

INSPECTION REPORT

MILLFIELD COMMUNITY PRIMARY SCHOOL

Heighington

LEA area: Lincolnshire

Unique reference number: 120404

Headteacher: Mr P Trevelyan

Reporting inspector: Mr S O'Toole
20891

Dates of inspection: 12th - 15th June 2000

Inspection number: 192963

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Mill Lane Heighington Lincoln
Postcode:	LN4 1RQ
Telephone number:	01522 872625
Fax number:	01522 872045
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Pemberton
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S O'Toole	Registered inspector	Areas of learning for children under-five Mathematics Information and communication technology Design and technology	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What should the school do to improve further
Mrs P Willman	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
Mrs S Derrick	Team inspector	Special educational needs English Art Music Religious education	
Mr D Walters	Team inspector	Equal opportunities Science Geography History Physical education	How good are the curricular and other opportunities offered to pupils

The inspection contractor was:

SES
6 Star Corner
Barby
Rugby
CV23 8UD

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Millfield Community Primary School is located in Heighington a village close to Lincoln. The school admits boys and girls aged four to 11 from the village and surrounding area. At the time of the inspection 11 children were under five. Almost all of the pupils are from white heritage backgrounds. With 218 pupils, the school is about the same size as most other primary schools. The school has 32 pupils on the register of special educational needs and none has a statement of special educational needs. These figures are below average. Ten pupils are entitled to free school meals, which is low compared with other schools. The local authority has no school meals service. Attainment on admission to the school varies from year to year; the current group of under fives has average levels of attainment. This represents a significant change from the previous inspection. Half of the teachers have been appointed in the last three years. Almost a third of pupils in Year 6 have joined the school in the junior department.

HOW GOOD THE SCHOOL IS

This is an effective school. Children under five get off to a successful start and attain levels which are higher than those expected for five-year-olds by the end of the reception year. In English, mathematics and science pupils aged seven and eleven attain standards which are above the national average. All of the teaching is at least satisfactory and the large majority is good. The pupils' behaviour, personal development and attitudes are strengths of the school. The headteacher and deputy lead the school well and are supported effectively by the governors. The school provides good value for money.

What the school does well

- Pupils make good progress in the infants and the results at seven are consistently above average in the three core subjects of English, mathematics and science. Reading standards are particularly high.
- Teaching of under fives and the infants is mainly good.
- Throughout the school the pupils' behaviour is good, they enjoy their work, are well motivated and have very good personal and social skills.
- The school makes good provision for pupils with special educational needs.
- In music the teaching is good and the standards are high.

What could be improved

- Progress in the juniors, especially of the more able, should be faster; in some important areas teachers' expectations are too low and planned work does not always reflect the different levels of pupils' ability.
- The quality of written work in the juniors.
- Standards in religious education are not high enough.
- The subject leaders do not have sufficient impact on improving the work in their subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in February 1997, there has been satisfactory improvement. The results in national tests in English, mathematics and science have improved at a rate in line with the national trend, although there have been variations between subjects. Inspection evidence and preliminary results of this year's tests show that standards are above average.

The school has remedied some of the weaknesses identified in the previous inspection. The accommodation is well maintained although some classrooms are small. There is more monitoring of teaching and subject leaders have time to work alongside their colleagues. However, insufficient emphasis is placed on checking how much progress the pupils make. More challenging work is provided for the more able in the infants but there remains some undemanding work in the juniors. The provision for pupils with special educational needs has improved and there are more computers in the school. The governors and headteacher keep a check on how well the school is doing and have improved the school's method of future planning. The quality of teaching has improved. Attendance is now good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	C	C	E
mathematics	D	B	B	D
science	C	C	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of five most children in the reception class attain at least the standards expected for their age. They make good progress and their early reading, writing and mathematical skills are better than expected. By the age of seven, most pupils attain above average standards in writing and mathematics and well above average standards in reading. When compared with schools with similar intakes standards are least as high as they should be. Progress is most rapid in the reception class, Years 1, 2 and 6. Pupils with special educational needs make good progress. By the time they leave the school, inspection evidence shows that the pupils have above average attainment in English, mathematics and science. This represents an improvement on the 1999 national test results. The percentage of pupils in 1999 who attained the national standards was at least average, although when measured against similar schools attainment was below average in mathematics and well below in English and science. Standards are improving and are now sufficiently high overall. Pupils in Years 1 and 2 make progress better than those in the juniors. Progress in information technology is good and standards are appropriate for the age of the pupils. Insufficient focus is given to religious education and design and technology, and standards are not high enough in these subjects. In music and games the pupils achieve well and the history work in the infants is of a good standard. The school has set appropriate and achievable targets and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils take part eagerly in activities and work hard. They are keen to do well, show great interest and persevere with tasks. They like homework.

Behaviour, in and out of classrooms	Good. The pupils are polite and well mannered. They move around the school sensibly and help to create a pleasant working environment.
Personal development and relationships	Excellent. The pupils take on responsibility with enthusiasm. The way the infants take charge of their own learning and use their initiative is exemplary.
Attendance	Good. Attendance has improved significantly since the previous inspection.

Children under five make good gains in developing personal and social skills. They are keen to come to school and learn effectively. The infant and junior pupils take responsibility for many jobs around the school. They develop a very good understanding of their role in society and have a good awareness of the needs of others.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The large majority of lessons seen were good. All of the teaching was satisfactory or better with 28 per cent very good or excellent and 44 per cent good. The teaching was most effective in reception and Years 1 and 2, although there was good teaching in each class. Most of the teaching of English and mathematics is effective with a good focus on using the skills of literacy and numeracy in other subjects. Reading is given much emphasis and the balance between teaching the sounds that letters make and other methods has a beneficial impact on standards. Writing skills are taught well, although in some junior classes insufficient attention is given to good handwriting. The teachers manage the pupils well. They make good use of time, resources and additional support from other adults. Numeracy teaching is good and is most effective when the pupils work in sets according to their ability. There is good support for those pupils with special educational needs, although not enough is expected of the more able. In the infants, much is expected of the pupils who respond well by working hard but expectations of performance are not as high in the juniors and there is insufficient rigour in marking.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Extra-curricular activities are excellent. The school's approaches to the teaching of literacy and numeracy and the occasional use of setting by ability works well.
Provision for pupils with special educational needs	Good. Classroom assistants and other adults provide very good support. Individual education plans are suitably focused and parents are kept informed of their children's progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The way in which pupils are encouraged to use their initiative and take responsibility is commendable. Pupils are taught how to behave and to develop effective social skills. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Very well. The staff are aware of the needs of pupils and show concern for them. However, the teachers do not make sufficient use of the results of assessment and tests to plan the next stage in learning.

Parents are supportive of the work of the school. They have high expectations. The school has consulted parents over many aspects of school life and their views have resulted in improved opportunities for pupils. The level of practical support for the school is very good. Spiritual values are emphasised well in assemblies but the statutory requirements for the teaching of religious education are not met. There are inconsistencies in developing skills in design and technology. There are very good procedures for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide good leadership. Management of most areas of school life is effective but subject leaders have insufficient impact on developing the curriculum and checking up on the pupils' work.
How well the governors fulfil their responsibilities	Effectively. The governors keep abreast of new initiatives and are involved in the school's work. They are keen to improve the school. However, the provision for religious education is unsatisfactory.
The school's evaluation of its performance	Satisfactory. There is a good system of checking on the progress made in achieving the school's aims and priorities.
The strategic use of resources	Good. Financial planning is effective. There are robust financial controls and the administrative staff make a very good contribution to the smooth running of the school.

The school makes good use of the funds available in purchasing supplies and services in the best interest of the pupils. The school has good plans for the future and the governors have a clear understanding of the school's strengths and weaknesses. There are sufficient staff and the accommodation is good. Resources are mostly good and the new computer suite has a beneficial effect on standards in information technology. There is a shortage of outdoor equipment for under fives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children's good progress.• The good behaviour at the school.• The approachability of the headteacher and staff.• Their involvement in the school.• The good quality of teaching.	<ul style="list-style-type: none">• Consistency in giving homework.• More formal opportunities to discuss their children's progress with teachers.• More extra-curricular activities.• Increased challenge for the more able.

The inspection team endorses the positive views of parents. The provision for homework is good in Year 6 but satisfactory in other classes. Parents have suitable opportunities to discuss their children's progress and annual written reports are good. The staff are very willing to speak individually to parents on request. The school provides an excellent range and number of extra-curricular activities and the pupils really enjoy them. More able pupils in the juniors are not challenged sufficiently.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and achievements

1. Levels of attainment are similar to those reported at the time of the previous inspection. Some improvement has been made in challenging the more able in the infant classes but work in the junior classes is not always matched sufficiently to the pupils' abilities and this results in some unsatisfactory progress and needless repetition of work particularly for the more able. Overall, standards are above average in English, mathematics and science by the end of Years 2 and 6. Preliminary results of national tests at the end of Year 6 in English, mathematics and science show that over 90 per cent of pupils should attain the national average with about a third attaining higher standards. In the main standards are high enough, although more should be expected of the higher attainers in the juniors. The school's performance in national tests when compared with those with similar intakes is at least as high as it should be, and much higher than average in reading at the end of the infants. However, at the end of Year 6, the 1999 national test results showed that pupils were below average in mathematics and well below average in English and science. This situation was partly due to the low proportion of pupils taking free school meals but also to some lack of challenge in the teaching. The local authority does not provide a school meals service and this depresses the numbers of parents who apply for free school meals for their children. Standards have improved at the end of Year 6 this year due to better teaching, effective use of the National Literacy and Numeracy Strategies and a reduced proportion of pupils with special educational needs. The school has set realistic and sufficiently challenging targets for improvement and is on course to meet them. There has been useful analysis of the variations in performance between boys and girls and thorough analysis of test results has brought an improvement in raising boys' achievement.
2. Children under five make good progress and attain levels which are at least as high as they should be. On admission to the school, they have levels of skill, knowledge and understanding which are about those expected of four-year-olds. By the age of five they have made good gains in learning and social skills and attain standards in language and literacy, mathematics and knowledge and understanding of the world which are higher than those expected for their age. They make satisfactory gains in their creative and physical development and attain appropriate standards for five-year-olds. Progress is not as rapid in creative and physical development due to a lack of outdoor play equipment and limited opportunities to take part in dance and drama.
3. Infant pupils make good progress. They make significant gains due to well focused and challenging teaching which entuses the pupils to do their best. As a result, standards in English are above average with pupils having well developed speaking and listening skills and high levels of competence in reading. The pupils read avidly from a wide variety of texts. Their writing skills are above average. The pupils make good progress in spelling, using punctuation and developing a thorough knowledge of grammar. Good gains are made in mathematics with particular strengths in mental arithmetic and knowledge of shape and space. The pupils have average skills in handling data although few have confidence in using computers to make graphs. Their skills in mathematics are helped by their thorough knowledge of mathematical words and phrases. Some outstanding teaching of science ensures that the pupils make rapid gains in scientific knowledge and develop a good understanding of all aspects of the subject. They have a very good understanding of materials and their properties and through the many opportunities to experiment and investigate make great strides in using scientific knowledge effectively.

4. Progress in the juniors is satisfactory overall with some good progress made in Years 5 and 6. In English, the pupils have benefited from the rigour provided by the National Literacy Strategy and they have good reading skills, enjoying books, reading competently from both fiction and non-fiction texts with expression and enthusiasm. Writing skills are average with pupils using correct spelling, grammar and punctuation effectively. The pupils have good speaking and listening skills and are able to sustain an interesting conversation on a variety of topics using Standard English well. Good progress has been made in mathematics with a strong focus on the teaching of number. The pupils have very good mental arithmetic skills, calculating quickly and accurately. They have a good knowledge of shape and use measuring skills precisely and effectively. They solve most simple problems correctly although struggle when several operations are required to come to the correct answer. Scientific knowledge and understanding are above average. The pupils have good knowledge of life and living processes and physical forces. However, older pupils have insufficient opportunities to design their own investigations and do not have a secure understanding of a fair test.
5. Pupils use their literacy and numeracy skills effectively in other subjects, particularly in the infants where there are good opportunities to write extended passages, for example in history. The pupils are good at finding out information from books and in the juniors most are able to identify key facts from a variety of sources and synthesise them. They use their numeracy skills effectively in reading maps, working out co-ordinates and in presenting data in graphs. In Year 5, the pupils measure accurately in design and technology lessons and make models which are to scale.
6. Progress for pupils with special educational needs is mostly good. When they are withdrawn from lessons for additional support they benefit from work which is matched to their needs. This work is linked to the targets in their individual education plans and rigorous repetition and regular practice particularly of reading and writing means that many pupils no longer require additional support by the time they leave the school. This represents good success for the school. The more able make good progress in the infants as the work set takes account of previous learning. This is not always the case in the juniors and progress is slower and not as good as it should be. The exception is when pupils are set as in mathematics lessons. In these cases the work is matched well and makes sufficient demands on the pupils.
7. Pupils in both the infants and juniors do not make sufficient gain in their knowledge of religious education and standards are not as high as they should be. Much progress has been made this year in the teaching of information technology and the pupils have appropriate skills for their age although there are insufficient opportunities to use computers for work in other subjects. There are gaps in the pupils' knowledge of control technology. In design and technology standards are not high enough and skills and techniques are not developed consistently between classes. Pupils in the infants do very well in history and have a detailed and extensive knowledge of historical personalities. In physical education, the pupils are very successful in games and athletics and a contributory factor is the excellent range of extra-curricular activities.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school, the relationships they have with each other and with their teachers are very good. They respond very well to the values promoted by the school and their personal development is excellent. The standard of behaviour is good overall both in lessons and around the school and, in a small number of lessons, for example in history in Years 1 and 2, when they were fully involved in and excited by the activity, their attitudes and behaviour are excellent. Pupils carry out their responsibilities conscientiously and with increasing maturity and show kind and caring attitudes towards their friends and the younger pupils. These very positive features create a happy and friendly community in which each individual feels valued. Pupils' response to these aspects of development has improved since the last inspection and the large majority of parents are happy with the attitudes and values promoted by the school. During their time in school pupils develop an awareness of the purpose and value of education and become increasingly mature with much to offer the school community. Since the previous inspection the good standard of behaviour have been maintained. Pupils' attitudes, value and personal development have become strengths of the school.
9. The children who are under five in the reception class enjoy their time at school and have good relationships with their teachers, with each other and with other adults who work with them. They arrive at school in good time and settle happily into the day. They take part in the many varied and interesting activities with enthusiasm, responding well to instructions and listening carefully to each other and to their teacher. They understand the routines of the classroom and tidy up carefully and sensibly. They help each other and clearly understand how they are expected to behave.
10. Pupils', including those with special educational needs, take part in all aspects of school life with great enthusiasm and interest. Junior pupils particularly enjoy the excellent range of extra-curricular clubs and participate in large numbers. They take pride in the sporting success of the school teams and parents and the local community often enjoy the performances of the school choir and orchestra. The majority of parents who returned the questionnaire prior to the inspection agree that their children like school and this was confirmed by the pupils themselves. They respond with interest and enthusiasm to many of their lessons, working hard and becoming involved in, and sometimes excited by, what they are learning. In a music lesson, for example, Years 3 and 4 pupils showed great imagination in composing short descriptive pieces of music to represent the movement of a range of different creatures. Throughout the school pupils' response to the structure and challenge of the literacy and numeracy sessions is very positive and this has a significant impact on the progress they make in these subjects. They enjoy the challenge of mental arithmetic and contribute well to the group discussion sessions offering a range of interesting ideas and suggestions. They enjoy practical activities, in science, for example, Year 1 pupils were fascinated when experimenting with light and shadows. Pupils have an innate curiosity and thirst for knowledge. They want to succeed and the majority are prepared to work hard to do so.
11. Pupils' behaviour in lessons, around the school and in the playground is good. They respond positively to the school's high expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. The majority of parents who expressed an opinion prior to the inspection consider that behaviour is good. In a small number of lessons when pupils' interest was not fully engaged, a small number of pupils became inattentive and progress in these lessons was not as good as it should have been. Pupils are well motivated by praise and try hard to earn stars and awards for good work and

behaviour. They move about the school purposefully and sensibly and, although playtimes are boisterous and exuberant, no unkindness was observed. Pupils and parents talk of infrequent instances of bullying, and pupils clearly understand the need to tell someone if they are unhappy. There have been no exclusions.

12. The pupils' personal development is excellent. The very good relationships they have with each other and with their teachers create a happy and purposeful atmosphere in the school in which each individual feels safe and valued. In a Year 6 art lesson, for example, constructive criticism was offered and accepted in an atmosphere of happy familiarity. Similarly, in a physical education lesson in which Year 6 pupils were practising balancing skills, there was a very good level of self and peer appraisal which resulted in improved performance. Pupils carry out their classroom responsibilities sensibly, and older pupils perform a number of important whole school jobs conscientiously, showing good levels of initiative and increasing maturity. The good humour and kindness exhibited by Year 6 pupils during the reading sessions with the infants exemplifies the supportive community spirit within the school. Pupils are confident, polite and articulate with adults. They can express their opinions logically about aspects of school life and their contribution to the development of the environmental area has been invaluable. They listen quietly to each other and take differing viewpoints into account in their discussions. They take care of each other, working constructively in pairs and groups in lessons and learning the value of teamwork and loyalty when taking part in competitive sport. When given the opportunity, pupils can successfully organise their own work and make independent choices. They initiate and organise fund raising activities. As well as supporting a major national charity, the pupils choose a local charity that they wish to support. Of particular interest is the support that they have pledged towards helping an ex-pupil to take part in the Paralympics in Sydney later this year.
13. Attendance has improved significantly since the last inspection and it is now above average. Parents take their responsibility to advise the school of reasons for absence seriously and there is an insignificant level of unauthorised absence. Pupils enjoy coming to school and they arrive punctually and settle quickly to their lessons.

HOW WELL ARE PUPILS TAUGHT

14. The quality of teaching seen in most lessons was good and the pupils responded well by working hard, maintaining concentration and making good gains in their understanding. All of the teaching was satisfactory or better with seven per cent excellent, 28 per cent very good and 44 per cent good. The remainder was satisfactory and no lessons were unsatisfactory. The most effective teaching was seen in reception and Years 1 and 2, although there was good, and occasionally very good, teaching in each class.
15. Teaching is better than at the time of the previous inspection. Parents say that they are pleased with the quality of teaching. The teachers have a secure understanding of the National Curriculum subjects and good levels of competence in teaching literacy and numeracy skills. They have benefited from in-service training in using computers and this helps them to teach skills in information technology consistently well. They have also improved their subject knowledge of physical education and as a result some of this teaching was excellent. In one lesson the focus on giving pupils opportunities to devise their own games and to suggest alternative ways of playing had much impact on personal and social skills. Specialist subject knowledge of music and challenging and interesting teaching which is used well to provide effective demonstrations of skills and techniques enables the pupils to achieve good standards. Similarly, in the lessons seen in design and technology, the teachers in Years 2 and 5 enthused the pupils with exciting projects, gave good opportunities to

design and adapt models and made the most of pupils' spontaneous suggestions to generate new ideas. Subject knowledge in religious education is unsatisfactory and the teachers lack sufficient skills in planning interesting activities which promote effective thinking about religious issues.

16. The teaching of children under five is mostly good. The teacher has an appropriate understanding of how young children learn and provides a suitable balance of activities from which the children can make choices. The teaching of language and literacy and mathematics is good with much emphasis given to developing the children's knowledge of letter sounds, experimenting with early writing skills and experiencing numbers in practical activities. The children are clear about what is expected and because the work is matched carefully to their abilities they make good gains in their learning. Analysis of the children's work shows that the teacher takes careful account of what has gone before and that the children work productively and at a good pace. The children are suitably challenged and encouraged to respond quickly and accurately. The teacher has high expectations of behaviour and encourages independence and social skills very well by giving responsibility to the children. Other staff are supportive and intervene skillfully to ensure that the children clearly understand what to do next. The staff make effective use of questions to find out what the children have learned and use their observations to plan work. This is particularly true of the attention given to those children with special educational needs. There is a good balance of activities throughout the day although insufficient opportunities are provided for the children to develop their physical skills, as there is insufficient equipment. Lessons are planned well and expectations of behaviour and performance are high. The children respond enthusiastically and talk eagerly about what they have learned.
17. In the infants and juniors, most of the teaching of English is good with a good focus on using the skills taught in literacy lessons. Reading is given high priority throughout the school and teachers consistently focus on building up the pupils' confidence and competence in a wide range of skills. The pupils enjoy books and many are avid readers. In the infants, the main focus is on improving the pupils' knowledge of the sounds that letters make and there are good opportunities to practise at home. In the juniors, regular practice and a focus on reading for pleasure and information means that pupils learn to think for themselves and show an appreciation of a wide range of texts. Writing skills are taught consistently, although insufficient attention is given to handwriting in Years 3 and 4 and pupils are allowed to complete work which is untidy and poorly presented. The staff have enthusiastically taken on the National Numeracy Strategy and use its guidance well to plan and organise lessons. The regular and well-paced teaching of mental arithmetic skills followed by carefully planned introductions leave the pupils in no doubt about what is expected of them. In most cases, the pupils work hard and are aware of the objectives in the lesson; they compete keenly to be the first to answer. However, in some lessons, in Years 3, 4 and 5 the more able pupils are not challenged and on a few occasions those with special educational needs are expected to complete work which is too hard for them. Teachers make good use of setting the pupils by ability once a week and in these lessons the match of work is good.
18. The teachers manage the pupils well and insist on good behaviour and concentration. For example, in games lessons there are clear explanations of what is expected and opportunities for the pupils to take responsibility. The pupils respond well and have a genuine desire to please their teachers and to do their best. The teachers make good use of time, resources and additional support from other adults. During lessons the pupils are reminded frequently of how much time they have to complete a task; this works particularly well in mathematics and ensures that pupils work productively. Most lessons have good pace and the time at the end of lessons are used well to

recap on what has been learned and to identify what needs to be done next. In a very effective technology lesson in Year 5 the teacher reviewed the progress made, suggested alternative approaches to solving problems and added more constraints so that the pupils were challenged. There is good support for those pupils with special educational needs and the impact made by support staff and voluntary helpers enables these pupils to achieve the targets in their individual education plans. When pupils are withdrawn for extra help there is a good emphasis on practising basic skills in reading and writing.

19. Homework is used well in Year 6 and the pupils say that they enjoy the challenge it gives and that it is helpful in extending their skills. For example, they are encouraged to research topics and to put into practice their literacy and numeracy skills. In the other classes there are opportunities for the pupils to read, learn spellings, multiplication facts and occasionally do some research but homework is given inconsistently. The teachers regularly correct the pupils' work but with few exceptions provide insufficient guidance on how the pupils might improve. There is some very effective marking in Years 5 and 6 with targets set for the pupils. The pupils say they benefit from this and it helps them to improve. In general, there is not a strong enough link made between assessing the pupils' performance and setting new and challenging work in the junior classes.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS

20. There is a satisfactory curriculum and recommendations in the previous report have received a positive response from the school governors. However, curriculum provision for religious education is not as good as reported at the time of the previous inspection. There is underdevelopment of skills in design and technology and omissions in the information technology scheme, although the provision for the latter subject has improved considerably since the previous inspection. The provision for religious education does not meet statutory requirements. Overall, the curriculum provides well for pupils' academic, social and physical development. There is a strong music tradition, but the school is less effective in developing creative skills through art and drama. The provision for raising pupils' awareness of a healthy lifestyle, including sex education and the harmful effects of drugs, is successful. There are very good opportunities for pupils to use their initiative and to take responsibility and to make good gains in their knowledge and understanding of citizenship. There is equality of access and opportunity for pupils to learn and to make progress.
21. Throughout the school the literacy and numeracy initiatives have been introduced successfully and are having a good impact on raising standards in English and mathematics. The use of literacy and numeracy skills in other subjects varies. In history, infants write their own descriptions and re-tell stories, with the higher attaining pupils using direct speech but in geography juniors are more limited to answering questions to fit prescribed spaces around pictures and diagrams. There are numerous good opportunities for all pupils to speak in lessons and they do so confidently, putting detail in their answers. Teachers use the initial session in each mathematics lesson to develop pupils' speed in making accurate calculations in mental arithmetic, reinforce the importance of mathematical vocabulary and use the plenary session well to draw conclusions from the lesson. These opportunities are making a significant contribution to the pupils' progress.
22. An appropriate amount of time is given to each subject with the exception of religious education in some classes. The recent rearrangement of the school day into three morning sessions is having a good effect on teaching and learning. Science is taught regularly and teachers have time to identify geography and history more clearly. For

practical subjects such as art and design technology, the afternoon session can be too long and if not clearly planned, hampers the development of pupils' skills. The school has a good long term plan which ensures coverage of the subjects and the benefits of teachers planning together, including the classroom support assistants, are evident in improved attainment by pupils in Years 1 and 2. Planning for the juniors is less cohesive and does not always build on what has gone before. As a result there are lessons where work for the above average pupils is insufficiently challenging.

23. Teachers give freely of their time to provide an excellent range of extra-curricular activities, which have a good impact on pupils' personal and social development and academic progress. Boys and girls are involved a variety of sports, such as soccer, Kwik-Cricket and netball, and in playing matches against other schools. Musical opportunities include choirs and recorder groups and the chance to learn a musical instrument and participate in the bi-annual drama production. Older pupils have a residential visit to North Wales for adventurous activities as well as history and geography fieldwork. There are numerous local visits, such as the Usher Art Gallery and Lincoln Cathedral, which enhance the curriculum provision. A successful visit by a book illustrator captured pupils' imagination as well as supporting their understanding of books. The school has an effective homework policy, which is not applied consistently by all teachers. Where it is used effectively, as in Year 6, pupils respond well and it makes a valuable contribution to their personal and academic progress.
24. The school makes good provision for pupils with special educational needs. They are taught the full range of subjects and targets are identified in their individual education plans. Their progress is good and effectively monitored. The effective provision ensures that a good proportion of pupils who receive support will make sufficient progress so that they can be removed from the register of special educational needs before they leave the school. Where their need is for reading support, juniors are withdrawn from lesson to a small group. This affects the same lessons each week, including the core subjects of mathematics and science. There is no system for checking that pupils catch up with work they miss or of varying the times of their reading support so that their progress is not affected.
25. The provision for pupils' personal, social and health education is good. Time is allocated specifically to the structured teaching of this subject and assemblies and visits make a significant contribution to pupils' personal and social education. Aspects of health education are taught through the science curriculum and older pupils are taught about sex at an appropriate level for their age and development. The school follows a structured programme for drugs' education which gives pupils good strategies for resisting peer pressures which they may encounter in the future.
26. The school provides a good atmosphere for the development of spiritual, moral, social and cultural values. The spiritual aspect of school life is developed appropriately through the daily act of collective worship, and where taught, in religious education. A range of themes is introduced and time is given for reflection following thoughtful prayer. The school fulfils the statutory requirements for collective worship. Spiritual development benefits from time to reflect on feelings in lessons, for example in music, literacy and personal and social education. Pupils are taught clearly about good and unacceptable behaviour. Good relationships between staff and pupils enable teachers to reinforce good moral attitudes and they do this skilfully and with the support of the school's good merit system that rewards moral attitudes to work and to caring. The school stresses the importance of sportsmanship and fair play through many competitive opportunities locally and nationally. The provision for social development is very good. Residents from a local residential home visit and are entertained by the infants at Christmas, and infants visit the home to entertain them in

the spring term. The wide range of extra-curricular activities give juniors varied opportunities to meet and interact with pupils from other schools in local competitions. Older pupils have opportunity to join a residential visit to Marle Hall in North Wales to share new experiences. Pupils are encouraged to consider the needs of others less fortunate than themselves and they initiate a range of fund raising activities for good causes. Pupils develop an understanding of different cultures through studies in history and geography but religious studies are not used sufficiently to promote cultural understanding. There is insufficient consideration given to preparing pupils for life in a multi-cultural society. Music is a strength of the school. The school orchestra and choir meet weekly to rehearse and take part in performances for pupils and parents. The choir competes successfully in local competitions and takes part in concerts with other schools.

27. The school has been successful in establishing good quality links with the local community. There are close ties with the local church and the parish and the local vicar is a regular visitor to the school. The school choir takes part in the carol service at Christmas in Lincoln Cathedral and the Bishop recently visited the school to talk to infant pupils about his life. The pupils visit amenities in the local area and an interesting range of visitors come to school to talk to them to extend their understanding and learning. The school has received support in the form of materials and practical help from local business in the construction of the new environmental area. Pupils have recently sent electronic mail to a school in Canada and are eagerly awaiting the response. The school has good links with local playgroups which help the youngest children to settle quickly into school life. There is close liaison with the secondary school to which the majority of pupils transfer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

28. All pupils, including those with special educational needs, are very well cared for at school and this supports the views of parents. Throughout the school pupils' personal development is monitored and supported well and pupils develop into increasingly confident and mature individuals. Although the procedures for monitoring and supporting pupils' academic progress are satisfactory, the information gathered, particularly in respect of more able junior pupils, is not used effectively to provide a good level of educational support and guidance for each individual. The very good relationships between pupils and their teachers ensure that the pupils feel motivated, safe and happy within the school community and this has a very significant impact on their learning and attainment. The quality of the overall pastoral care of the pupils has improved since the last inspection. However, the use of assessment data to support and guide pupils' academic progress through school has not been developed sufficiently.
29. Children under five in the reception class are well cared for in a happy and well-ordered atmosphere. They are given a secure and caring introduction to school life and children settle quickly and happily into the routines of the classroom. Parents have good opportunities in the mornings to speak informally to staff about any small matters of concern. The children quickly learn what is expected of them and staff consistently reinforce good work and behaviour with praise. Pupils with special educational needs take part in all aspects of school life and receive a good level of support, both personal and academic. There are very effective links with outside agencies
30. Since the last inspection attendance has improved significantly. The headteacher monitors attendance on a weekly basis and, if parents have not notified the school of absence by 9.30, they are contacted. This provides an essential early warning of a missing child. Parents are successfully discouraged from taking their children on

holiday during term time and class and individual certificates are awarded for 100 per cent attendance. Registration procedures are quick and efficient and fully comply with legal requirements. Staff know the pupils very well and monitoring of their personal development is very good. The school has good procedures for recording and monitoring any persistent instances of poor behaviour and, in such cases, parents are always involved at an early stage. All staff are consistent in handling any incidence of unacceptable behaviour and, because pupils have helped to draw up the class and school rules, they understand them and think that they are fair. Pupils are well motivated by rewards and praise for good work and behaviour and try hard to live up to the school's expectations. There are very good and effective procedures to deal with bullying and harassment and both parents and pupils speak highly of the way in which the school deals with any such incidents.

31. The safety and welfare of all the pupils has a high priority in the school. Pupils say that they would feel comfortable talking to their teacher about any concerns they may have and are confident that they would be helped. All adults in the school know the pupils very well and this ensures a continuity of care throughout the school day. The procedures the school has to govern health and safety are comprehensive and very good. Formal risk assessment is carried out regularly and fire drill takes place once a term. Provision for first aid is very good with appropriate record keeping. Elements of personal safety are covered during the personal, social and health education sessions and pupils learn strategies to keep themselves safe. The headteacher is the designated member of staff for child protection and has received an appropriate level of training. The school follows recognised guidelines and staff are vigilant in their approach to this aspect of care. The quality of supervision during the mid-day break is good. The mid-day supervisors are well organised and the pupils respect and like them.
32. The school has satisfactory procedures for assessing pupils' attainment and progress. The testing and recording system has developed substantially and the school is beginning to use the information but more needs to be done. Analysis of national test results over several years has enabled senior staff to identify weaker areas of the curriculum and to initiate appropriate action. This has proved effective in monitoring the underachievement of boys in English. The school regularly tests pupils in English and mathematics. However, this information is not used consistently to plan work that builds sufficiently well on what the pupils already know. As a result, the match of work to ability is not always clear and higher attaining pupils have work that is well within their capabilities and they are not challenged sufficiently.
33. A tracking system has been established for juniors in which two assessments per year are made using National Curriculum levels. This works in conjunction with a marking system which shows pupils how they can improve their work as well as praising their efforts. Where the marking support is used consistently, as in Year 6 English, pupils have a clear understanding of their capabilities and their rate of progress has improved. However, there are inconsistencies in applying the marking system. There is regular and helpful assessment of pupils with special educational needs and the information is used to prepare individual education plans which are used well by support staff.
34. The senior staff have clear monitoring roles for planning and for checking pupils' progress, but it lacks cohesion between Years 2 and 3, so that there was evidence during the inspection that some work is repeated in Year 3 without developing what the pupils already knew. The school acknowledges some discrepancies between teachers assessment at the end of Years 2 and 6 and test results which it hopes to address by having examples of assessed work available to guide teachers and by moderating work within the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

35. The school has effective links with parents and this has a positive impact on the work of the school and on the children's attainment. The school provides many opportunities for parents to become involved in school life and in their children's learning. Parents have high expectations of the school and, because the school appreciates the value of parental involvement in school life, their views are canvassed regularly and incorporated whenever possible. The majority of parents are supportive of the work of the school and value the good educational opportunities it provides. This is reflected in the positive views about the school expressed by parents prior to the inspection. This good partnership with parents has been maintained well since the last inspection.
36. The information provided for parents about the school is of good quality. It is practical, comprehensive and informative. Both the prospectus and the governors' annual report for parents contain useful information about the school and its achievements. Although the quality of the children's annual reports is generally good, the school has responded to the wishes of parents for more specific information on the standards their children achieve in each year group. Details of on-going test results are to be sent to parents this year accompanied by an explanation so that parents can clearly see how well their child is doing. Although only one of the three consultation evenings is formally structured with specific appointment times, teachers are always available to parents, either informally or by appointment, to discuss their children's progress. The Millfield Messenger is published every two weeks and keeps parents up-to-date with activities taking place. Each term parents receive a brief outline of what their children will be learning and parents were given the opportunity to attend briefings on the introduction of the literacy and numeracy strategies. Parents of pupils with special educational needs are fully involved in the decision making process and are kept well informed about the needs of their children.
37. The school is committed to involving parents in their children's learning and in the life of the school. There is a suitable policy on homework provision and the majority of parents consider that the school sets an appropriate amount of homework. Several parents have suggested that it would be useful if the specific objective of a piece of homework was clearly identified and the school intends to do this. The majority of parents help their children with their homework and this has a positive impact on individual attainment. Prior to the inspection, a number of parents raised the issue of inconsistency in homework provision between year groups and inspection evidence supports this view. As a result of a suggestion from parents, Year 5 pupils have taken part in an engineering challenge, two of whom have won through to the national finals. Several parents help regularly in classrooms with reading and practical activities and many volunteer to accompany the children on visits. Parents have also recently been actively involved in helping to establish the environmental area. The staff and headteacher successfully endeavour to make parents feel welcome in the school and are always available to help resolve any concerns they may have. Parents responded positively to the introduction of the home school agreement and take their responsibilities seriously. The friends' organisation is active and very successful, both as a social forum and a fund raising organisation. The school benefits from both aspects of its activities.

HOW WELL IS THE SCHOOL LED AND MANAGED

38. The headteacher provides good leadership and most aspects of the management of the school are good. Since the previous inspection the school has made satisfactory improvement and has remedied some of the weaknesses identified. The school has had many staff changes in recent years and the teachers have begun to be an

effective team. Areas of improvement include the accommodation, although some classrooms are a little small, more monitoring of teaching, increased opportunities for subject leaders to develop their subjects and better provision for pupils with special educational needs. The provision for information technology has improved and staff are more confident in teaching about computers. More still needs to be done to extend the challenge for the more able, particularly in the juniors. The school is aware of the issues raised during the inspection and is well placed to remedy them. The school is on course to meet its targets in English, mathematics and science and to build on the good quality of education provided.

39. The school's aims and values are clearly expressed and the staff and governors work together well to implement them. This results in a positive ethos where all are valued and encouraged to take responsibility. The headteacher delegates responsibility to the staff effectively, although due to staff changes further development is needed in the role of the subject leaders, particularly in monitoring learning and using the results of assessment to plan lessons. The management of the provision for pupils with special educational needs is effective and the register of special educational needs is kept up-to-date. Support staff and voluntary helpers make a good contribution to the pupils' progress. The governing body gives a suitable priority to provision and receive regular reports from the special educational needs co-ordinator.
40. The governors have a good range of experience and expertise and work hard to promote the interests of the school. They fulfil most of their statutory responsibilities but the requirements for religious education are not met. The governors monitor the school's progress in meeting its targets and many governors are involved in supporting the pupils in lessons. They, together with staff and parents, are involved in formulating the school development and monitor the school's progress in meeting its priorities. The school's plans for the future are clear and well focused. They include details of costs, responsibilities and measures of success. The governors make good use of the funds available and ensure that supplies and services offer good value. A particular strength has been the review of the school day and the use of three sessions in the morning. This has resulted in an effective use of time and resources and helped to improve the standards and progress in English and mathematics. The school's strategy for literacy is managed well and has resulted in improved performance in English. The National Numeracy Strategy is in its early days of implementation although there has been good success in raising standards in mental arithmetic.
41. Regular staff meetings are used well to discuss new initiatives and to provide opportunities for effective teamwork and decision making. The staff are encouraged to take part in regular in-service training and this has been very successful in raising teachers' competence in using computers. Newly qualified teachers are given good support and say that they have been made to feel welcome. Subject leaders are involved in reviewing the curriculum and have suitable opportunities to monitor their colleagues' teaching. However, there has been insufficient checking on the pupils' progress and as a result some work is repeated needlessly and there is insufficient demand made on the more able.
42. The headteacher and deputy take a good lead in providing clear educational direction. The school effectively manages behaviour, attendance and the work of outside agencies. The provision for children under five is managed appropriately and attention is given to ensuring that all of the areas of learning are taught. Together with the staff and governors the headteacher has created a very good ethos for learning in the school and the commitment to raising standards is shared by all.
43. There are sufficient teachers who are appropriately trained and have primary school experience. Support staff are enthusiastic and they make a good contribution to the

pupils' progress; for example, in providing additional literacy support and help for those with special educational needs. An appropriate appraisal system is in place and the governors are prepared well for the introduction of performance management. The accommodation is good and the staff produce interesting and attractive displays of pupils' work that encourages pride in the school and creates an attractive and purposeful learning environment. Pupils' achievements in extra-curricular activities, sport and technology are celebrated in photographic displays around the school. The displays in the entrance hall reflect well the effective teamwork between staff and pupils. The playground and field area is very good and the new garden area is a real asset. The school is very clean, tidy and well maintained which has a beneficial effect on the children and staff of the school. However, there are no large wheeled vehicles and climbing apparatus for children under fives and this inhibits their physical development. The school has a satisfactory library with good access for the juniors. The school has used funds for literacy well and provides a good range of reading resources and materials. Good use has been made of parental support and fund-raising events to equip a new computer suite, although there are not enough computers in classrooms.

44. The school makes good use of most of its resources. The headteacher and governing body manage the delegated budget well and financial control is robust. Educational developments are supported through careful budgetary planning. Subject leaders are fully involved in the management of funds allocated to their area of responsibility. Few issues were raised in the previous auditors' report and the school has rectified any minor weaknesses. The administrative staff work hard and efficiently. They have much influence in ensuring that the school runs smoothly.

45. Taking into account:

- The favourable socio-economic context and the average attainment on admission to the school;
- The above average costs of the school when compared with others;
- The good progress made in the infants, the satisfactory progress of the juniors and the above average standards achieved by seven and eleven year-olds;
- The good quality of teaching;

The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

46. In order to raise standards further, the headteacher, staff and governors should;

Accelerate the rate of progress in the juniors, particularly for the more able by:

- Raising the teachers' expectations of the pupils:
- Using assessment more effectively to plan work:
- Matching work more carefully to the needs of the different abilities in the classes:
- Reviewing the arrangements for setting pupils.

(Paragraphs 1, 6, 17, 22, 28, 32, 34, 39, 41, 57, 61, 67, 69, 70 and 80)

Further improve progress in writing in the juniors by:

- Extending opportunities for pupils to write at length in all subjects:
- Reviewing the arrangements for the teaching of handwriting in Years 3 and 4:
- Evaluating and continuing to refine the recently introduced initiatives to improve writing in Years 5 and 6.

(Paragraphs 5, 54, 57, 61, 88 and 105)

(The school has already recognised the need to improve this aspect of its work)

Raise standards in religious education by:

- Developing a scheme of work which guides planning effectively:
- Ensuring that sufficient time is given to the teaching of the subject:
- Providing well focused in-service training:
- Fulfilling all statutory requirements.

(Paragraphs 7, 15, 20, 22, 26, 40 and 102 - 106)

(The school has begun to remedy this weakness)

Improve the effectiveness of subject leaders by:

- Making more effective use of schemes of work:
- Checking that planning recognises what has already been achieved:
- Ensuring that there is a regular programme of reviewing the work in pupils' books to check that there is a good match of work for pupils of all abilities:
- Ensuring that there are consistent approaches to marking pupils' work that include guidance for pupils on how they might improve.

(Paragraphs 19, 28, 33, 34, 39, 41, 44, 60, 69, 76, 78, 81 and 106)

(The school recognises this as an area for development)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide outdoor play equipment for reception children. (Paragraphs 2,47 and 53)
- Improve design and technology skills. (Paragraphs 5, 7, 20, 82 - 84)
- Ensure consistency in the provision of homework. (Paragraphs 18, 23, 37, 60 and 68)
- Ensure that pupils who are withdrawn for support do not miss the same lessons each week. (Paragraph 24)
- Improve the presentation of the juniors' work. (Paragraphs 76)
- Make more use of computers in other subjects. (Paragraphs 7, 58, 69, 89,93)
- Provide more opportunities to prepare pupils for life in a multi-cultural society. (Paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	21	44	28	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	218
Number of full-time pupils eligible for free school meals	N/A	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	15	15	16
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	96 (73)	96 (93)	100 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	15	15	16
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	96 (74)	96 (84)	100 (84)
	National	82 (80)	86 (84)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		199	14	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	15	13	14
	Total	24	24	25
Percentage of pupils at NC level 4 or above	School	80 (71)	80 (71)	83 (76)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	15	13	14
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	77 (84)	80 (76)	87 (75)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	25.6
Average class size	31.1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	75

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	378,238
Total expenditure	366,519
Expenditure per pupil	1,591
Balance brought forward from previous year	5,920
Balance carried forward to next year	11,719

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	49	41	4	4	2
Behaviour in the school is good.	41	57	0	0	2
My child gets the right amount of work to do at home.	20	59	20	2	0
The teaching is good.	45	51	2	0	2
I am kept well informed about how my child is getting on.	22	63	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	45	49	6	0	0
The school expects my child to work hard and achieve his or her best.	49	41	6	0	4
The school works closely with parents.	24	59	18	0	0
The school is well led and managed	24	53	18	0	6
School is helping my child to become mature	33	57	6	2	2
The school provides an interesting range of activities outside lessons.	24	53	22	0	2

Other issues raised by parents

- Parents are happy with the standards and progress their children make.
- Children settle in quickly as four-year-olds and begin to learn straight away.
- The new IT suite has made a great deal of difference.
- Some parents thought their children could make better progress.
- Views were mixed about whether or not pupils had enough homework.
- Parents thought there were not enough scheduled opportunities to talk about their children's progress.
- The school needs to tell parents about the methods it uses.
- Quite a big staff change recently but the team spirit has been preserved. The staff are very

dedicated.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

47. Children under five are taught in the reception class. At the time of the inspection there were 11 four-year-olds. Attainment on admission to the school is at about the level expected. Children follow an appropriate curriculum, which is matched to their needs, and make good progress in most aspects of their work. Children with special educational needs are given good support. As a result, they make good progress in meeting the targets in their individual education plans, although their levels of attainment are below those expected for their age. Resources are satisfactory overall, but there is no equipment for outdoor play and this is unsatisfactory. The provision for children under five, their progress and the teaching have improved since the previous inspection.
48. The children make good gains in their personal and social development and by the age of five they are well equipped for work in the infants. They have effective relationships with other children and confidently relate to adults. A particular strength is the way that the children settle to tasks, maintain concentration and collaborate with one another. They are eager to explore new opportunities. For example, they use computers to play games and experiment with the keys. The teaching is good focusing on developing independence and providing opportunities for the children to choose resources and to organise themselves in small groups that work together well. Much focus is given to teaching the children how important it is to respect one another's feelings and to share and take turns. The children behave well and have a clear understanding of what is right and wrong. In discussions, they listen to each other carefully and show happiness at the success of others.
49. Language and literacy are given high priority in the reception class. The children make good progress and, by the age of five, most attain levels in reading and writing which are above those expected for their age. They also listen well and speak clearly and effectively using imaginative and appropriate vocabulary. The teaching of this area of learning is good. There is a strong focus on developing the children's knowledge of the sounds that letters make. Many opportunities are provided to listen to stories and the use of structured readers and effective involvement of parents in work at home ensures that consistent gains are made in reading. The teacher keeps useful records of the children's progress and assesses how well they are doing. She then uses this information to plan the next step in learning. There is a good range of books which enthuse, challenge and inspire children to become interested in reading. Regular practise and much encouragement from the teacher and support staff spur the children on encouraging them to do their best. Good progress is made in writing. The children read, write and recognise their own names and are developing good skills in forming letters correctly. The more able children write short sentences describing events in their lives and often use capital letters and full stops correctly. Very good progress is made in sequencing stories correctly. The teacher encouraged the children to think about what has happened and then to write about what happened before and after. This is very effective in developing story writing. The children improve their imaginative use of language through role-play, for example, in the garden centre and shops. They make up their own stories and games.
50. The good teaching of mathematics successfully promotes progress and, as a result, by the age of five, the children attain levels which are higher than those expected for their age. There are many practical activities and the teacher makes good use of resources to reinforce the children's understanding of basic concepts. In a shopping

activity, the pupils use a variety of coins to purchase books, toys and games from the shopkeepers. Most children recognise the numbers to ten and the more able count up to 100. Most are confident in simple addition and the more able children understand subtraction of small numbers. They have a good grasp of mathematical vocabulary as the teacher emphasises correct use of mathematical terms and practises them regularly with the children. The children's knowledge of shape and simple measurement improves quickly and the children are good at estimating. In their water play they use words such as "full", "empty" and "half full", correctly estimating the size of different containers. They follow patterns and understand sequences of numbers.

51. At the age of five children have a better than average understanding of the world around them and this area of learning is taught effectively. The children make good progress in their knowledge and understanding of the world through their experiences of history, geography and science. They talk about how they have changed and correctly order their families by age understanding terms such as "long ago". They describe their route to school accurately and talk about the shops and amenities in the village. They know that there are villages, towns and cities. They recognise and name the parts of plants and know that most plants need light, water and warmth and growth. They record their work using pictures and diagrams and the more able write short sentences to describe their experiments. They use computers successfully, typing their own names, playing simple games and improving their skills of using the keyboard and the mouse. The teaching is good. There is a good balance between direct teaching and opportunities for the children to explore and investigate. The teacher knows the children well and matches work effectively to the needs of the different groups. She uses questions well to find out what the children know and understand and then plans work based on what she has found out.
52. By the end of the reception year the children have appropriate creative skills for their age. They recognise the main colours and enjoy experimenting with paint, crayon and materials. Their observational paintings of sunflowers are attractive and make effective use of colour. They know that mixing one colour with another produces a third colour and also appreciate that white will create a tint. In their imaginative play, the children use a wide vocabulary and act out different roles showing a good level of understanding. They improve their skills in using a wide range of materials and simple tools with care and dexterity. The teaching is satisfactory. There are suitable opportunities to take part in part music and imaginative play.
53. The children enjoy physical activity and by the age of five have appropriate skills for their age. However, their progress is hampered by lack of outdoor play equipment for climbing, and balancing. This is compensated for by use of the school hall in physical education lessons, but this formal approach inhibits the children's creative development. The teaching is satisfactory, but more focus on developing imaginative and creative movement is needed. There are no wheeled vehicles and this restricts children's play and there is a lack of opportunity for the children to organise themselves into groups in outdoor play. The children make appropriate use of construction toys and make recognisable model buildings.

ENGLISH

54. In the 1999 National Curriculum tests at the end of Year 6 in English the pupils attained standards which were in line with the national average but well below those of similar schools. The tests at the end of Year 2 in reading and writing showed standards well above the national average and when compared to similar schools well above average in reading and above average in writing. The results show little difference between the attainment of boys and girls; however, at the end of Year 2 girls do slightly better than boys in reading. Trends over time indicate some variation between results depending upon the groups of pupils. End of Year 2 and Year 6 results have kept pace with the national trend of improvement. Inspection evidence shows that at the end of Year 2 standards in English are well above average with almost half of the pupils doing particularly well in reading. At the end of Year 6 almost all pupils attain the average standards with about a third reaching the higher level 5. In the juniors standards in reading are higher than standards in writing. Standards are about the same as at the time of the previous inspection. However, more challenge is needed through the juniors for more able pupils.
55. Attainment in speaking and listening is above average at the end of Year 2. Pupils listen attentively in lessons and there are good opportunities for listening to music in assemblies and in music lessons. Pupils are challenged well to listen to and remember sounds. For example, a "sound walk" matched sounds in the neighbourhood to familiar birds, animals and people and was recorded artistically in the classroom. Listening skills are used and extended in the literacy hour when pupils identify letter sounds in reading and listen to others reading in groups. The school's successful management of behaviour and pupils' very good attitudes to learning create a quiet working atmosphere that is conducive to listening. Pupils talk confidently, they have a good range of vocabulary and speak in grammatically correct sentences. They adapt their vocabulary to suit occasions, using formal language appropriately to greet visitors to the school. They are confident and make good use of the opportunities that the school provides, for example when they conversed with the Bishop of Lincoln. At the end of Year 6 pupils' speaking and listening skills are above average. They concentrate for long periods of time, discuss issues logically in complex sentences and express ideas clearly. Pupils in Year 5 discuss use of voice, volume and expression, comparing the impact of vocabulary and sentence composition in television advertising. They speak with clear diction and benefit from opportunities to perform for an audience in school dramatic productions.
56. At the end of Year 2 reading is very good. Pupils are confident, reading with fluency, accuracy, and good understanding and expression. The successful implementation of the literacy strategy, combined with the school's commitment to individual teaching of reading, is having a beneficial effect on reading standards. Lower attaining pupils receive good support during the literacy hour and make good gains in reading and understanding text. Year 6 pupils make a good contribution to pupils' learning through the extra curricular reading club. More able pupils identify and discuss characters in a book, recall the plot of a story and make realistic predictions of what may happen next. However, infant pupils have insufficient opportunities to use a library and library skills are underdeveloped. They make good use of non-fiction books in the classroom, making choices by reading the contents list and appraising the book from illustrations. By the end of Year 6 attainment in reading is above average. Pupils read independently for enjoyment and to find information. Class libraries have a good range of popular books and pupils name favourite authors and styles of writing. The school library is used appropriately for independent research and pupils have satisfactory library skills. By the end of Year 6 pupils scan and skim text effectively to extract

information. They compare the roles of characters in a story, recognising their significance in the plot.

57. Attainment in writing for seven-year-olds is very good. Handwriting is well formed, of regular size and presented neatly. Pupils write fluently and with confidence. This benefits standards in writing ideas and recording their understanding in other subjects, such as history. Pupils have a good understanding of sequencing sentences. They use full stops and capital letters appropriately and higher attainers use question marks, exclamation marks and some speech marks. Spelling is often correct. Pupils combine letter sounds and recognition of frequently used words from spelling homework that is matched to their learning needs. They make good use of appropriate dictionaries. Pupils write poems and prayers with enjoyment and purpose. At eleven, attainment in writing is average, but is not as high as the standards achieved in reading. The development of handwriting is inconsistent and some Year 3 and 4 pupils take insufficient pride in presenting their work. Most pupils write thoughtfully, making good use of interesting vocabulary and appropriate sentence structure. However, the more able are insufficiently challenged. There are opportunities to write book reviews, reports and letters, but these opportunities are insufficiently extended to other subjects. The school has introduced helpful initiatives to improve writing. Years 5 and 6 have additional lessons in extended writing, working in groups where they receive more teacher attention and work is planned to meet their specific learning needs. Teachers share an analytical assessment of writing with pupils and this is benefiting standards and pupils' confidence.
58. Pupils' progress is satisfactory in the juniors and very good in the infants. The National Literacy Strategy has been implemented well and ensures the systematic teaching of grammar and writing conventions. Pupils with special educational needs make good progress. Their learning needs are clearly identified and there is effective classroom support. The additional literacy and "booster" classes have given good support in the learning of basic skills. Insufficient use is made of computers to benefit learning and motivate lower attainers.
59. Pupils' behaviour is good and they have very good attitudes to learning. They are friendly and polite and enjoy very good relationships with teachers and each other. They concentrate on their work and enjoy their own and others' success. Older pupils have caring attitudes to younger ones and enjoy the opportunity to work and play with infants at the extra curricular reading club.
60. The quality of teaching is good, overall, and very good in the infants. In the lessons seen the teaching varied between satisfactory and very good. Lessons are, generally, organised well and appropriately planned to literacy hour guidelines. Objectives are stated clearly in planning and shared with pupils in the lesson introduction. Good use is made of questioning to include all pupils in discussion and to assess their progress throughout the lesson. For example, in Years 1 and 2 teachers move around the classroom, keep an eye on the groups at work and intervene effectively. However, in Years 3 and 4 extension work and alternative tasks are not planned for higher attainers and they are insufficiently challenged. There is inconsistency in the quality of marking. Work is marked regularly and where it is good, includes comments to help pupils improve their work. Marking of stories in Year 6 is particularly effective as it clearly indicates what the pupils need to do to improve. In reading homework books, there are not enough constructive comments to guide parents on how to help their children improve. Pupils are heard to read regularly and this makes a significant contribution to the pupils' success with reading.
61. At the time of the inspection the headteacher was leading the subject. The National Literacy Strategy has been successfully implemented. Teachers are confident in their approach to planning and teaching to the guidelines. Decisions to extend teaching

time for hearing reading and extending writing are proving beneficial in raising standards in English. Procedures for assessment are good but insufficient use is made of the information in planning lessons. The school has recognised the gap between standards in reading and writing and has improved the accuracy of teachers' assessment through looking at a cross section of work to establish the correct level of performance.

MATHEMATICS

62. By the age of seven and eleven the pupils attain standards which are above the national average in mathematics. About a third of the pupils in both Years 2 and 6 attain the higher levels. Standards are about as high as reported at the time of the previous inspection, although the percentage of pupils attaining the average and higher levels has increased. The changing intake of pupils and the average level of attainment on admission show that there has been real improvement and that standards are as high as they should be. The improvement has kept pace with the national trend although there have been some variations from year to year due to differences in the proportion of pupils with special educational needs. The school is on course to meet its targets in each year group. In 1999, the results of national tests at the end of the infants showed that standards were well above the national average but average when the school was compared with those with similar intakes. Test results at the end of the juniors showed that standards were above the national average but below those of similar schools. Through the effective use of the National Numeracy Strategy the school has begun to remedy the situation and standards are improving.
63. The teachers are effective in teaching numeracy and much emphasis is placed on developing the pupils' competence in understanding the value of numbers and using them in a variety of situations. There are good examples through the school of measuring accurately. In physical education lessons the pupils work out how to change the angle that a ball will travel when hit. They measure precisely in making models of vehicles. In science, the pupils make suitable use of graphs to present data.
64. By the age of seven the pupils have good mathematical skills. They have a secure understanding of the value of numbers and the importance of using tens and units correctly. They add and subtract numbers up to twenty in mental arithmetic and most are secure in using numbers up to 100. The more able pupils have a secure understanding of simple multiplication and division. Most pupils apply their basic number skills to solving problems competently. They know the value of coins and quickly total their spending and work out how much change they ought to have. Good progress is made in developing mathematical vocabulary and the use of signs and signals. Pupils have good strategies which they explain clearly when solving problems. They measure accurately and understand some standard units such as centimetres, kilograms and litres. They collect and collate data and produce appropriate bar charts to present their findings.
65. By the time they leave the school, pupils are confident mathematicians. They are particularly good in mental arithmetic and have a secure knowledge of multiplication facts. They make good use of these when calculating and this results in accurate work. They work quickly and their secure understanding of the value of numbers means that work is usually correct. The pupils understand the relationship between percentages and fractions and add and subtract confidently to two decimal places. However, even the more able struggle with multiplication and division of decimal fractions. In shape, space and measures, the pupils show a good knowledge of the properties of shapes and can measure angles and sides correctly using millimetres.

Their graph work is of average standard although in other subjects, such as science, graphs are not used sufficiently to present data. Most pupils have competent problem solving skills although many struggle when the problems involve more than one operation.

66. Pupils' response in lessons is very good. They keenly compete to answer mental arithmetic questions and show great enthusiasm for homework. Behaviour in lessons is usually good although on occasion, the pupils become unsettled. This is due to unnecessary moving around the class at the beginning and end of lessons. In Years 3 and 4 pupils with special educational needs respond very well when working in sets. They remain on task for long periods of time and work hard.
67. The quality of teaching is mostly good and the pupils learn at a good rate in most lessons. Teaching varied between satisfactory and very good. Learning is most productive when the pupils are organised into sets according to their ability. The rate of learning is at its most rapid in the infants where tasks are well matched to the needs of the pupils and particular account is taken of the more and less able. In the juniors, learning is at least satisfactory and often good, although in some lessons there is insufficient match of work to the different abilities and this retards the rate at which the more able work. Sometimes pupils with special educational needs in the junior classes are given work which is too hard for them and they lose confidence.
68. The teachers have a secure understanding of mathematics and use the guidance of the National Numeracy Strategy well. Lessons are organised effectively and the time spent in introducing new learning and revision of the pupils' knowledge of number facts is effective. When working in groups the pupils concentrate well and most teachers provide additional support and encouragement moving between groups. They make effective use of questions to find out what the pupils have understood. At the end of lessons there is a useful review of what has been learned and most teachers use the information gained to plan the next stage in learning. Books are marked regularly and accurately. Although it is rare to find comments which guide the pupils on how they might improve and insufficient time is given to focusing on completing corrections. Homework is used well in Year 6 and pupils say that they find it helpful in reinforcing what they have learned. However, in Years 3 and 4 homework is not given consistently.
69. The subject leader has a clear vision for the development of mathematics through the school. He has been involved in monitoring the teachers at work and in providing guidance on the introduction of the National Numeracy Strategy. However, insufficient check is kept on what the pupils have learned and this results in some needless repetition of work between year groups and a lack of focus on extending the most able pupils. There are sufficient resources for mathematics and some computer programs. However, computers are not used sufficiently to support the teaching of the subject. The pupils are tested regularly and the information is used to set the pupils according to ability for a few lessons. However, day-to-day assessment is not rigorous enough in identifying strengths and weaknesses in performance.

SCIENCE

70. The good standards reported at the time of the previous inspection have been maintained although there have been fluctuations from year to year. In the national tests at the end of Year 6 in 1999 the percentage of pupils attaining average standards was in line with that expected, although a lower than average proportion of pupils attained the higher level 5. When compared with the results of similar schools, standards were not high enough. The school has recognised this and has improved the teaching, curriculum and the rate of learning for the pupils. In the national tests, teacher assessment has been inaccurate and too generous. The school has become more rigorous in assessing skills and knowledge although more needs to be done to use the information to plan lessons. Results of teacher assessments at the end of the infants in 1999 show that a good proportion of pupils attain higher than expected levels and all attain at least the expected levels for their age. Inspection evidence shows attainment at ages seven and eleven to be above the national average. All pupils, including those with special educational needs, make good progress.
71. Attainment is average and progress in experimental and investigative science is satisfactory in both the infants and juniors. Pupils have sufficient opportunities to handle small equipment and carry out investigations and juniors are use correct vocabulary effectively. All pupils are beginning to make good use of their mathematical skills to create graphs and analyse data from them although the use of information technology to present written work or data is underdeveloped. In Years 1 and 2 pupils are adept at categorising materials by their properties and researching information from reference books. Older pupils have insufficient opportunities to design their own investigations in and do not fully understand the concept of a fair test.
72. Throughout the school, pupils have above average attainment and make good progress in their understanding of life processes and living things. Year 6 pupils have a high level of vocabulary, including words such as 'photosynthesis', and understand the importance of identifying microbes and its importance to public health. Year 2 pupils have a good knowledge of the habitats of small mammals and understand the word 'hibernation'. They name the main external parts of the body and parts of a flower correctly.
73. Pupils' progress and learning about materials and their properties is good. By the end of the infants and juniors the pupils have a good knowledge of materials. Junior pupils demonstrate good knowledge of the properties of a variety of solids, liquids and gases. They relate their findings effectively to everyday situations and use the correct words for changes which occur, such as 'condensation'. Infants use terms such as 'hard', 'soft' and 'shiny' to describe the properties of building materials and test fabrics for their waterproofing qualities and draw acceptable conclusions from their findings.
74. Standards are above average in physical processes by age seven and eleven. In learning about physical processes Year 2 pupils are very well challenged by their work on light and darkness, trying to explain why shadows change size and sorting materials which are reflective or not, recording their predictions and their results. Year 6 pupils also achieve high standards in understanding balanced and unbalanced forces and describe in their own words various situations where friction occurs. They design circuits using the correct symbols and check that they operate as expected. All pupils make good progress in this aspect of science.
75. Overall progress is good. There is improvement in the use of scientific vocabulary by the end of Year 6 and by the end of year 2 pupils are using reference books and reporting back on their investigations. Higher attaining junior pupils lack experience of interpreting patterns and trends from their data and drawing conclusions consistent with the evidence of their experiments. In Years 1 and 2, where teaching has high

expectations and uses pupils' previous experience and knowledge in planning lessons, pupils learning rapidly. As a result pupils are well motivated and have very good attitudes to their work. Both infants and junior pupils make very good progress in relating science to every day situations and teachers are developing the pupils, understanding of the moral and social responsibilities of science effectively.

76. Overall teaching is good, with some very good lessons seen during the inspection, particularly in the infants. Teachers manage their classes and resources effectively. Their knowledge and understanding of the subject enables them to ask pertinent questions and raise excitement in pupils. This creates a positive attitude to the subject and provides a spur to effective learning. Lessons have clear objectives and plans, but they are not always based on the pupils' previous experience and this results in some repetition. In the most successful lessons, infant teachers have high expectations and push the pupils to succeed by planning tasks which are closely matched to ability. The teachers insist on the correct use of scientific vocabulary and high standards of presentation. Presentation of work and diagrams is generally weak in Years 3 and 4. There is some evidence of the use of marking to direct pupils in how to improve their work and examples of pupils evaluating their own work, but these practices are inconsistent. The recently appointed subject leader is enthusiastic and time has been allocated for checking on the development of the subject. The school has developed, with the involvement of the pupils, an attractive and useful wild life garden to improve the pupils' understanding of preservation and conservation.

ART

77. At the time of the last inspection, standards were good. Standards observed at the recent inspection are in line with those expected for pupils aged seven and eleven. Learning is satisfactory overall and good in Year 6, due to the wider range of opportunities provided by the teacher. All classes appraise and paint in the style of famous artists, but skills and techniques are not taught sufficiently consistently and pupils' creativity is limited. All pupils, including those with special educational needs, participate in the opportunities given to them with enjoyment and enthusiasm.
78. In the infant classes, learning is satisfactory. Pupils paint, successfully, in the style of Van Gogh. They mix colours to achieve appropriate colours and use observational drawing skills successfully. They develop the theme with a sunflower seed collage. Art is used appropriately to support work in other subjects. In a history lesson, pupils paint pictures of toys from earlier years and pupils further develop a music lesson by painting figures and animals representing sounds from a "sound walk". There is, however, insufficient opportunity for creative work and learning suffers from a lack of a scheme which consistently focuses on improving skills and techniques and allows opportunities for pupils to experiment.
79. In the juniors pupils paint in the style of famous artists. Years 3 and 4 work in the style of Kandinsky, preparing colour wheels to demonstrate the boldness of the colours. They develop an appropriate art vocabulary, but lack opportunities for creativity. Year 5 use a wide range of techniques when studying the work of Van Gogh and Monet, showing sensitive interpretation of the artists' work. In Year 6 pupils have a satisfactory understanding of a range of media for drawing and use pencils, chalk and charcoal to effectively develop understanding of their use in tone and texture. They make good use of appropriate language in appraising their work.
80. Overall, teaching is satisfactory and good at the end of the juniors. Pupils have good attitudes to art and behaviour in lessons is good as the teachers use praise and encouragement effectively. Relationships with teachers are very good and pupils are confident in the knowledge that their work is valued. Teachers' organisation is good and resources are used effectively. As a result, the pupils work independently,

discuss their work in groups and are considerate when appraising others' work. Lessons are planned appropriately with clear objectives that are carefully explained to pupils. Teachers monitor the work of all pupils and make good use of examples as discussion points to benefit learning. They make good use of questioning to help pupils make independent decisions about their work. Classroom support is used well to extend pupils' learning and raise standards.

81. The subject lacks leadership. There is no subject leader but the school has plans to rectify this situation. The policy is in line with the National Curriculum but there are insufficient guidelines for teachers to systematically develop skills across year groups; for example, sketchbooks are not used consistently in the school. There is no method of assessment to help teachers to plan to the individual needs of pupils. Resources are satisfactory and readily accessible to staff and pupils. Displays throughout the school are attractively presented but lack variety and three-dimensional displays are used insufficiently.

DESIGN AND TECHNOLOGY

82. Due to the school's timetable little design and technology was seen during the inspection. Discussions with pupils, scrutiny of work and observation of two lessons show that standards are below those expected for children aged seven and eleven. Progress for all pupils, including those with special educational needs, is unsatisfactory in developing skills and techniques consistently and although some good work was seen, there are insufficient opportunities for children to design, make and improve models. Overall, standards are not as high as reported at the time of the previous inspection despite some very good teaching in Years 2 and 5. The pupils are enthusiastic about the subject, but the school does not capitalise on this thirst for learning through a consistent approach to the teaching of skills in each year group.
83. In the lessons seen, the teaching was very good. However, the lack of a scheme of work and insufficient focus on checking that the subject is taught and that skills are developed, shows that some teachers lack the necessary skills and confidence to provide challenging and interesting opportunities for the pupils to make sufficient progress. In the Year 5 class the pupils have made very good gains in cutting, shaping and making wooden vehicles to transport an egg. They enthusiastically and imaginatively add safety features to their model, showing an awareness of design and a good understanding of principles such as friction, gravity and rigidity. They use their numeracy skills well in measuring precisely. In a Year 1 and 2 class the teacher provided good opportunities for the pupils to design and make salads. She used a wide variety of approaches to interest the pupils and allowed them to experiment and make choices. The puppet making activities show much promise and attention to detail. In the planning stage the pupils draw accurate designs and label their diagrams, selecting materials with an awareness of their final function. They discuss their work enthusiastically and willingly share ideas, equipment and materials with their friends.
84. A particular success in design and technology has been the school's involvement in a national competition. With the support of parents, the school has won through to the national finals. There is a recently appointed co-ordinator who has plans to improve the school's provision for the subject. There has been insufficient monitoring of teaching, learning and planning and this has resulted in unsatisfactory progress in the subject. There are sufficient resources which are organised well.

GEOGRAPHY and HISTORY

85. History lessons were observed in both the infants and juniors, but only one lesson of geography was seen during the inspection. This assessment is based on evidence

from observations, scrutiny of pupils' work and discussions with Year 2 and Year 6 pupils. Both subjects have a significant place in the curriculum and give valuable opportunities for pupils to observe their surroundings, locally and internationally, and to consider people and events from past times. Standards in history are very high for the infants and the pupils make good progress in their knowledge of historical personalities. This is due to the excellent teaching and the emphasis on writing and speaking in lessons. This represents a significant improvement since the previous inspection. By the end of Year 6 pupils' attainment in history is appropriate for their age and they are making good progress identifying pictures of objects and events from ancient Egypt and the Aztecs, using their knowledge of lifestyle and food to place them in categories.

86. Standards in geography are lower than at the time of the previous inspection. Most pupils achieve the expectations for their age. Infants show a secure awareness of places beyond their own country by identifying landscape features and describing them using terms such as 'mountain', 'river' and 'seaside' and have a great interest in the travels of Barnaby Bear. By the end of Year 6 pupils have sufficient skills in observation to make comparisons between the human and physical features of different localities, such as Lincoln and the Indian village of Chembakolli, but lack more sophisticated knowledge to offer reasons for the different situations and to use extensive vocabulary. Their map skills enable pupils to use a scale accurately and understand the symbols in the key.
87. Infants are enthusiastic about their history lessons, and this has a positive impact on their rate of progress. Excited anticipation was generated in the one lesson observed by the teachers' very good knowledge, very effective use of resources and clear lesson objectives based around toys 'then and now'. Pupils handled objects and thought about their answers carefully, responding well to the responsibility they were given. Scrutiny of their work shows very good use of literacy skills in re-telling stories and opportunities write their own work. Pupils' understanding that every day places such as kitchens and bathrooms have not always looked as they do now is good. Teaching is satisfactory for the older pupils, with some good teaching when pupils are allowed to use their knowledge to assess and categorise picture of everyday objects from the past. The pupils understand change over time and use CD-ROM resources for researching eminent Victorians. Their knowledge is improving, but they lack opportunities to develop vocabulary and different interpretations of the same event and in most lessons the written work is the same for all pupils.
88. Map skills are well promoted with, younger pupils identifying landmarks on their route to school and representing them as symbols. Their descriptions include words such as 'right', 'left' and 'ahead'. All pupils do the same activities and the amount of work in the scrutiny was low. Teaching in the juniors is satisfactory. Classes are well managed and relationships between pupils and teachers effective for moving lessons along so that pupils are learning. However, there are few opportunities for pupils to write their own work and as all pupils do the same activities, the rate of progress for the more able higher is unsatisfactory. The infrequent use of information technology does not extend pupils' understanding of its place in geography, although there is computerised weather station. Pupils speak highly of the visit to North Wales and this clearly has a good impact on their knowledge and skills in both subjects.

INFORMATION TECHNOLOGY

89. The previous inspection report stated that standards were in line with those expected nationally. Inspection evidence shows that pupils by the age of seven and eleven attain levels appropriate for their age. There has been much improvement in the provision, teaching and learning of information technology since the introduction of the

computer suite, although there are still areas for development in control technology and use of computers in other subjects. The pupils, including those with special educational needs, make good progress.

90. By the age of seven, the pupils have appropriate skills in word processing. They are able to write using a variety of fonts, load, save and print their work. They have made much improvement during the year since the introduction of the computer suite. The teachers focus well on building on the skills consistently and in checking that the pupils are making sufficient progress. However, pupils have limited knowledge of data handling and of creating graphs. They use a painting package to create pictures and are familiar with some of the computer's tools such as brush, spray can and fill. The pupils lack confidence in control technology.
91. By the age of eleven, most pupils have appropriate skills in word processing. They are able to combine pictures and text, use a desktop publishing program to create programmes for their Christmas performances. In art lessons they use the computer to make pictures in the style of Mondrian. They have little experience of handling data and creating spreadsheets although this is a rapidly improving area. The school lacks sufficient software to extend the pupils' skills in control technology and this is a weakness. Pupils are confident in using the Internet and have begun to use electronic mail.
92. In the lessons seen the teaching was good. The teachers have benefited from supportive and helpful in-service training by the co-ordinator and their subject knowledge has improved significantly. They are confident and competent in guiding the pupils and in creating activities which are suitably challenging. As a result, the pupils are enthusiastic and interested learners. They remain engaged on task, throughout lessons and particularly enjoy using the new computer suite. Planning is thorough and the co-ordinator has been helpful in providing guidance about the consistent development of skills. As a result, pupils' learning has benefited; pupils have a clear understanding of what is expected, apply intellectual effort and are beginning to use computer programs creatively. Most pupils are keen to explore new programs and to extend their skills. They rapidly acquire new knowledge and skills, understanding what they are doing and what is expected of them. The pupils' behaviour is very good. They take care of the equipment. During lessons, they work together effectively, sharing equipment and ideas. The more able often help those who are less confident. Teachers make good use of the resources and the time available to work in the computer room. Occasionally, there are good opportunities for the pupils to carry out computer work at home.
93. The co-ordinator shows much enthusiasm for the subject and leads by example. The school is developing an appropriate scheme of work and has focused well on basic skills. The staff realise that there is a need for further development of the subject and to devise a recording system which enables them to track the pupils' progress. The computer suite paid for partly through fund raising and parental support has proved to be an asset. However, there are few computers in the classrooms and this inhibits the opportunities for pupils to apply their new skills to work in other subjects.

MUSIC

94. The good standards attained at the time of the previous inspection have been maintained and music remains a strength of the school. Learning is good as a result of the continuing specialist subject leadership and is benefiting from having two subject leaders for infants and juniors who liaise closely and teach music throughout the school. The subject benefits from the school's commitment to the employment of specialist instrumental tuition from the local authority's peripatetic music service and woodwind instrumental teaching from "Music for Schools". The music teachers'

enthusiasm and commitment to extra curricular clubs further benefits the good standards in music.

95. In the infants, pupils listen to and appraise the music of famous composers. They enjoy listening to music in assemblies and talk about different sounds and instruments. They understand that symbols represent musical notes and respond to the symbols in playing recorders and percussion instruments. They sing tunefully, with confidence and enjoyment.
96. In the juniors, pupils' learning is very good. Learning opportunities are extended and pupils play a range of string and wind instruments and rehearse regularly with the school orchestra and choir, which are well attended as extra curricular clubs. Pupils in Years 3 and 4 use musical vocabulary with knowledge and understanding. They compose music that will represent the movements of animals thoughtfully and with good recall of earlier learning of beat and pulse. Pupils in Year 6 recognise and match rhythm to notation, composing music that they play tunefully to demonstrate an understanding of rhythm and pitch. They appraise and improve their work successfully and are confident in performance. They sing together with clear diction and use expression well showing a good awareness of audience.
97. The quality of the specialist teaching is very good and inspires the pupils. Pupils are enthusiastic about music and enjoy music lessons. They discuss their work, listening with interest to the views of others. They appreciate the music played by others and are generous in their praise and applause. Lessons are planned carefully with clear objectives that are discussed and explained in lesson introductions. Teachers know pupils' levels of understanding and learning is very good because of the thoughtfully matched tasks. The teachers' expertise and skills in performing make a good contribution to very good standards. Subject leadership is good. Teachers work together to plan the curriculum, arrange performances and organise extra curricular work and instrumental tuition. The pupils have pride in performance and the choir and orchestra take pride in representing the school. Behaviour in lessons and in extra curricular activities is very good due to the effective and well-paced lessons. Arrangements for assessment are good, pupils assess their own progress with guidelines to ensure coverage of the taught curriculum and discuss their decisions with teachers. The subject leaders have a clear overview of pupils' achievements. Resources are good, overall, and are well maintained. They are used frequently and some instruments are due to be renewed. There is insufficient variety of resources to explore the music of a range of cultures. Information technology is used insufficiently. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

98. Since the last inspection the school has put a lot of time and effort into improving equipment and teaching. Consequently there is considerable improvement in games' and athletics' skills, so that pupils' attainment by the age of seven and eleven is above expectations. The response to the concern expressed about standards in the infants in the previous inspection has been very effective and pupils are now fully active throughout lessons and respond well to the independence and responsibility given to them. The improvements in games' skill transfer well to the competitive games in soccer, Kwik-Cricket and netball provided as extra-curricular activities. By the time they leave the school. Most pupils attain the standards in swimming expected for their age.
99. Teachers' plans show that by the end of Year 2 pupils have a good range of experiences relating to dance, relating to expressing feelings and interpretations as well as control and co-ordination. Their throwing skills are well developed and they

enjoy the challenge of throwing at targets of various sizes, knowing that the smaller targets are the most difficult to hit. Boys and girls make very good progress in their hockey skills and the different ways of serving a ball to a partner in the bat and ball activities.

100. By the end of Year 6 the benefit of some informed teaching is evident in the way pupils hold a cricket bat and their stance at the wicket, as well as the consistency of the bat to ball contact in the rounders skills. Swimming is taught in Year 4 and the good school records show that most pupils achieve the expected standards. Pupils make satisfactory progress in gymnastics, showing control of their balances and moving in a linked series of movements. Gymnastics is the least developed area of provision because pupils have not had regular and consistent experience of movement. Consequently, their sequences often lack variety and a range of adventurous movements.
101. Teaching is good overall with excellent and very good teaching of games. Pupils have excellent attitudes to physical activity, enthused by the commitment of their teachers. Teachers are fully involved in the lesson and set a good example of dress for pupils to follow. Lessons are well planned, so that each teacher or support assistant understands what is expected from the activity they have responsibility for. Pupils are effectively involved in their lesson for measuring their performance with trundle wheel or stopwatch and judging performances. All pupils show good concentration and a determination to improve their performance. Pupils are sufficiently well informed to about their activities to comment on their own work and the work of others', using this to improve their performance. They understand and apply the basic safety rules of a particular activity. There is very good, sensitive teaching for individuals, such as hurdling in the running stride with a pupil with co-ordination difficulties. As at the time of the previous report, aspects of social and moral development continue to be reinforced through praise and recognition of self-achievement and recognition of the achievements of other pupils. All staff make effective use of group sessions during the lesson to assess progress and demonstrations of good performances by pupils. The good quality and quantity of equipment available to teachers has a positive effect on the success of lessons and the involvement of pupils.

RELIGIOUS EDUCATION

102. Inspection evidence indicates that standards by seven and eleven are below the expectations set out in the syllabus followed by schools in Lincolnshire. Standards are not as high as reported in the last inspection. Scrutiny of pupils' work shows that insufficient time is spent teaching the subject. Provision for religious education does not meet statutory requirements. The school is aware of the shortcomings and is in the process of improving provision for the subject.
103. By the end of Year 2 pupils appreciate the importance of family life and express their feelings, understanding the effect of feelings on actions and attitudes to others. They know about some patron saints and understand their place in the spread of Christianity. They consider the beauty of spring and make good use of reading, writing and computer skills in writing prayers to show appreciation of the natural world. They understand the symbolism of a Christian cross and its relevance to the wearer when inspired by a visit from the Bishop of Lincoln.
104. By the time they leave the school pupils know that there are a range of religions. They understand that some principles are common to several religions. They have knowledge and understanding of Judaism gained from a visit by the Chairman of Lincoln Jewish Community. Year 3 pupils listen with interest and concentration as their teacher tells them the story of Abraham. They make good contributions to discussion showing their understanding of faith and faithfulness and its place in

everyday life. They benefit from the opportunity to share their thoughts and ideas with the class. However, the teaching is inconsistent and few opportunities are provided for pupils to explore religious ideas and concepts.

105. The quality of lessons seen was good in the infant class observed and satisfactory, overall, in the juniors. Where it is good the teaching objective is clearly defined in planning and communicated well to pupils. Discussion is brisk and well focused and tasks are matched to the literacy needs of the pupils. Scrutiny of pupils' work shows too much use of work sheets that limit opportunities to express thoughts and ideas. There is insufficient opportunity for junior pupils to write in sufficient length and depth. The teachers have insufficient knowledge of religious education and rely too much on simple and undemanding activities. There are insufficient opportunities to discuss and reflect on religious issues. Teachers mark work regularly but do not offer guidelines for improvement, as a result, much of the pupils' work is at a low level.
106. The recently appointed subject leader is knowledgeable and enthusiastic. There are plans to extend the new, successful scheme of work for infants to include work for the juniors. Recently acquired artefacts for a wide range of religions are available to further develop pupils' knowledge and understanding. Insufficient time is given to teaching the subject and more remains to be done in monitoring, planning, teaching and learning to raise standards.