



# Millfield Community Primary School

## Inspection Report

**Unique Reference Number** 120404  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280806  
**Inspection dates** 5 December 2005 to 6 December 2005  
**Reporting inspector** Mr. Glynn Storer LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Mill Lane
<b>School category</b>	Community		LN4 1RQ
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01522 872625
<b>Number on roll</b>	223	<b>Fax number</b>	01522 790785
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.C Walter
<b>Date of previous inspection</b>	12 June 2000	<b>Headteacher</b>	Mrs. Christine Reeve

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 December 2005 - 6 December 2005	<b>Inspection number</b> 280806
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This average sized primary school serves the community of Heighington and the surrounding area, near Lincoln. Most pupils are from White British families. Virtually all others are from other white or mixed heritage backgrounds and all speak English as their main language. This is a community where levels of social and economic disadvantage are low. The proportion of pupils entitled to free school meals is low and most children enter the school with knowledge and skills that are average for their age. During the last school year, the proportion of pupils with learning difficulties or disabilities was below average, although the number with Statements of Special Educational Need was similar to that in other schools of this size.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This school views its effectiveness as satisfactory and the inspection team agrees. It gives pupils a good start to their education and prepares them extremely well for life in the community. Children in the reception classes and pupils in Years 1 and 2 achieve well and standards are high. Pupils continue to make satisfactory overall progress as they move through the school. However, standards in mathematics are too low because some average and higher attaining pupils in Year 6 do not attain the standards of which they are capable. Teaching is satisfactory overall and, in reception and infant classes, it is good. Most pupils enjoy school and learn effectively, because teachers provide an exciting range of activities. Attendance rates are well above those in other schools. Staff build pupils' self-esteem successfully and provide good standards of care for all, although staff training in child protection is overdue. Most parents support the school's efforts. However, some parents have concerns about pupils' behaviour. Inspectors found that almost all pupils behave very well. Nevertheless, the poor behaviour of a small minority of pupils in Year 6 adversely affects their own and others' learning. The headteacher provides very good leadership. Senior staff know how good the school is because systems for evaluating the school's work are developing well. However, governors are not sufficiently involved in this process. Improvement since the last inspection is satisfactory and the school is in a good position to improve further. The school provides satisfactory value for money.

### What the school should do to improve further

- Raise standards in mathematics by ensuring that all pupils attain the standards of which they are capable.
- Improve the management of bad behaviour so that it does not disrupt pupils' learning.
- Ensure that governors collect more first-hand information about the school's performance.
- Update staff training on child protection in line with current statutory requirements.

## Achievement and standards

### Grade: 3

Pupils' achievements and standards are satisfactory overall. Indeed, in the reception and infant classes, pupils achieve well and standards are high. Children's attainment on entry to the school is broadly average. They achieve well in the reception classes, so that virtually all attain the standards expected of five-year-olds and many exceed them. Pupils continue to make good progress in Years 1 and 2. At the end of Year 2, standards in reading, writing and mathematics are significantly above average. In recent years, standards in English, mathematics and science at the end of Year 6 have also been above average. However, standards in the current Year 6 are broadly average, reflecting pupils' lower attainment on entry to Year 3. Pupils' progress in Years 3 to 6 is generally satisfactory. Nevertheless, in recent years, their progress has been slower than that in Foundation Stage and infant classes. Large class sizes, along with the impact of poor and, at times, disruptive behaviour on the part of a small minority of

pupils, have meant that some have not made enough progress. Underachievement has been most evident in mathematics, where a number of average and higher attaining pupils from Year 2 have not made the progress of which they were capable. Pupil tracking records and observations throughout Years 3 to 5 indicate that the school is successfully addressing the issue of underachievement. Most pupils currently in these classes are making at least satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good, with some outstanding features. Attendance rates are outstanding because Millfield is a happy school and pupils enjoy being here. Almost all pupils behave very well. However, a very small minority of Year 6 pupils are disruptive and, at times, make it difficult for other pupils to learn effectively. This anti-social behaviour sometimes extends to the playground, causing concern to pupils. The school takes this matter very seriously, to the extent of imposing fixed term exclusions, but the problem persists. However, one positive outcome has been the emergence of the 'playground pals' scheme, which reassures and supports pupils well. Pupils' social, moral, spiritual and cultural development is outstanding and is supported very effectively by an exciting programme of personal, social and health education (PSHE) and a much improved curriculum for religious education. Most pupils are sensitive to things of beauty and to the feelings of others. They act on a clear understanding of right and wrong and value their own and others' cultural traditions. They are adopting healthy lifestyles by choosing healthy food options and taking regular exercise. Pupils enjoy taking on positions of responsibility, which include acting as spelling helpers or representatives on the school council. Fundraising is a regular event in the school and is an example of the care pupils show to the wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall and, in Foundation Stage and infant classes, are good. Planning is consistently good, with the result that most pupils are given work at the right level to enable them to make progress. Teaching assistants are involved in planning of lessons and so provide effective help for pupils with additional learning needs. In most classes, colourful and stimulating displays of work enhance pupils' learning. Teachers set homework regularly and this is helping pupils to progress more quickly. In good lessons, there is a brisk pace and plenty of challenge. Pupils enjoy teaching, which includes using computers, because this allows them to be more independent. Pupils also benefit from the increasing number of opportunities to develop problem-solving skills, which improve the overall quality of their learning. In satisfactory lessons, there is an imbalance between the amount of time that teachers talk and the opportunities for pupils to work on tasks. Furthermore, questions asked

of pupils are not probing enough to make them think more deeply. Although attitudes to learning are very good in most lessons, pupils become restless when there is a lack of variety in activities. The assessment of pupils' learning is good. Teachers use assessment information effectively to monitor pupils' progress and identify under-performance. Pupils love their 'traffic-light' assessment system which makes them aware of their progress. However, marking of work does not often tell them how to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets the learning needs of all pupils and provides appropriate focus on the development of literacy, numeracy and computer skills. The Foundation Stage curriculum provides exciting and stimulating learning experiences which promote progress effectively. The development of the outdoor curriculum is innovative and has widened the learning experiences of reception pupils and taken the classroom outside. From Years 2 to 6, the school makes good links between subjects in order to make pupils' learning more relevant. For example, a recent project on the festival of Diwali incorporated art, physical education, religious education and PSHE in a series of exciting learning experiences. An excellent range of activities and special events enhances the curriculum. Pupils enjoy the very good range of clubs open to them, which are as diverse as sewing and sport. Visiting artists and theatre groups improve provision for the arts. The popular gardening days and French lessons for all the family not only teach new skills but also involve the pupils with the wider community. The Young Enterprise programme develops pupils' creative and organisational skills and prepares them well for future learning and for the workplace.

## **Care, guidance and support**

### **Grade: 3**

The care, support and guidance of pupils are satisfactory. The school demonstrates good standards of care for pupils' health and safety and for their personal and academic well-being. Pupils report that they feel safe in school and that they are confident that staff will resolve any bullying or relationship issues. The school works closely with outside agencies to support any pupils who may be at risk. However, staff have not received the child protection training required by current legislation. The school has a good relationship with most parents, who are supportive of the school. A system of personal targets is beginning to improve pupils' understanding of their learning and progress. Transfer arrangements are equally helpful in preparing pupils for reception and for secondary education. The school works hard to ensure that all pupils benefit from the range of opportunities that it offers. Support of pupils with special educational needs is good. However, a small number of pupils underachieve and a programme for gifted and talented pupils is only in the early stages of development.

## **Leadership and management**

### **Grade: 3**

The overall quality of leadership and management is satisfactory. The headteacher provides very good leadership. Since her appointment, she has introduced a systematic approach to the checking the standards pupils achieve and the quality of teaching and learning. She has provided training to enable others with management responsibilities to do a satisfactory job. She has also been instrumental in securing significant improvements to the school's buildings and facilities that have improved the working environment for all pupils and staff. Consequently, there is a renewed sense of purpose and team spirit amongst staff. Arrangements for school self-evaluation are satisfactory. Inspection evidence confirms that the school's evaluations of all areas of its work are accurate. Most procedures for checking on aspects of the school's performance are thorough. Staff accept the regular monitoring that takes place because they know that it supports their professional development and maintains the drive to raise standards. Governors receive detailed briefings from the headteacher but they do not gather enough first-hand information to support and challenge staff effectively. Nevertheless, the school is committed to improving its performance and its track record in this respect is sound. Staff have successfully dealt with most issues arising from its previous inspection, but are rightly continuing their efforts to raise standards in mathematics. The training of staff with management responsibilities puts the school in a good position to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

You may remember that we, the inspectors, visited your school a little while ago. Thank you for making our visit so enjoyable, and for taking the time to talk to us and to answer our questions. We thought you would like to hear our findings. There are many good things happening in your school: - Younger pupils do very well in reading, writing and mathematics. - You really enjoy school because your teachers and visitors who come to school make learning interesting. - Most of you get on well with one another and are keen to learn. - There are many clubs that you can attend after school. - Your teachers and support staff help you when you have difficulties or problems and make sure that you are safe. - Mrs Reeve and the teachers work hard to make the school a better place. There are some things that could be even better. We have asked your teachers to make sure that: - Older pupils make the best possible progress, especially in mathematics. - The few pupils who let themselves down by behaving badly are not allowed to disturb other pupils who want to do their best. - Governors are invited to come into school more often to check on how well you are doing. - All staff have training on how to protect you even better.