

# Midfield Primary School

Grovelands Road, St Paul's Cray, Orpington, Kent BR5 3EG

## Inspection dates

7 and 16–17 November 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher provides exceptional leadership. She is uncompromising in ensuring that all pupils have a broad and rich learning experience that promotes very high achievement.
- Leaders and governors work together very well to ensure strong leadership capacity across the school. Governors provide rigorous challenge to ensure that monies and developments are as effective as they need to be.
- Disadvantaged pupils are supported extremely well through a very good team that works in a variety of ways to help them overcome barriers to learning. They make very good progress and close the gap with other pupils.
- Provision for special educational needs (SEN) and/or disabilities is excellent. Very effective teaching and the use of support staff make sure that pupils do very well and make very good progress from their starting points. Provision in the Tree House resourced provision for pupils with autistic spectrum disorder is exceptional.
- The curriculum is broad and rich and makes wide use of outdoor learning to enhance pupils' learning and provide many opportunities for them to use and apply the skills and knowledge in science, arts and creativity.
- Pupils have excellent attitudes to learning. They take responsibility for their actions and have a very good understanding of British values. They debate, discuss, and develop their understanding of equality and democratic values.
- Behaviour is outstanding, with pupils playing very well together and responding well to the rules and high expectations set for them.
- Teaching, learning and assessment are consistently good and frequently outstanding. Teachers have very good subject knowledge and use this well to challenge pupils and ensure that they achieve well.
- Achievement is very strong, with all pupils making significant progress. Attainment by the end of Year 6 is very high and pupils are extremely well prepared for the next stage of education.
- Provision for the early years is outstanding. From low starting points, children make very good progress through the Nursery and Reception classes. The proportion of children achieving a good level of development is above the national average by the end of Reception. Although assessment is moderated well in Reception, it is not consistently accurate through the Nursery.

## **Full report**

### **What does the school need to do to improve further?**

- Improve accuracy of the assessment of children's progress through the Nursery.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher is an exceptional leader who has demonstrated great passion and belief in the school's ability raise pupils' aspirations and achievement. She has been uncompromising in her commitment to ensure that pupils experience a broad and rich education that prepares them very well for their next stage of education. She works well with a strong and effective team of leaders at all levels in the school. They make sure that excellence is embedded across all aspects of the school's work. There is no complacency, with leaders at all levels being encouraged to take initiative and make decisions. This has ensured strong leadership capacity across the school. It has allowed the headteacher to work, through the Spring Partnership Trust, to support another school, with the confidence that quality at Midfield Primary is not compromised.
- Leaders are rigorous in ensuring that the needs of all pupils are well known and understood. Provision for disadvantaged pupils is very well led and supported through a well-structured and coordinated team that considers pupils' therapeutic, academic and social needs. This is implemented very well. The 'PIT-Stop' team works relentlessly to support pupils, staff and families to help overcome the significant barriers to learning faced by some pupils. Leaders ensure that staff are well trained and supported, and have a core focus upon meeting the needs of individual pupils and groups. They use information well to plan additional intervention and support for those who need it the most.
- Leadership of provision for pupils who have SEN and/or disabilities is very effective. The school's additional resource for pupils with autistic spectrum disorder is very well managed and led. Provision is highly effective, with pupils confidently using their individual workstations and being very well supported to develop their skills and understanding. As appropriate, they are integrated into mainstream classes. Very good support and joint planning makes sure that they integrate very well and that they continue to make strong progress. Very good links are made with external agencies to guide and support pupils. The inclusion team makes sure that teachers working with pupils who have SEN and/or disabilities have the correct level of support and guidance to ensure they meet pupils' needs well.
- Additional funding to support disadvantaged pupils is used very effectively and makes sure that pupils achieve very well. The gap between disadvantaged and other pupils has reduced significantly and, by the end of key stage 2, most have closed the gap. Pupils are very well equipped to do well in reading, writing and mathematics. They read with good understanding and meaning, contribute fully in debates, and write very well. Additional funding to promote sport is used very effectively to engage pupils in physical activity and to introduce them to a broader range of sporting activities. It also is used well to build the subject knowledge and expertise of teachers. Funding is monitored closely and evaluated against the increased participation of pupils in sport and health-related fitness activity as well as greater involvement of pupils representing the school.
- The school has a very accurate view of its strengths and improvement priorities. Very good systems are in place for managing staff, with highly effective mentoring and

support for newly qualified teachers. This is ensuring that they settle quickly into the school, get access to the professional support and training they need, and that they maintain consistency in teaching quality. Effective monitoring and feedback is in place to make sure that teachers are clear on what works well and what they can do to improve further.

- Leaders have successfully created a community and environment where trust and respect is promoted very well. This successfully leads to pupils having confidence in their teachers and that what they have to say will be respected. The school environment provides many opportunities for pupils to take responsibility and to take pride in their work. This works very well. The values of democracy, debate and both equality and fairness are embodied across the school's work. Debate and the discussion of conflicting viewpoints are a natural part of school life. Pupils, while eating in the dining hall, engage in large-scale debates on core issues. In lessons, debate and discussion form a core strategy to help pupils understand the ideas being discussed.
- A very carefully constructed curriculum successfully provides pupils with a broad range of interesting themes and experiences that enrich their learning. It gives pupils many opportunities to use and apply their learning from their literacy and mathematics lessons into other subjects. However, a key strength of the curriculum is the way wide-ranging use is made of outdoor learning. Pupils take on projects to grow fruit and potatoes in the garden and then weigh their yield to sell them, or use them in school. Projects take younger pupils into the large forested area in the school grounds to explore materials, search for minibeasts, and to create their own works of art using natural materials. All pupils spend dedicated time in the outside environment. While this enhances and applies their learning from subjects studied indoors, leaders have identified the need to better map their curriculum planning for indoor and outdoor learning to avoid duplication.
- Good support is provided by the Spring Partnership Trust, with leaders and teachers gaining from the opportunities to work with other schools across the partnership and to undertake training. This support is valued by the school. The trust plays a good balance in providing the support when support is needed, but also leaving leadership to manage its work and priorities. This allows leaders to develop their own skills in finding solutions to challenges that work for them.

## **Governance of the school**

- Governors play an integral part in the school's improvement strategy. They are supportive of leaders and rigorous in their challenge to make sure that the needs and interests of pupils are met. Governors visit school regularly and are closely involved in discussions on pupils' progress, the school's monitoring and self-evaluation, and in checks on safeguarding and other arrangements. This all ensures that they have a thorough understanding of the school and are well placed to ask the right questions to challenge the school further.
- Governors fulfil their responsibilities very seriously. They worked hard to ensure that they secured the right trust partner for the school. They work well to ensure that the partnership is successful. They attend training regularly. They monitor spending closely to make sure that additional funding is used well, and that it has a positive impact on those pupils for whom it was intended.

- Appropriate checks are made to ensure that safeguarding is secure and that pupils are safe. Good checks are in place when recruiting and employing staff and they work closely with leaders to ensure that risks to pupils are carefully reviewed and managed well.

## **Safeguarding**

- The arrangements for safeguarding are effective. There is a strong culture of safeguarding that is embedded across the school. Leaders' decision-making has the health, safety and welfare of pupils as the number one priority. All staff are well trained and kept up to date with safeguarding issues. The inclusion team keeps a very close eye on vulnerable pupils. All staff understand the school's safeguarding policy and act quickly in reporting incidents or concerns when they arise.
- Good risk assessments are undertaken to check the school site and to ensure that pupils remain safe at all times. Leaders follow up referrals to make sure that actions are taken swiftly. Pupils say that the school is a safe place and they know who they can talk to if they have any concerns. The school site is large but well supervised at all times. Very good and regular reminders are provided for pupils on how to keep themselves safe when working with computers online. This is effective in ensuring that pupils are very aware of the need to be careful when using the internet, and also in identifying potential risks.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teaching, learning and assessment are at least good and frequently outstanding. The provision of high-quality teaching and learning is central to the school's aim of ensuring high achievement for all pupils. Teachers work very well together as a team to achieve this. They support each other, share ideas and ensure that people new to the team are well briefed and guided to maintain consistency.
- Teachers have excellent subject knowledge and use this well to explain and to question pupils. They create a broad range of interesting activities that motivate and capture pupils' imagination. Teachers plan challenging work that encourages pupils to reason and express themselves and their ideas. Talk, dialogue and debate play an important part in lessons, with pupils debating ideas in seeking answers to the problems they are given. Work is very carefully prepared and set at the right level for those pupils who have SEN and/or disabilities. A good range of resources, displays and prompts are provided. These help pupils develop independence and allow them to complete tasks successfully without waiting to be directed.
- Very effective use is made of assessment to check on pupils' progress and to plan activities and the next steps for pupils so that they build on their learning well. Support staff are highly trained and provide very effective support for pupils who have SEN and/or disabilities. They work very effectively alongside teachers, or when leading interventions with pupils needing additional support. They have good subject knowledge and know their pupils extremely well. This ensures that their support is very focused and supportive in helping overcome the challenges and ensuring that pupils make strong progress.

- Teaching in the Tree House resourced provision for pupils with autistic spectrum disorder is highly effective. Teachers and adults know the routines very well, as well as the needs and individual learning preferences of pupils. They use this knowledge very effectively to plan individual programmes of work and also to encourage pupils to interact and be part of a group, taking turns, and becoming increasingly independent.
- The teaching of phonics is very effective. Teachers have very good knowledge of the resources and strategies they need to use to deepen pupils' understanding of sounds. They work well with pupils to ensure that they apply this knowledge very effectively to reading. The teaching of reading is very effective, with teachers providing many opportunities for pupils to read and explore different strategies to read with meaning and understanding.
- Checks on pupils' progress are regular and thorough. Teachers provide feedback to pupils on what they need to do to improve their work. Pupils appreciate and understand this feedback. They work hard to apply what they have been told into their work. The quality of handwriting is excellent across the school. From early on, pupils develop a good and legible handwriting style and this is applied very well across all subjects. Homework is regular and appropriate. It takes many forms, including reading and additional mathematics.

## **Personal development, behaviour and welfare**

## **Outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have very positive relationships with their teachers. There is a bond and a culture of trust and understanding between pupils and their teachers. Pupils know that their teachers care for them and want to make sure that they are safe and well supported. Pupils respond well to this and value the guidance they are given. Around the school, pupils listen to each other and make sure that all views are heard and included. This is seen in the playground, in lessons and generally around the school. It is the result of a whole-school approach that values everyone as equal. Pupils from the resourced provision are included and integrated into classrooms, and pupils with differing needs are valued equally. All this ensures that individuals are confident in themselves.
- Pupils have very positive attitudes to learning. They respond well to teachers' feedback and genuinely want to do well. Pupils have a very good understanding of core British values and make links between the content of their curriculum with life and human rights as they are today. In one lesson, focused on the English Civil War, pupils were debating whether King Charles I had a fair trial. Pupils evaluated the evidence and debated the issue but with a good understanding of democracy and law as it applies now.
- Pupils are developing a thorough understanding of spiritual, moral and cultural issues in many ways. Older pupils have carefully considered the impact of war. They write reflections and prayers for Remembrance Day which show empathy for the victims of war and the families affected. Pupils have a good understanding of different cultures and religions and are able to recognise how these impact on their own lives.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils understand the importance of behaving very well and being orderly when walking around school and on stairways. High expectations for the way pupils behave are met, in part because they understand the rules but also because they can see the reason and purpose. This works across the school, with pupils exploring the freedom of the extensive school grounds, knowing where they can go, and where they should not. In lessons, pupils behave extremely well and respect the boundaries set by the teacher. They do not want to let their teachers down.
- Pupils play very well together at lunch and playtimes. Very good supervision and adults engaging pupils in play activities ensures that they are active and fully involved.
- Pupils are keen to come to school and speak very positively about their work and what they learn. Attendance is in line with the national average, but is improving. In the first few months of this year, attendance is already better than it was at the same time last year. Along with the resource provision for pupils who have SEN and/or disabilities, there are a number of pupils with medical needs that require them to attend medical appointments. Strategies to support families and to tackle absence are effective. They are also helping reduce the number of pupils who persistently miss school.

## Outcomes for pupils

## Outstanding

- Leaders' sustained and focused improvement work has secured a strong upward trend in outcomes across the school in recent years. Pupils' progress and achievement across the school, and in a range of subjects, are outstanding as a result. They are exceptionally well prepared for the next stage of education.
- In 2017, the progress that pupils, including disadvantaged pupils, made by the end of Year 6 in reading, writing and mathematics was outstanding. Many pupils start school achieving standards that are below those expected of pupils of a similar age. By the end of Year 6, however, the proportion of pupils achieving the expected standard is above the national average. A significantly high proportion of pupils achieve beyond the expected standard in reading. This reflects a consistent rate of progress made by most pupils throughout the school. Many disadvantaged pupils make outstanding progress in reducing the achievement gap that exists between themselves and other pupils.
- Pupils who have SEN and/or disabilities progress very well against their starting points. Some pupils in the school have complex needs but, due to outstanding teaching and the carefully planned support of additional adults, they make very good progress and develop personal resilience alongside the skills they need to achieve well.
- The proportion of pupils achieving the expected standard in reading, writing and mathematics by the end of Year 2 in 2017 was above the national average. The most able pupils achieved well. This group achieved very well in reading and in mathematics.
- Progress already measured this year shows sustained improvement and accelerated progress for those who are furthest behind. Pupils write independently from an early



age and apply their knowledge and skills well into new work. They read with confidence and with a good knowledge of phonics and a broader range of strategies to help them read with meaning and understanding. By the end of Year 1, the proportion of pupils meeting the expected standard in the phonics screening check is above the national average. Pupils write well and apply a good knowledge of grammar and punctuation. Handwriting and the general presentation of work is consistently good across all subjects and classes. Pupils develop a good handwriting style and meet the school's high expectations in applying this consistently across their work. Pupils respond very well to the high challenge set for them in mathematics. They show a very good knowledge of number and apply this very well in solving mathematical problems and explaining their reasoning.

- Standards and expectations are consistent across all subjects. Pupils develop a deep knowledge of the themes and topics they study. They apply this knowledge well and develop both a good understanding and range of skills within the subject that they use and apply confidently across subjects and through their outdoor learning experiences.

## Early years provision

## Outstanding

- The early years environment is very well resourced and carefully planned to engage children in exploring the resources they have, and in encouraging them to be inquisitive and curious. This provides ample opportunities for children to learn both inside and outside classrooms. The outdoor learning classrooms are very well planned to build children's confidence and to help them explore and learn together. This encourages children to share, talk and play together. It builds a solid foundation for children to behave, to share and to become independent.
- Children in the early years are safe and happy. Safeguarding is effective and children behave excellently. Very positive relationships between children and staff make sure that children feel valued and included. It helps build a trust and respect between adults and children. It also helps promote confidence and self-esteem.
- Creative and interesting activities are carefully planned in the Nursery and in Reception classes. These are age appropriate and show clear progression from the point children enter the Nursery and through into Reception. Provision and activities are adapted and altered in response to the assessment of children. This provides extra practice and experience in those areas that children find most difficult. For example, in response to assessments made at the beginning of the year, the Reception outdoor environment has been carefully enhanced to provide additional opportunities for children to explore imaginative play. Imagination and creativity was an area identified as being generally weaker among those children starting in Reception this year. The outdoor area has been reviewed to create areas with rockets and space journeys, developed to encourage imagination and creative play.
- The majority of children enter the Nursery with starting points below, and often well below, average. Children make good progress through the Nursery. They learn to work together, and they begin to read and count. They develop positive attitudes to learning. Many have limited speech and language on entry. They make good progress overall but some lack the confidence to speak openly. Adults sometimes miss



opportunities to involve them in listening and repeating questions, words and phrases. Children listen well, but do not always confidently try words and phrase for themselves.

- Although many children move from the Nursery into Reception classes, far more children join the Reception classes from other early years settings. The starting points for many of these children are below average. Children make very good progress through Reception and the proportion achieving a good level of development by the end of the Reception Year is above the national average. Children make very good progress in their phonics. They are beginning to write and apply this knowledge to their work. Children make very good progress and have a good knowledge of the value of numbers. They count on and back with confidence.
- The early years leader has a very good knowledge of strengths in the early years and is quick to identify any weaknesses. For example, discrepancies in the accuracy of assessment in the Nursery last year have been identified. Work is now taking place to strengthen assessment and to ensure smooth and accurate progression through the early years.
- Children identified with SEN and/or disabilities are identified early. A good range of strategies are implemented very effectively to break down learning into manageable steps, and to make sure children make progress against their targets. Very good teaching and support ensure that disadvantaged pupils make very good progress, particularly in their literacy and mathematics skills.
- The early years leader provides very good support and direction to her team. She has worked hard to build relationships with parents and carers. She works very well with the school's family support and 'PIT Stop' team to ensure that those needing additional help are identified and supported early.

## School details

Unique reference number	141613
Local authority	Bromley
Inspection number	10036286

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	Board of trustees
Chair	Linda Sokoloff
Headteacher	Gulcin Sesli
Telephone number	020 83006161
Website	<a href="http://www.midfield.bromley.sch.uk">www.midfield.bromley.sch.uk</a>
Email address	<a href="mailto:admin@midfield.bromley.sch.uk">admin@midfield.bromley.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Midfield Primary School is an average-sized primary school but is growing in size to accommodate a two-form entry.
- The early years is made up of two Reception classes and a separate Nursery class.
- The school has an additional resource provision for pupils with autistic spectrum disorder.
- The school became an academy in 2014 and joined the Spring Partnership Trust in 2016.

- The proportion of pupils who are eligible for free school meals is well above average. The proportion of pupils at the school who have SEN and/or disabilities is also higher than average.
- The school currently meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment.

## Information about this inspection

- The inspection was in two parts. Following a short inspection under Section 8 of the Education Act 2005, a full inspection visit took place the following week to undertake a Section 5 inspection.
- Inspectors observed lessons in all year groups and across a range of subjects. These observations were carried out alongside members of the senior leadership team.
- Meetings were held with the headteacher, senior leaders, teachers, and members of the governing body. Representatives of the Sprint Partnership Trust were interviewed. There were formal and informal discussions with pupils. Some pupils were heard reading.
- Inspectors evaluated a range of documentation provided by the school, including the school's self-evaluation, the school development plan, and information about pupils' progress and attainment. Several documents relating to safeguarding were reviewed as well as governing body minutes, attendance information, and behaviour records.
- The inspection team reviewed pupils' learning over time through a review of work in books and around the school. Inspectors spoke with pupils about their work in lessons and in outdoor learning time.
- Inspectors evaluated the 92 responses from parents to Ofsted's online questionnaire, Parent View. Inspectors also held informal discussions with parents during the inspection.

## Inspection team

Paul Wagstaff, lead inspector	Her Majesty's Inspector
Kanwaljit Singh	Ofsted Inspector
Angela Trigg	Ofsted Inspector
Jo Franklin, lead inspector	Ofsted Inspector

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