

Mill Field Primary School

Potternewton Mount, Leeds, West Yorkshire, LS7 2DR

Inspection dates 31 March–1 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is led extremely well by a dynamic and dedicated headteacher and equally committed deputy headteachers who motivate and inspire all staff. The governing body knows the school very well and is instrumental in securing improvements. Together this exceptional team face and surmount the significant challenges set them by the high levels of pupil mobility which the school experiences.
- The school is a friendly and welcoming place where pupils behave well, are attentive in lessons and keen to learn. Pupils are kept safe in school as well as when out on visits. They feel safe and well cared for.
- The quality of teaching is consistently good. Lessons engage pupils in their learning. They benefit from good quality questioning which promotes language skills well.
- Pupils also benefit from effective support within the classroom, in groups or individually, as appropriate to their needs.
- Achievement is good overall. Pupils make good progress, often from starting points when they join the school that are noticeably below typical for their age. Disadvantaged pupils, disabled pupils and those with special educational needs and those new to English, receive consistently good support which enables them to achieve well.
- Teachers quickly identify the needs of the many pupils arriving at the school other than at the usual time. As a result, they make good progress during their time at the school.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils know right from wrong. They have opportunities to reflect. They appreciate fundamental British values, such as tolerance and respect for people from all walks of life.
- The early years provision is good. Children are made to feel welcome and settle quickly. They enjoy a wide range of exciting activities and make good progress because their needs are understood well.

It is not yet an outstanding school because

- The quality of marking of pupils' work is not consistently good across the school, as pupils are not always given sufficient guidance to enable them to consolidate and improve their own work.
- Pupils are not always given time to correct work or respond to teachers' comments.
- Occasionally the most able do not move on quickly enough to more challenging work.
- The sometimes untidy presentation of work and handwriting detracts from the quality of the content of pupils' work.

Information about this inspection

- Inspectors visited several lessons or parts of lessons and looked at a range of pupils' work. They also listened to a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Chair and other members of the Governing Body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- They observed movement around the school at playtime and at lunch breaks and attended school assemblies. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account the 13 responses to the online questionnaire (Parent View), as well as the results of the most recent questionnaire carried out by the school. They spoke informally with a number of parents.
- The 13 responses to the staff questionnaire were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector
Jan Lomas	Additional Inspector

Full report

Information about this school

- Mill Field is larger than the average-sized primary school.
- The Nursery offers part-time and full-time places. Reception children attend on a full-time basis.
- About half of the pupils are from White British backgrounds. The remainder are from a wide range of minority ethnic backgrounds. The proportion of pupils that speak English as an additional language is well above average. Many of these pupils speak little or no English when they start school. The school has 32 different languages spoken by families of pupils attending.
- The proportion of disadvantaged pupils, those supported through the pupil premium, at 63%, is well above the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of pupils entering or leaving the school other than at the normal times is exceptionally high. Of the 60 children who have entered the school since the usual start date in September 2014, 80% speak English as an additional language.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the school was last inspected in 2012, there have been considerable changes in staffing.
- The number of pupils on roll has increased significantly, by more than half, since the previous inspection.
- The school runs daily breakfast and after-school clubs for its pupils.

What does the school need to do to improve further?

- Ensure the quality of teaching is always good or better in order to raise standards in reading, writing and mathematics by:
 - making sure the quality of marking is consistently good throughout the school
 - ensuring pupils are given time to follow up teachers' comments made in the marking of work
 - ensuring pupils know how to improve their own work
 - checking on the progress of pupils within lessons and moving them on to more challenging work as soon as they are ready
 - raising teachers' expectations of how pupils should present their work and drawing pupils' attention to the importance of neat presentation and handwriting.

Inspection judgements

The leadership and management are outstanding

- The school is led exceptionally well by a very strong team of senior leaders, middle managers and governors. All share the passion, commitment and determination of the dedicated headteacher to provide the very best education possible for the pupils in their school. Leaders and governors have invested heavily in staffing, ensuring a good quality workforce.
- Extremely strong and robust management of teaching means that learning can flourish. School leaders regularly check on the quality of teaching. This has a highly effective impact upon improving learning as teachers welcome and act upon any advice given which will help improve their practice. Targets for improvement are followed through and link to progression along the pay scales.
- The checking of teaching is carried out in such a way which encourages and supports staff. Staff morale is high. They are enthusiastic and highly committed to improving further. Some staff are completing courses in their own time and carrying out research to develop their skills and expertise for the benefit of the school and pupils.
- Middle managers and subject leaders are an exceptionally skilled group who are fully involved in the drive for continuous improvement. They have an excellent understanding of what works well and what needs improving and are fully involved in the checking of pupils' progress. The impact of their actions is being felt across the school in the high levels of collaboration amongst staff and the improvements being seen in pupils' achievement. This is particularly important given the high number of pupils arriving at and leaving the school at different times throughout the school year.
- Staff benefit from opportunities to collaborate with colleagues from other schools. Staff needs are clearly identified in an effective programme of professional development.
- Pupils learn through a rich and varied range of subjects. Links between subjects are meaningful and provide opportunities to further develop skills in reading, writing and mathematics. The curriculum is enriched by a wide range of visits and visitors which provide enjoyable first-hand activities and experiences for all pupils.
- The promotion of pupils' spiritual, moral, social and cultural development is very effective, because these aspects are all part of pupils' day-to-day experiences in school. For example, some pupils discussed and wrote their own manifesto for running the school. Pupils learn about different religions and cultures and have a good understanding of life in modern Britain. The school's work to foster good relations and welcome pupils from a range of backgrounds is highly effective.
- The primary school sport funding is used extremely effectively to widen the opportunities for sport and physical activity for all pupils and securing progress in physical education lessons. Participation in inter-school events has increased, as has collaboration with external partners such as Leeds Rhinos rugby league football team. Coaching sessions for all staff are developing their skills and ensuring sustainability. Leaders keep a close check on the impact this is having.
- The school uses the pupil premium funding exceptionally well to close the gaps in attainment between disadvantaged pupils and others. It also enables disadvantaged pupils to take part in certain out-of-school activities. Leaders are extremely careful to make sure that, whatever their background or need, no pupil is excluded from anything that the school offers and that discrimination is not tolerated. The school has an unquestionable commitment to ensuring every pupil has an equal opportunity to succeed. Senior leaders routinely collect information about individual pupils to identify those at risk of underachieving. The school works hard to engage with parents.
- Parents are invited to take their children to and from their classrooms, which gives them the opportunity to speak to teachers at the beginning or end of the school day. Parents' evenings are held regularly and the school encourages parents to share their views of the school through a questionnaire. The annual report to parents gives detailed information of how their child has done during the year. Parent volunteers are also welcomed into the school.
- The school's arrangements for safeguarding pupils are effective and meet the statutory requirements.
- The local authority offers support to the school as needed. The school has a strong working relationship with the school improvement advisor who visits regularly to discuss all aspects of the school's performance, including pupils' achievement, the quality of teaching and provision in early years.
- **The governance of the school:**
 - Governors have an extensive range of skills and expertise and take full advantage of training opportunities to increase and maintain their effectiveness as a Governing Body. They know how well pupils are doing and how good teaching is. Governors offer support to the school, yet ask searching questions.

- Governors make sure funds, such as pupil premium and primary schools sport funding, are spent effectively to promote pupils' progress. Governors ensure that the school's pay policy is linked to teachers' performance and they are fully aware of how underperformance is tackled.
- Governors are exceptionally clear about their responsibilities. They make sure all legal requirements are met, including those relating to safeguarding.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of pupils is good.
- Pupils are polite, friendly and helpful. Many spoke of how much they enjoy coming to school and used words such as, 'welcoming, supportive, caring and joyful' to describe it.
- From the beginning of the early years, pupils understand what is expected of them. Overall, they listen and cooperate well in class. They take turns and share things appropriately.
- Movement around school, at lunchtime and in assemblies is extremely orderly. Pupils consistently follow well-rehearsed routines which make for a calm and harmonious atmosphere. Playtimes are active, social occasions where friends get together to play or chat. At the end of playtime, pupils line up quickly and no time is wasted getting back into classrooms.
- Low-level disruption in lessons is extremely rare. The school works effectively with individual pupils who sometimes struggle to control their behaviour.
- There is mutual respect in the relationships between adults and children. Adults provide excellent role models of the behaviour they expect. Pupils listen carefully when their classmates read out work or explain answers.
- Pupils willingly take on responsibilities and carry out tasks around the school to the benefit of all. It is part of the role of the school council to improve the things that really matter to the pupils, for example, replacing broken basketball hoops. Pupils regularly take part in fundraising events for many different charities.
- Breakfast club is well attended. Pupils are provided with a nutritious breakfast giving them a good start to the day. After eating, they have supervised access to the computer suite where they engage extremely well in a range of games designed to improve basic skills.
- Attendance is below average. However, the school works tirelessly to support the small number of families where attendance is lowest. The importance of good attendance is promoted constantly throughout the school and persistent absence is followed up rigorously. Good attendance is rewarded weekly and termly.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are kept safe in school and when out on school visits. Pupils, parents and staff say that they are safe.
- Safety matters have a high priority and appropriate checks are carried out on all adults who come into school. Safety issues feature in lessons and assemblies and are appropriate to the age of the pupils. For example, bicycle training was taking place during the inspection. Residential visits allow pupils to experience adventurous activities in a safe and controlled environment.
- Pupils understand the term bullying and know the difference between that and falling out. The majority of pupils know there are different forms of bullying. Pupils know that staff care and someone is always there to help them in times of difficulty.

The quality of teaching**is good**

- The quality of teaching and learning throughout the school, including early years, is good. There are instances where it is better than this, but there are too few opportunities for staff to benefit fully from the good practice of their colleagues.
- As a result of the strong relationships between pupils and adults, there is a very positive climate for learning. Teachers convey high expectations of work and behaviour which pupils do their very best to meet.
- Lessons are well planned to capture pupils' interest. Instructions in lessons are given clearly so pupils know exactly what is expected of them to be able to achieve their targets.
- Teachers' subject knowledge is good. They ask probing questions that require reasoned, detailed answers

that not only check on pupils' understanding, but also help develop the language skills of those pupils for whom English is an additional language.

- Teachers ensure that tasks are appropriate to the varying needs of pupils. However, occasionally teachers do not always check on pupils' learning in lessons often enough to make sure that they move pupils on rapidly once they have mastered a task.
- The quality of the marking of pupils' work is variable. Pupils' work is marked regularly and accurately and often teachers provide comments to help pupils improve their work. However, this approach to marking is not consistent across the school. Consequently, pupils do not always know what they must do in order to improve their work nor are they always given time in which to carry out corrections or respond to teachers' comments.
- Teachers and skilled teaching assistants give good levels of support to disabled pupils, those who have special educational needs and those who are new to English. They know their pupils' needs well and provide purposeful activities to ensure these pupils either catch up with their classmates or do not fall behind.
- The teaching of writing is good. Pupils are given many opportunities to write for different purposes. They benefit from a wide range of first-hand experiences which inspire them to write. Achievement in writing is improving. Pupils practise handwriting skills, but this is not evident in all books. Teachers do not always model a legible style of handwriting or encourage pupils to give more attention to the presentation of work.
- Pupils are enthusiastic readers. Those heard to read by inspectors shared a love of books and eagerly discussed their favourite books and authors. They were able to explain clearly how the school had helped them become better readers. They described a range of strategies that they would use such as 'sounding out', 'breaking the word up' when coming across an unknown word. Their reading was lively and accurate and enjoyable to listen to.
- The teaching of mathematics is also good. Pupils benefit from practical activities to help them with new learning. For example, in one class pupils were learning to halve numbers. They had access to plenty of equipment to help them carry out their work and became totally absorbed in what they were doing, discussing their findings eagerly with their partner. Achievement in mathematics is also improving.
- Attractive displays along corridors celebrate pupils' achievements and show that their work is valued. The specialist room in which Spanish is taught is exceptionally colourful and vibrant.

The achievement of pupils is good

- A high proportion of pupils join or leave the school part way through their education and a significant number of these pupils speak little or no English. Whilst they make good progress from their low starting points, many of these pupils have not spent enough time at the school for this good progress to show through in the standards they attain by the end of Key Stage 2. This, together with the high proportion of pupils who have special educational needs, resulted in the school not meeting the government's floor standards in 2014. However, from their starting points, all groups of pupils make at least good progress during their time in the school.
- In 2014 the results of the Year 1 national screening check for phonics (letters and the sounds they represent) were in line with the national average, showing an improvement on the previous year. In addition, the majority of pupils who did not meet the standards in 2013 had done so by the end of Year 2 and were starting to apply their skills in phonics to improve their reading and writing.
- Standards at the end of Year 2 are starting to rise. In 2014, standards were below the national average in reading, writing, and mathematics with no pupils reaching the highest level. Current data, supported by inspection evidence from observing learning in lessons and the work in pupils' books, show an improvement in all areas. While still below national averages overall, some pupils are now reaching the higher levels.
- In 2014, the results of the national tests taken at the end of Year 6 show that attainment in reading, writing and mathematics was below the national average. However, the proportion of pupils that made more progress than expected in reading, writing and mathematics was well above the national average.
- The most able pupils achieve well during their time in school. In 2014, a higher proportion of the most able pupils reached the higher levels than in previous years. The most able pupils currently in Year 6 are working at higher standards than their most able peers last year. This is supported by evidence in pupils' books and the most recent data collected by the school.
- The proportion of disabled pupils and those with special educational needs vary from class to class, as does the complexity of their needs. The school quickly identifies individual needs and provides good

systems of support that are carefully monitored. From their starting points, these pupils make similar levels of progress to their classmates.

- The needs of those pupils who join the school at different times of the school year are met well. They settle quickly and are incorporated into classes quickly and sensitively. The acquisition of language for those pupils for whom English is an additional language is rapid. They catch up quickly and achieve well.
- In 2014, nearly all pupils in the Year 6 class were disadvantaged, so meaningful comparison between their achievement and non-disadvantaged pupils in the school is impossible to draw. In comparison to the attainment of other pupils nationally, the disadvantaged pupils were approximately three terms behind in reading, writing and mathematics. National data show that these gaps were much narrower in 2014 than in previous years. School data, supported by inspection evidence, show that, currently, the actions introduced by the school to narrow any gaps between disadvantaged pupils and others are continuing to have the desired impact. In 2014, the proportion of disadvantaged pupils who made more progress than expected was well above the national averages for reading, writing and mathematics.
- Good quality teaching is having a significant impact on achievement throughout the school. Work in pupils' books and the school's own assessment records show that progress in reading, writing and mathematics in all classes is continuing to improve with the vast majority of pupils now making at least good progress.

The early years provision

is good

- Very strong leadership and good teaching secure good achievement for all children in the early years. All staff work together as an effective team. They plan together very carefully in order to provide a bright and stimulating learning environment in which children thrive. They keep a close check on children's progress and take prompt action if any child gives cause for concern. Staff identify the learning needs of disabled pupils and those with special educational needs well and take steps to ensure that these needs are met.
- Routines are quickly established so children understand the standards of behaviour expected of them. They learn to listen to each other, showing respect and all help with tidying away, which encourages the sharing of responsibilities. All this takes place in a warm and caring atmosphere where children are seen as individuals. They receive lots of praise and encouragement and this raises children's self-esteem and confidence.
- The quality of teaching is good. The early years provides a wide variety of learning experiences both indoors and out. Adults interact well with children and, through their own professional development and personal research, are constantly looking for ways in which to extend children's skills. As many children are new to English or speak English as an additional language, there is an appropriate focus on developing their skills in communication, reading and writing. Number skills are not promoted as strongly.
- Children achieve well during their time in the early years. Not all children who start in nursery move into the Reception class and those who do are often joined by children from other settings or who have not yet been to school. From varying, and often low, starting points they all make good progress. As a result, they catch up quickly although their low starting points mean that not all are fully ready to start Year 1. Good links between classes ensure that the moves from one class to the next are smooth.
- Parents are welcomed into early years. They bring their children into the classrooms which gives them the opportunity to see work that their child is proud of. Staff have a high regard for children's safety and ensure they are safe at all times.

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	135162
Local authority	Leeds
Inspection number	456131

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	420
Appropriate authority	The governing body
Chair	Andrew Keefe
Headteacher	Stephen Watkins
Date of previous school inspection	21 March 2012
Telephone number	0113 262 0021
Fax number	Not applicable
Email address	office@mfprimary.com

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