together in mathematics.
- Adults make sure there is a good variety of activities for children to choose in the Nursery and Reception classes so that children can develop their interests and skills widely. Topic themes are well chosen in the Early Years Foundation Stage to capture children's interest. Working on their own, children enjoyed using recycled materials to make space rockets. Another group listened carefully to the teacher in order to write the letter sounds at the beginning of words from a story about an alien from space. In the outside area, another group of pupils were observed enjoying dressing up as spacemen and discussing their knowledge about the difficulty of breathing on the moon.
- Staff encourage good listening skills in the Early Years Foundation Stage. During the inspection, children in the Nursery were observed concentrating hard in a music session. They developed a good sense of rhythm by joining in with actions in time with the music.
- Pupils have useful personal targets in English and mathematics to help them to move up to the next level in their work. Teachers regularly check they are meeting these and set new targets to help them continue to improve. When teachers mark pupils' work they acknowledge what pupils do well. They give feedback on what pupils might do in order to improve further. In some classes, pupils do not always routinely respond fully to teachers' feedback and comments.
- Breakfast and after-school clubs provide a safe and sociable start and end to the day for those pupils who attend.

The behaviour and safety of pupils are good

- Pupils are enthusiastic to learn. They listen carefully to the adults and concentrate in lessons so that very little time is wasted managing behaviour. Work in books is careful and neatly presented, showing the consistency of their eager attitudes and drive to do well. Sometimes, when work is not tailored as well to pupils' interests, their attention wanders, but rarely disrupts learning.
- Pupils conduct themselves sensibly around the school, for example when moving to phonics teaching groups after break-time. Pupils occasionally need to be reminded of the behaviour that is expected at break-time, for example when they forget to take care of other pupils when running around the playground. They respond quickly to any guidance from staff.
- In the Early Years Foundation Stage, children's response to well-established routines is positive. For example, they fall silent and listen to instructions from the adults when they move from one activity to another.
- Pupils are confident that bullying of any form is rare and dealt with effectively by the school. They feel safe in school, and are confident that the adults will help them should any problems occur, as school records show.
- In the online survey as well as in the school's own recent survey of parents' views, the very

large majority of those who responded agree that the school makes sure its pupils are well behaved and deals effectively with bullying.

- Pupils have a good awareness of how to keep themselves safe from harm. Discussions in assembly, advice on how to keep safe when using information and communication technology as well as learning how to swim help pupils develop a good awareness of risks.
- Attendance rates have improved steadily since the previous inspection because the school makes sure the importance of attending school every day is made abundantly clear to the whole school community.

The leadership and management are good

- The school's leaders and governors have worked successfully to maintain good quality teaching and pupils' good achievement since the previous inspection. As a result, the school continues to provide a good standard of education and demonstrates capacity to improve further.
- The new headteacher, leaders and governors work closely together with the staff and form an ambitious and cohesive team. All staff have received well-selected training to support them in their roles and ensure a consistency of approach in key aspects of the school's work. Morale is high and in the questionnaire for staff, those who responded were consistently positive about all aspects of the school's work.
- The school regularly gathers information on how well pupils achieve. Information about pupils' progress is not always scrutinised sharply enough by leaders of subjects to identify quickly where further improvements can be made.
- Through accurate checks on teaching and self-evaluation, the most important priorities for development have been identified. The new headteacher has raised expectations of what pupils can achieve. Recently introduced improvements to teaching and the curriculum for reading, writing and mathematics are effective in capturing pupils' interest and motivating them to work hard.
- Activities to promote pupils' spiritual, moral, social and cultural development are well organised to make sure these aspects of pupils' development are well supported. The school works hard to foster caring attitudes across the school community and develop pupils' understanding of differences. As a result, the school successfully promotes equality and tackles discrimination.
- Over recent time, the support offered by the local authority to this good school has been limited.
- **The governance of the school:**
 - The governing body takes an active interest in all the school's work. Governors make sure they develop their skills through training in order to fulfil their roles. They make regular visits to the school and examine the information the school provides on pupils' achievement to see how it compares with other schools nationally. They are determined to work with the new headteacher and senior leaders to drive further improvements in order to raise pupils' achievement and have challenged the school's leaders to examine the information on pupils' progress with increased rigour. Governors know the quality of teaching and make sure there is a strong link between teaching quality, pupils' learning and salary progression through performance management. They know how the school intends to use the additional sports funding and are keen to see pupils' participation in sporting activities increase. Safeguarding arrangements meet requirements and are regularly scrutinised.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101634
Local authority	Bromley
Inspection number	433145

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	The governing body
Chair	Alyson Davie
Headteacher	Gulcin Sesli
Date of previous school inspection	10–11 November 2010
Telephone number	020 8300 6161
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