

INSPECTION REPORT

MANOR PARK PRIMARY SCHOOL

Sutton, Surrey

LEA area: Sutton

Unique reference number: 102976

Headteacher: Christine Rae

Lead inspector: George Derby

Dates of inspection: 23 – 25 February 2004

Inspection number: 256839

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	407
School address:	Greyhound Road Sutton Surrey
Postcode:	SM1 4AW
Telephone number:	020 8642 0144
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Appropriate authority:	The governing body
Name of chair of governors:	Barry Russell
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

Manor Park is a large urban primary school drawing its pupils from the local area. At the time of the inspection it had 407 pupils on roll, including 44 part-time pupils in the Nursery. Over recent years, the school's roll has reduced and there has been a considerable amount of mobility by families. The number of refugees / asylum seekers has increased and there are currently 33 in the school.

Seventy five per cent of the pupils at the school are of white British origin. The remainder of pupils represent nearly all major ethnic groups, with those of black British African forming the largest group in the school (amounting to 10 per cent of the roll). Five per cent of pupils are at the early stages of learning English and just under 17 per cent of the pupils are entitled to free school meals (broadly average). Pupils who entered the school (other than at the usual times) in 2003 amounted to 12% (mainly in Year 2) while those leaving amounted to seven per cent. These are high percentages. The number of pupils identified with special educational needs (SEN) is broadly average and the number with Statements of Special Educational Need is slightly lower than average. The school currently has a full complement of teaching staff. Over the past two years, staff turnover has been considerable with a half of all the teachers being new to the school in that time.

The school's Nursery takes children who are four years of age during the school year and these are taught on a part time basis in two groups, one attending for morning sessions and another in the afternoon. The attainment of children entering the school in the Nursery is below that of children of similar ages. This is especially the case in their language and mathematical skills and in their knowledge and understanding of the world.

The school was designated as causing concern by Sutton local education authority (LEA) in 2001 and has received considerable support since that time. It is part of the local 'Excellence in Cities' cluster.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Manor Park is a school which is slowly improving, but which does not yet provide an effective education for its pupils. Although it has serious weaknesses it does provide an acceptable standard of education. It has a strong commitment to meeting the needs of all pupils, especially in relation to their personal development. However, because teaching is unsatisfactory in parts of the school, some groups of pupils do not achieve as much as they should. By Year 6 standards are below average, overall. Staff instability and the mobility of pupils have been major obstacles in the raising of standards. Although a great deal of work has been done to improve some areas, the leadership has not been fully effective in improving areas of weaknesses and helping standards to rise more rapidly. There are serious weaknesses, therefore, in the leadership and management of the school, the quality of teaching and in the achievement of pupils. The school currently provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Teamwork between all members of staff is strong; the staff have a strong commitment to personal improvement and readily accept well-targeted advice and support.
- The support for teachers' professional development is good, and staff have benefited from the very good links with other schools in the 'Excellence' cluster.
- The headteacher has worked hard to ensure that there is a more stable workforce; recruitment and incentives have paid off and a potentially strong staff team is now in place.
- Pupils' personal development and self-esteem are well supported.
- The support for pupils with special educational needs (SEN) and for those who are learning English as an additional language (EAL) is good.
- The provision in the Foundation Stage is good and is very well led and managed.
- The quality of teaching is not good enough in the juniors (Years 3 to 6) and pupils' achievements and standards are limited as a result; achievement in writing, science, the use and application of ICT and that of boys and higher attaining pupils is unsatisfactory.
- There is a lack of clarity of vision and sense of purpose about what needs to be done to raise standards, although many initiatives are implemented; what is thought to be in place is not sufficiently rigorously checked to ensure that practice is consistent.
- The role of senior managers and co-ordinators in supporting improvement is limited; although they have the drive to do this, they are not given time to fully carry out their roles.

Overall, the school has made limited improvement since it was last inspected over five years ago. Attendance has improved and performance management is now in place. Standards have risen in ICT, but pupils still do not reach the expected level for their age. This is because they do not use and apply the skills they have and the use of ICT to support teaching and learning in other subjects is still very limited. Standards in science are currently similar to those seen in the last inspection. Across the school, higher attaining pupils are not sufficiently challenged. Assessment is unsatisfactory. A mass of data is now collected by the school, but, overall, it is not used sufficiently to inform practice.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	D	E
mathematics	E	D	D	E
science	D	D	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievements are limited. The table above shows that results in the Year 6 national tests have been below or well below average since 2001. In the 2003 tests these were well below average overall in relation to similar schools. Currently, children enter the school with attainment below that of other children of their age. They make good progress in the Nursery and Reception classes.

Standards are currently best in Year 2, where achievement is satisfactory. By Year 6 standards are below average, however, and pupils' achievement is unsatisfactory. Pupils' achievement in writing is limited in Years 3 to 6 because of the lack of opportunity to practise their skills in other subjects. The 'Big Writing' initiative, however, is a positive way forward. Higher attaining pupils need to be more consistently challenged to do better through work better matched to their needs and abilities. Boys in Years 3 to 6, in particular, considerably underachieve. Pupils who have SEN and those learning English as an additional language (EAL) do well, because of the personal support they get and the modified work provided.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactorily promoted. Moral and social values are promoted well. Provision for spiritual and cultural development is satisfactory, but there are limited multi-cultural experiences. Pupils' attitudes and behaviour are satisfactory. Some pupils exhibit challenging behaviour from time to time but any difficulties are generally well managed by staff. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides an unsatisfactory quality of education for its pupils. This is because teaching is **unsatisfactory** overall. Staff provide good care for the pupils. Teaching in Nursery, Reception, and infants (Years 1 and 2) is good, because teachers know the children well and provide interesting activities through which they are given every encouragement to learn. However in Years 3 to 6, there is not enough planning for the different groups of pupils in each class; too often boys are allowed to get away with not applying themselves sufficiently or with producing less work than girls. The school offers an adequate programme of work to help pupils' learn, although it is heavily dominated by English and the links made between subjects are limited. Opportunities to enrich learning through after-lesson activities are satisfactory. Links with parents and the community are sound; links are very good with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are unsatisfactory. The headteacher has taken positive action to improve the ethos of the school, its pastoral work and pupils' personal development. However, the action to improve standards has had limited effect. Standards have been slow to improve; too many initiatives are undertaken without ensuring practice is monitored and consolidated. Governance is satisfactory; governors are committed to the school and provide good support. However, they need to challenge the school more than they do to ensure at least satisfactory provision. Monitoring of the school's work has had limited effect at all levels.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are satisfactory overall. Parents who attended the pre-inspection parent meeting and those seen at school during the inspection had largely positive views. The questionnaires that parents completed before the inspection raised many concerns. Some are certainly valid, while others are unfounded. A new parents group is helping the school to identify issues, but improved ways of ascertaining parents' views need to be sought. Pupils' views are also satisfactory.

IMPROVEMENTS NEEDED

In order to raise standards further, the most important things the school should do are:

- Continue to raise standards across the school overall, but ensure that these rise more rapidly than in the recent past and that standards (and pupils' achievement) in writing, the use and application of ICT, science, and those of boys and higher attaining pupils are improved in Years 3 to 6.
- Improve teaching across Years 3 to 6, especially in the way work is planned and matched to the differing needs of pupils and in the way links are made between subjects
- Ensure that the data collected from assessments made by teachers is used to improve quality and standards, especially in Years 3 to 6.
- Improve the role and responsibilities of co-ordinators and senior managers, especially in relation to the monitoring and evaluation of the quality of education and standards.
- Ensure that leadership and management at all levels are focused on the key things that are needed to raise standards, that practice developed is consolidated and that rigour is a feature of all the school's work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils enter the school with attainment which is generally below that expected for their age and in many cases with low levels in their communication skills. Many learn English as an additional language. Results in the national tests taken at the end of Year 2 have been well below average overall in recent years and have shown year-on-year decline. In the Year 6 national tests, results have also been well below average but have been generally improving in Year 6 in recent years. They are currently below average in Year 2 and in Year 6. Overall, the pupils' achievement is unsatisfactory. Achievement by Year 2 is currently satisfactory but it is unsatisfactory by Year 6.

Main strengths and weaknesses

- Pupils in the Foundation Stage get a good start to their education; they achieve well.
- Pupils with SEN and those with EAL achieve well because of the strong support they are given.
- Standards are improving by Year 2 and pupils' achievement is satisfactory.
- By Year 6 standards are below what they should be in ICT, science and writing and boys achieve too little.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.9 (14.7)	15.7 (15.8)
writing	11.9 (13.2)	14.6 (14.4)
Mathematics	14.4 (14.7)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.5 (25.6)	26.8 (27.0)
Mathematics	25.8 (26.0)	26.8 (26.7)
Science	28.0 (27.9)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. The children get a good start in the Nursery and Reception class where their progress is monitored well. Standards overall, however, are slightly below those of other schools nationally because of the wide variations in children's starting points. This is particularly so in communication, language and literacy in English, in aspects of mathematical development and in knowledge and understanding of the world, because of the number of children who have speech and language difficulties, SEN or have English as an additional language. Strong formal and informal assessment procedures are in place for identification of pupils with SEN in Nursery and Reception. Towards the end of the Foundation Stage, the majority of children are likely to be close to achieving the early learning goals. Children's achievements during their time in the Nursery and Reception classes are good and sometimes very good, considering their starting points. The expertise of staff, together with the strong curriculum, means that they achieve well over time.
2. The pupils with SEN achieve well overall. Some individual pupils achieve very well, especially those with speech and language difficulties. The visiting speech and language team speak very highly of the co-operation and supportiveness of school. Teachers use the information gained from the visiting specialists well (where it is available) and adjust their planning accordingly. This also helps the teachers to produce targets in Individual Education Plans which are of good

quality and which contribute to pupils' achievements. In addition, support assistants are used well for in-class and withdrawal support. They know pupils very well and make a strong contribution to pupils' achievement. Those children learning EAL do well, because of the personal support they get and the modified work provided.

3. Results in the Year 2 national tests over the past four years show that standards have declined (both in relation to the school's previous performance and nationally). Although these were well below average in 2003, a high percentage of pupils who entered the school in that year from this and other countries (often with low levels of attainment) skewed the results. Standards are now rising in Year 2 because of the stability in staffing and the stronger teaching in Years 1 and 2. Year 2 teachers are now more familiar with National Curriculum levels of attainment and are making more accurate assessments. Pupils' achievement is now satisfactory but standards are still likely to be below average overall by the end of the current year.
4. The picture in the juniors is somewhat different. There is too much unsatisfactory teaching across Years 3 to 6. This is because there is insufficient attention to key vocabulary and the understanding of ideas and principles which relate to it. There is also a lack of attention to the performance of boys in lessons, and to the provision of work for different groups of pupils (especially higher attaining pupils). By Year 6 pupils' attainment lags behind what it should be in writing, ICT, and science and pupils' achievements are unsatisfactory.
5. However, in Year 6, the teachers do much to raise the pupils' achievements. They work very hard identifying the considerable gaps in the pupils' knowledge and providing considerable support to improve their attainment. They have been particularly successful in doing this with the higher attaining pupils whose levels in English and science in 2003 Year 6 national tests approached the national average. However, for some pupils there are too many gaps in their knowledge.
6. In English, standards are below average by Year 2 and Year 6. Considering pupils' starting points their achievement is satisfactory overall but is unsatisfactory in writing. By Year 6, too many pupils, particularly boys, still lack confidence and skills in writing and spelling. Although pupils' attainment in mathematics by Year 2 and Year 6 is below average, the pupils' achievement is satisfactory overall when account is taken of their attainment on entry to the school. . Boys, however, do not achieve as well as girls and this is, in part, the result of the unsatisfactory attitude to work of a small minority of boys in classes for older pupils. The attainment of pupils in science in Year 2 is currently on track to be in line with the levels expected for their age and their achievement is sound overall. In Year 6, the teachers have a struggle to raise pupils' attainment from the low levels apparent on entry to the year. They are successful with some pupils but overall the pupils' attainment is below average and for some, it is well below average. The pupils are capable of much more than this and achievement, overall, is unsatisfactory. Pupils reach the level expected for their age in religious education by Year 2 and 6. Their achievement is satisfactory, although planning does not always build sufficiently on pupils' skills and topics are not always studied in enough depth.
7. Although pupils make reasonable progress in acquiring skills in using a computer, higher attaining pupils are insufficiently challenged and there is little use and application of the key skills in ICT in other subjects. Because of this, overall, pupils' achievements are limited by Year 6 and their attainment below the level expected for their age.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and the majority of pupils come to school and to lessons on time. Attitudes overall are satisfactory, with the younger children, especially, displaying good attitudes and a keenness to work.

The pupils' personal development, including their spiritual, moral, social and cultural development is satisfactory. Behaviour is also satisfactory overall. The youngest children in the Foundation Stage and Years 1 and 2 behave very well, although a few older boys display challenging behaviour which is generally well managed.

Main strengths and weaknesses

- Pupils' self-esteem is well developed and supported.
- Behaviour strategies are improving behaviour.
- Racist incidents are well recorded but occur too frequently.
- Pupils' moral and social development is good.

Commentary

8. The caring ethos of the school helps to promote satisfactory relationships for pupils and develops their self-esteem. The school has a strong commitment to raising pupils' self-esteem and expects them to display good behaviour at all times. A system of rewards or sanctions is based upon earning 'Golden Time'; sanctions may result in pupils' losing this time, a period which is much valued by pupils. Class rules are generally well followed, but pupils sometimes take much too long to settle in lessons and boys, in particular, can be restless and silly. There have been two temporary exclusions in the current school year, as strategies have become more understood by pupils.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	290	10	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Although most pupils' attitudes are satisfactory, a few boys do not display good attitudes and sometimes display difficult behaviour, which is nearly always handled well by staff. This does impact, occasionally, on the learning of others. A minority of parents and pupils expressed concerns about behaviour; the school recognises these concerns and has on-going contact with a support team to develop further effective strategies.
10. The school has worked hard to improve the behaviour of a minority of pupils. Strategies introduced have been effective in reducing incidents of difficult behaviour although some occasionally occur. Pupils fully understand the school's systems of rewards and sanctions and in the playground and around the corridors, behaviour was generally good. Friendship buddies help support pupils in the playground; a designated area is shown. Midday supervisors, as well as offering good support, are well equipped to provide minor first aid. There was little evidence, in inspection week, of a range of games to play; this was a criticism mentioned by pupils in their own pre-inspection questionnaires.
11. Because the school takes racial incidents very seriously, such incidents are very well investigated. However, records indicate that there have been many incidents overall but these are now reducing. Some pupils expressed in questionnaires that they had no ready access in the school to an adult to exchange their confidences. However, during the inspection warm relationships were apparent between pupils and staff and pupils knew to whom they could turn to for help.
12. Young children and pupils of special educational needs display good behaviour and attitudes, because they are generally well supported in classes. If given the opportunity to take personal responsibly, pupils display good attitudes, undertaking tasks with enthusiasm, such as door and stair monitors, or running a healthy food (tuck) bar at break time. The School Council of elected pupils showed good awareness in identifying and supporting the needs of the school. Most pupils show a good awareness of right from wrong and fully understand and respect their own and others' cultural traditions, However, there are limited multi-cultural experiences provided by the school. Spiritual opportunities are satisfactory; there are some good assemblies provided by outside speakers who promote the Christian viewpoint and help the pupils reflect on ideas

from Bible stories. Other aspects of reflection are limited, although some aspects of self-knowledge are developed through religious education and personal, social and health education.

13. Attendance is satisfactory, because of the good monitoring of attendance by the school and improved parent responses. This represents an improvement from the findings of the last inspection, when attendance was below average.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.6
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory. This is mainly because the quality of teaching is weak in the juniors. Although the curriculum is satisfactory overall, there are some weaknesses in the planning to support pupils' progress and in a lack of time for some subjects. There is a strong ethos of care and concern. The links with parents and the community are satisfactory.

Teaching and learning

Teaching and learning are unsatisfactory overall. Overall there is too little good or very good teaching and too much unsatisfactory teaching to raise pupils' attainments. Teaching is good in the Foundation Stage and in the infants, but it is unsatisfactory in the juniors. Assessment is unsatisfactory.

Quality of teaching

Main strengths and weaknesses

- The quality of teaching and learning in the Foundation Stage is good and has some very good features.
- The teaching in the infants is good, although there is still room for improvement in teachers' planning.
- The teaching of pupils in the juniors is unsatisfactory.
- Although the school has a comprehensive range of data on the progress pupils make, the information is not used sufficiently and not enough is done to match pupils' attainment to National Curriculum levels.

Commentary

Teaching and learning

14. There is good staff expertise and teamwork in the Foundation Stage. Teachers and other staff plan well together and have a good understanding of children's needs as well as of the Foundation Stage curriculum. Their knowledge of the way children develop and learn ensures that they devise effective activities to involve the children. They motivate and inspire children very well and engender a love of learning. They enable children to work well together, as well as independently. Because of their high expectations, the children respond very positively and behave and work very well. A large number of the children have little spoken English on entry to school. Effective teaching and especially planning for their needs, together with the partnership with the EAL teacher, enables these children to make good progress from their starting points. The work for children with SEN is also well planned and taught with targets which effectively address their specific needs.

15. In the infants, teachers inspire pupils well and provide very good encouragement, which leads to pupils' working hard and being very well involved in their learning. Although planning is satisfactory, and teachers make clear what all the pupils are to learn and do as a whole, there is still room for improvement in the way teachers plan and match work for the needs of the different groups of pupils in each class. There is some planning for this in literacy and numeracy work but, overall, what teachers want the different groups of pupils to learn is not always clearly specified. In some cases, such as science, high quality guidance has been given, although this is not being used by teachers. Generally, teachers provide a good range of ways of teaching; carefully balancing the length of time they talk to pupils with time pupils have to undertake the practical part of the lesson. Plenary sessions, at the end of lessons, are generally carried out successfully, exploring what pupils have learned and taking the opportunity to reinforce new learning. Key ideas and vocabulary are well promoted. The teachers are generally skilful at managing their classes, despite the small size of many classrooms.
16. By contrast, the teaching in too many lessons in the junior department is unsatisfactory. The teaching ranged from very good to unsatisfactory. Teachers' subject knowledge is sound overall and teachers are keen for their pupils to learn as much as they can. However, many teachers are inexperienced or relatively new to the school; they are, nonetheless, enthusiastic to improve and are positive about receiving guidance on how to do this. Where they have received feedback or specific help, they have responded positively and improved in the area identified. However, the following weaknesses inhibit the progress that pupils make overall:
- There is insufficient planning for the different needs of pupils. Although pupils with special educational needs, and those learning English as an additional language, are well catered for (especially through the good personal support provided by teaching assistants), other groups, especially higher attaining pupils, are not.
 - The emphasis on key vocabulary is inconsistent. Most teachers refer to the key ideas that pupils need to learn in lessons but they do not always display the necessary vocabulary for pupils to read and remember. Pupils' work shows that they often have difficulty spelling the words, and in lessons, retrieving the key ideas introduced.
 - Teachers are not sufficiently vigilant in ensuring that boys work as hard as girls and get down to their work quickly enough. As a consequence, there is often unfinished work in boys' books and their attitudes in lessons are much less positive than girls'. They often learn less than girls and underachievement of boys in Years 3 to 6 is considerable.
 - In some cases the room layout has a negative impact on pupils' behaviour and learning, as in the small, crowded classrooms in Years 3 and 4 and in the badly laid-out ICT suite. Teachers do not always consider the best ways of organising their lesson to minimise the effects of this.
 - Lessons are not always organised well. Introductions occasionally take too long with no clear role for the teaching assistants. In some cases there is an insufficient range of teaching styles, which means that little account is taken of the best way ('learning styles') pupils learn. Sometimes teachers plan too much in a lesson, sometimes too little or they expect not enough from pupils. Sometimes they are over-ambitious, such as in a mathematics lesson where too many complex ideas were developed at once and too many instructions given.
 - Homework is inconsistently used to reinforce and extend learning.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (15%)	15 (27%)	26 (47%)	6 (11%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Assessment

17. Although there has been some improvement in the way the school assesses, monitors and evaluates pupils' progress since the last inspection, not enough has been done. Many teachers and support staff have strong informal knowledge of where pupils are in the work that they are doing, but this is not underpinned by effective monitoring and assessment processes in all areas of the school's work.
18. Assessment and monitoring practice in the Foundation Stage is, however, good and has some very good features. The adoption of the new Foundation Stage profile has led to considerable revision of practice and influences teachers' planning very well. The assessment and monitoring of pupils' progress and achievements in other parts of the school are currently still unsatisfactory. In particular, the use of marking is still inconsistent and achievement is not tracked consistently enough and in sufficient detail in subjects other than English and mathematics.
19. The school collects a range of data on pupils and has recently started using the optional National Curriculum tests in Years 3, 4 and 5. It has a comprehensive range of data on standards in general and on individual pupils' progress in the core subjects of English, mathematics and science. It analyses the results for these carefully to identify any differences in the attainments of different groups and has also used it to identify key areas that they must focus on, such as writing. However, teachers do not always take pupils' current levels into account when planning work for pupils to do in lessons. Some pupils themselves are not clear about what they must do to improve. Assessments in other subjects need to be more tightly tied into National Curriculum levels, so that there is a clearer picture of pupils' progress as a basis for planning future work.
20. However, in English and mathematics the information gained from assessments is used effectively to identify pupils who need extra support from teaching assistants. It also helps to identify those pupils who need help from external sources, such as speech and language therapists. Individual Education Plans for pupils with special educational needs generally identify the important things that pupils now need to learn. They are particularly effective in supporting the teaching and learning of those children with literacy and speech and language difficulties. Individual Education Plans are well informed by the Annual Review process and ensure that pupils are given the help that they need. Where a pupil has more complex needs the school works well with outside agencies and always acts on their advice.

The curriculum

The breadth and balance of the curriculum are broadly satisfactory. There is a satisfactory range of enrichment activities to extend pupils' learning beyond the classroom. The quality of the accommodation and the learning environment within the school is satisfactory. Resources are also satisfactory. Provision for pupils with special educational needs and English as an additional language is good and helps them to achieve well.

Main strengths and weaknesses

- Overall, there are sufficient teachers to teach the full curriculum but many are new to the school and some are inexperienced.
 - The curriculum for the Foundation Stage is good.
 - The provision for pupils with special educational needs is good.
 - There are too few opportunities to use information and communication technology across the curriculum.
 - Cross-curricular links between subjects need to be enhanced...
 - Schemes of work in religious education, art and design and design and technology are weak and need further development.
21. All the required subjects of the National Curriculum and religious education are taught. There is a satisfactory programme for personal, social and health education and this includes the provision for sex education and drugs awareness. The curriculum is good in the Foundation Stage because of the staff's expertise and knowledge of how to plan opportunities for the youngest children. The curriculum is also good in mathematics and English. It is broadly

satisfactory in science and information and communication technology. There is good attention to practical work in science, although key scientific concepts are not always identified in planning or promoted in relation to what the pupils do in their practical work. In ICT, the curriculum is narrow in parts; this is usually where teachers lack confidence, such as in database work or control technology. While information and communication technology provision is sometimes effective in specific lessons taught in the computer suite, pupils have insufficient opportunities to develop their skills in other subjects. The curriculum is unsatisfactory in art and design and design and technology. In these subjects planning is limited and activities do not always build well on what pupils have learned previously

22. The school has adopted the local agreed syllabus for religious education, but planning has yet to be developed to fully meet the needs of the pupils. The time allocated to the teaching of the subject is below that recommended in some classes.
23. Pupils' access to the curriculum is satisfactory overall. The school identifies and tracks those pupils for whom English is an additional language, and pupils with special educational needs have good access to the whole curriculum. However, class planning does not sufficiently take account of different learning needs when there is no special or additional support. The school has not yet got a system in place for identifying and providing for pupils who are gifted and talented. The transition arrangements for pupils from Foundation Stage to Year 1 and from end of Year 2 to beginning of Year 3 are good. Pupils have opportunities to participate in some planned transition activities designed to strengthen links across the Foundation Stage, infant and junior departments.
24. The curriculum is enriched by a sound range of extra-curricular activities. There is an after school football club, Choi Kwang Do, a Year 6 booster mathematics club, and a dance club. A newspaper club has just started. These activities make a good contribution to the personal and social development of the pupils who participate in them.
25. Staff have a high level of commitment and want improve their skills. Some teachers are relatively inexperienced and still need a lot of support in planning and matching work to pupils' needs. The school has been successful in ensuring a full complement of staff in an area where schools often face considerable difficulties. This has taken considerable time and effort and it is only in the last year that there has been stability of staffing. Support for new staff is satisfactory. Induction arrangements are sound, though their performance in the classroom needs closer monitoring.
26. There are sufficient teachers to allow classes to be taught in sets in mathematics for Years 5 and 6. This makes it easier for teachers to support the lower attaining pupils and those of average attainment. Teachers have appropriate access to training and all new teachers receive training in English and mathematics. The accommodation is sufficient and well maintained. There is a well-equipped, but badly laid out, computer suite. There is a welcoming, well-used library containing sufficient relevant stock for the size of the school. Many classrooms are very small and teachers often have difficulty managing groups, activities and resources because of this. . The acoustics in one Year 6 class are very poor and adversely affect the listening of those pupils who are liable to be inattentive.

Care, guidance and support

The school provides a good standard of care and looks after its pupils well. Pupils generally feel well cared for and feel able to express their views. Children are well settled in the Nursery because of the good induction arrangements. Pupils' personal development is well understood.

Main strengths and weaknesses

- Assessment information is not fully developed to give pupils targeted work.
- Good pastoral support is provided.
- Health and safety matters are given good attention and child protection procedures are good.

Commentary

27. The school's procedures for ensuring the safety and well-being of pupils are good. First aiders are well trained with appropriate numbers of staff qualified. Minor injuries are dealt with in a caring way and are well recorded. Equipment is regularly checked and tested; the site manager undertakes some of this work in a regular cycle and he is aware of the need for risk assessments to be regularly carried out.
28. Child protection procedures are well understood; the headteacher discharges these duties well, having had recent appropriate training. Close liaison is maintained with a large number of support agencies, especially behaviour support. Attendance is very well monitored, with regular meetings between the school and educational welfare service. The school has taken a strong stance about punctuality. Procedures are now well understood by parents and have been effective in improving attendance and punctuality.
29. Induction arrangements are good. Young children starting at the school are given careful attention when they start either in the autumn or spring term. Older pupils have a good introduction to secondary education. Taster days are held at the secondary school before transfer and the school has good contact with parents of these pupils to fully explain the selection and transfer procedures.
30. Teachers and teaching assistants know the pupils well. They provide good support to pupils with special educational needs and those with English as an additional language. Young children in the Foundation Stage are supported well as they develop into school life.
31. Pupils' views are welcomed through the school council. The elected pupils consult their classmates before meetings and share their discussions afterwards. A good range of extra-curricular and sporting clubs is provided at the school, the school choir meets with other primary schools to offer a performance at a local hall, and this develops confidence and friendships.
32. Although the school provides good pastoral care, the assessment and monitoring of pupils' progress are limited, so that targeted work cannot yet be offered to support pupils' individual needs.

Partnership with parents, other schools and the community

Parents' views of the school are satisfactory overall. Most parents have positive views about the school, but some have a number of concerns. Links with parents are sound. The partnership with other schools is very good, and partnership with the community is satisfactory.

Main strengths and weaknesses

- Parents still have some valid concerns about the school's work.
- Links with other schools and with business are very good.
- The parent-staff association provides good financial support to the school

Commentary

33. The headteacher and staff are working hard to improve the school's relationship with its parents and to address any concerns they have. The governors have identified that they, too, would wish to see the parent partnership developed. Although the school does not yet have well-developed procedures to gather parents' views, it has within the last three months set up a parent focus group to gather information and concerns of parents. This provides a good opportunity to develop relationships and to respond to parents' worries. Unfortunately, the meeting was attended by a disappointingly small number of parents.
34. The concerns of some parents, raised mainly through the pre-inspection questionnaire, appear, however, to be valid. Although a meeting to set pupils' targets is arranged in the autumn term and another is held in the spring term, pupils' annual reports do not provide specific information on skills, knowledge or understanding reached in subjects. A parental concern about homework is valid. This is set inconsistently in many classes and, therefore, does not support pupils' learning.

35. The links with other schools are very good. A sports cluster, linked to a secondary school, provides opportunities for skill development. An 'excellence' cluster of secondary schools and primary schools in the area has enabled task groups to be set up to deal with specific requirements of support and help. In a specific leadership programme, the school has developed good links with a consultant.
36. Links with the community include visits to the school by a range of visitors, including links with the business community. The school offers work experience opportunities and has good links with local churches, including speakers to assemblies, which pupils enjoy and look forward to very much. Regular visits outside to local places of interest, add much to pupils' learning.
37. An active parent-staff association gives generous financial support and provides a good programme of social and fund-raising events which are well supported by teachers, parents and the local community. Many parents from the association help out in school and strongly support the school's work.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are unsatisfactory overall. The quality of leadership by the headteacher is unsatisfactory. Standards are rising too slowly; monitoring of the school's work is insufficiently rigorous and fails to lead to sufficient improvement. The senior management team is supportive of the headteacher. However, the contribution that senior managers can make to the overall leadership of the school is also unsatisfactory as their roles are not sufficiently developed. The governance of the school is satisfactory. Management is satisfactory overall. Instability of staffing and the high mobility of pupils have affected the school's performance.

Main strengths and weaknesses

- The governors are committed to the school and are hard working in their support for staff and pupils; they fulfil their legal responsibilities.
- The leadership and management of the Foundation Stage are very good.
- The leadership of the headteacher does not provide enough purpose or direction to the implementation of strategies that will effectively raise standards across the school.
- Performance management is in place for all staff, although objectives need to be more closely linked to actual pupil progress; the professional development of staff is good.
- Subject co-ordinators are developing their roles and capacity to improve standards but have yet to take on the important task of monitoring and evaluating their subject across the school.
- The day-to-day management is sound although there are some weaknesses in school development planning and in the roles of senior managers.

Commentary

38. The governance of the school is satisfactory overall. The governors have improved their involvement in the school through work with staff and parents and through consultation and shared training. They have a general understanding of the school's strengths and weaknesses. They need now to be more strategically focused, holding the school to account for its standards, and to enable the school to improve further.
39. The headteacher has taken positive action to develop the school's ethos, pastoral work and the social development of the pupils. She has brought the school through a period of considerable instability in staffing and a potentially strong staff team has now been formed. Although many are inexperienced and weaknesses in teaching were seen during the inspection, there is a high commitment by staff to get things 'right'. Staff are generally well deployed and work conscientiously. The work to raise academic standards has been unsatisfactory, however. The school has identified priorities and collected a considerable amount of information on pupil progress. As yet, this does not feed into teachers' planning and teaching and is, therefore, ineffective. The leadership of the Foundation Stage is very good because the co-ordinator is very clear about what needs to be done. A strong partnership between Foundation Stage staff has been responsive to national initiatives and improved the learning opportunities well.

40. The school's development plan consists of a relevant set of broad priorities, mostly for the forthcoming year. Objectives and actions are very general and the plan is not costed. The success criteria are general and are more concerned with things being completed than with the raising of standards. There has been some monitoring of teaching and learning, but this has been mainly left to consultants and LEA advisers and has, as yet, made little impact on planning or teaching. Monitoring by the senior management team is insufficiently analytical of strengths and weaknesses and fails to pinpoint where teachers need to improve their practice. For the quality of teaching to rise there needs to be an effective monitoring programme in place that ensures that teachers are clear about expectations and how to make progress. Much more rigour is needed at all levels of leadership to enable the causes of underachievement to be identified and addressed.
41. The senior management team are responsible for several key areas of the school; for example, Foundation Stage, English and special educational needs. They also have a significant role in the performance management programme which involves all staff. Through this programme the senior management team identify objectives with staff that are linked to the school improvement plan; training is also identified to ensure continued professional development. The impact of the objectives set on raising standards has been limited, however. Senior managers are supportive of the headteacher and meet regularly to review progress made and to feedback on issues that need addressing. The position of assistant headteacher is relatively new and responsibilities in relation to the role are not yet fully clarified. In order to increase their effectiveness, the roles and responsibilities of the members of the team need to be more clearly thought out. This is particularly in relation to the strategic element of their work and monitoring and evaluation.
42. Co-ordinators are enthusiastic and clearly work hard to promote their subject across the school. They have formulated schemes of work, medium-term plans and reasonable action plans for their subjects. However, they are given little opportunity to monitor the curriculum and pupils' standards.
43. The EAL co-ordinator has worked hard on raising the profile of different ethnic groups within the school. Leadership and management of this area of the school's work are sound. Support and advice are available for staff and teachers are sensitive to issues concerning race. Assessments are made of pupils' fluency levels which are shared with teachers. How much effect this information has on pupil progress is difficult to identify as the role of monitoring and evaluation is very underdeveloped. The leadership and management of the support for pupils with SEN is also good. There is a strong commitment from the deputy headteacher who is the special educational needs co-ordinator. Practice is checked upon and pupils' progress monitored. Parents are involved and kept informed. Planning for the development of SEN provision is appropriate, although there is little use of ICT to support pupils.
44. Financial management is sound, although there are weaknesses in the way funds are allocated to priorities in the school development plan. The school does not apply the principles of best value sufficiently rigorously. In particular, although the school attempts to challenge itself to improve, this is not on the basis of a thorough evaluation of its work.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1028543
Total expenditure	1013200
Expenditure per pupil	2412

Balances (£)	
Balance from previous year	38426
Balance carried forward to the next	53769

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** overall.

There is a very wide range of attainment on entry to the Nursery, with some pupils' skills at a very low level for their age. Towards the end of the Foundation Stage, the majority of children are close to achieving the early learning goals. Standards overall, however, are slightly below those of others of their age, because of the wide variations in starting points. Children's achievements during their time in the Nursery and Reception classes are, however, good and sometimes very good considering their starting points.

Teaching and learning are good in all areas of learning. All staff work very effectively together as a team and plan well together. They have high expectations of behaviour and a good understanding of the needs of young learners. Relationships are very good and there is a strong ethos of respecting and valuing the individual. The adults provide very good role models in the way that they listen and talk with each other and with the children. They watch very carefully as children attempt both focus activities and those in which children are allowed choice. There is a need, however, to record the latter more systematically, particularly in the Nursery, so that children's day-to-day experiences are carefully assessed over time.

Staff are very caring and supportive and the induction arrangements for new children are strong, for both Nursery and Reception. Good relationships are soon established on entry and most children settle quickly. Personal support for parents and children is also strong and pupils with particular speech and language needs, with EAL and with special educational needs are very well supported. Nursery and Reception staff are quick to spot any child who might need additional support and they nurture these children's development well.

In all Foundation Stage classes, the curriculum is strong. Assessment procedures and practice and the curriculum itself have been strengthened by the thoughtful response to the new Foundation Profile. Children undertake a wide range of activities which cover the areas of learning very well and very effectively support their progress towards the early learning goals.

The Nursery and Reception classes are housed in good accommodation set apart from the rest of the school. The new Reception block is a considerable improvement on previous accommodation, but is not linked directly into the nursery block. Staff do work together well, but shared play and learning opportunities have to be more orchestrated than necessary. Outdoor accommodation and opportunities are good in the Nursery and satisfactory in the Reception, where there are fewer large outdoor toys and resources in general.

The Foundation Stage is very well led and managed by an experienced teacher who is strongly supported by other early years staff, including the very capable teaching assistants. She has a clear vision of what needs to be done and has led a very effective reorganisation of the curriculum in line with the Foundation Stage profile. Improvement in the provision since the last inspection has been good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **good** in both Nursery and Reception

Main strengths and weaknesses

- Children show good independence and self-help skills and generally learn to share and join in activities with each other.
- Teachers have high expectations and plan for this area of learning effectively.

Commentary

45. Children's achievements are good and most are on line to achieve the early learning goals. On entry to the Nursery children's attainments in this area of learning are 'patchy'. Most children's self-help and independence skills are similar to those of their age, although some lag behind in their interest in and co-operation with others. The Nursery and Reception classes provide a secure and stimulating environment. Staff are very sensitive to the children's needs and help the children to become quickly involved in activities. Routines and rules are quickly learned by the children and stories which explore feelings and emotions help them to appreciate others' points of view and a growing awareness of the impact of their actions on others. They show much initiative and confidence as they move from activity to activity and are open and friendly with visitors. A new 'circle time' initiative in the Reception classes is helping children to think about their actions and their learning further, but staff are still also new to this, and are planning the most effective ways of involving everyone.
46. Sensitive teaching, and adult modelling, means that children make considerable strides in their awareness of others and in their understanding of right and wrong. However, pupils could take on more responsibility for planning and evaluating the activities they take part in. By the end of the Foundation Stage the majority of children are likely to reach the Early Learning Goals.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of communication language and literacy is **good**; it has some very good features

Main strengths and weaknesses

- Children make good and often very good progress in their communication and early literacy skills because of the teaching in this area
- Children have very sound foundations laid for early literacy and have very positive attitudes to books.
- Strong work with families, and with visiting specialists and the strong teaching of the staff ensure children who have any particular needs are supported well.

Commentary

47. Teaching is consistently good and sometimes very good. Teachers and support staff are very skilled in supporting and extending children's language in small group, large group and individual activities. These help reluctant communicators to develop the confidence to speak, such as in circle time. Highly expressive story telling is particularly effective in engendering a love of books and of stories and many children choose to role play a favourite story, share a book or look at a book with others as a result. Activity areas allow children to make marks and systematic support for early writing in the Reception class extends this further. Good teaching in the Reception classes enables the children to learn effectively. Familiarity with letter sounds is developed progressively and well and the highest attainers have a good knowledge of sounds for their age and write their names and other simple words readily. Most children are beginning to develop ideas about the sounds at the beginning of words and form recognisable letters.
48. By the end of the Foundation Stage most children are likely to attain the Early Learning Goals in relation to the majority of aspects of early literacy; however, a significant number still have delayed communication skills, which also affect their early literacy levels. For those children with particular needs such as SEN or EAL and for the lower attainers, Foundation Stage staff work well with visiting specialists to ensure that their progress is good. Parents are welcomed into all classes and suggestions as to how to help are shared well. Staff always follow up suggestions from visiting teachers and others and are quick to identify any child that might need extra support.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good** overall.

Main strengths and weaknesses

- Nursery activities and rhymes provide many opportunities for more formal and informal mathematical experiences.
- Reception activities link well with both Nursery and Year 1 and so build well on routines and very effectively prepare children for what they will go on to next.

Commentary

49. Stories, timetabled sessions, and incidental opportunities are well used to explore mathematical ideas. Staff use observation and more formal assessments well to ensure that children's understanding is moving on. Staff are also very skilled at making the work fun and at introducing opportunities into children's freer play and into other areas of learning which support mathematical learning. A range of whole group and smaller group activities including finger and action rhymes, sorting activities, sand and water play and practical matching and counting games enable children to make good progress in this area. Counting skills are very carefully nurtured through routine practical activities at registration and as things are put out and away. Children spontaneously count in the Nursery as they thread beads or drinks are handed out. In Reception, they count seeds carefully and accurately as they put them in seed packets of 5, 10 and 15. Staff have high expectations of them and challenge them to count in 2s or backwards and this gets them ready for many of the mental mathematics games they will play later.
50. A good balance of practical activities ensures that children learn about size, shape, weight and volume and staff extend children's language well as they talk about these. Sometimes in the morning Nursery session, staff-children levels mean that there is not always the opportunity for staff to extend thinking further. The children progress from a low starting point on entry to skills that are just below those of other children of their age. Most are likely to attain the early learning goals particularly in aspects of number, shape and size, although some still have difficulty with number language and concepts dependent on this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children experience a variety of planned 'focus' and 'choosing' activities which expand their view of the world well.
- Many opportunities to explore and use ICT in both classrooms promote pupils' use of computers well and they use these confidently.

Commentary

51. Children make good and often very good progress in this area of learning, because teachers think carefully about what should be taught and why. Themes in Nursery and Reception classes build well on each other and ensure that children are exposed to a wide range of appropriate language and ideas that enable them to improve their understanding. They also lay the basis very well for the subjects that will build on this, such as science, ICT, geography, religious education and history in the main part of the school. In the Nursery and Reception classes role-play activities enable children to learn about the world around them. In Nursery they use transport toys and pretend to be at an airport. In Reception they plant seeds and make paper flowers ready for their 'garden centre.' Stories identify the role of characters and the activities and work they undertake.

52. Children explore the features of natural and man-made objects in the classrooms and are encouraged to look carefully at them, developing the relevant vocabulary such as 'hard', 'soft', 'shiny' and 'smooth'. The use of computers is strongly promoted, although the youngest children sometimes struggle using a mouse because it is too big for their hands and they are at tables that are too high for them. The frequent opportunities to use computers help children develop good levels of skill and confidence and some children can open and close programmes, drag objects and use simple 'painting' programs confidently and unaided. Overall, most children are likely to reach the goals set for their age by the end of Reception, although a small number probably will not because of their delayed language and limited experiences on entry.

PHYSICAL DEVELOPMENT

The provision for physical development is **good**; provision for outdoor play is sound.

Main Strengths and Weaknesses

- Timetabled physical activities in the main school offer opportunities for children to develop body awareness and control and are used well by staff.
- Throughout the Foundation Stage children have access to large play equipment, although there are fewer opportunities for children in Reception
- Fine motor skills are very well developed through the range of practical activities provided.

Commentary

53. Teaching in this area is good, particularly in the timetabled hall lessons, where children make good and sometimes very good progress as they move about in the hall and use simple balance, beams, small balls and other equipment. They learn to throw and catch, to use their bodies in different ways and to move with more control. Children at all stages demonstrate skills similar or slightly above those of other children of their age and use the equipment with confidence and care.
54. A separate play area in both the Nursery and Reception 'blocks' encourages active play in a secure environment, although equipment is more limited for Reception children. In addition, Reception children spend some time with older pupils in the school playground at playtime. This prepares them well for their move to Year 1.
55. Manipulative skills are developed in the Nursery through frequent 'making' activities. Children show great maturity and awareness in using tools such as scissors and hammers safely. In the Reception class children use a range of tools and select which are appropriate to the task. They fold and cut paper to make a seed packet with skill, showing each other where to fold along the 'dotted' lines. Bead threading, mark making and printing activities all support their hand control very effectively and Reception children demonstrate considerable skills and pride as they colour and write with more control. By the end of the Foundation Stage almost all are likely to reach the goals set for their age.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children have many opportunities to engage in role-play of real-life and imaginative situations.
- Singing and music are an important part of everyday routines.
- Throughout the Foundation Stage children explore a range of media and develop a strong awareness of colour and of their own creativity.

Commentary

56. Teaching is good and sometimes very good in this area, as staff strike an appropriate balance between providing children with models, examples and suggestions, while allowing children room to develop what they are doing along their own lines. Very expressive story-telling means

children have a love of stories and role play and are quick to put on dressing up clothes or pretend to be in a house or garden. Regular opportunities for singing favourite rhymes mean children sing increasingly tunefully and in Reception many know that some instruments can be blown or shaken in music – some know the names of instruments. Large constructional toys are used to create garages and airports and enact a favourite scene.

57. The children have many opportunities to explore clay, paint, play dough and other materials and explore their properties and there is a marked development in their creations over time. This is because staff make sensitive suggestions as to how something might be achieved or improved and children are encouraged to 'have-a-go.' The majority are likely to reach the goals for their age by the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- By Year 6, standards are below average but pupils achieve satisfactorily in reading and speaking and listening; achievement is unsatisfactory in writing and spelling, particularly for boys.
- Language and literacy skills are taught satisfactorily within English although literacy skills are not systematically supported through other subjects.
- Teachers and support staff use questioning and comments well to extend pupils' thinking and language skills.
- The 'Big Writing' initiative, and the current focus on writing throughout the school, is improving pupils' attitudes although it has yet to improve standards.
- Pupils with SEN are provided for well, with work appropriate to their needs; in some lessons, however, higher and/or lower attainers are not challenged sufficiently.
- Improvement since the last inspection has been satisfactory overall; the best progress has occurred since the appointment of a new co-ordinator, who is leading the subject very well, has a clear vision about what needs to be done and is putting actions in place to address weaker areas.

Commentary

58. Many pupils enter Year 1 with low standards in speaking and listening and early literacy skills, despite the strong support for such skills in Reception and Nursery. Others enter the school later on and need support, because English is not their first language, or they have special educational needs. Some have little confidence in their own ability and need particular support to 'have a go' in reading and writing and to offer ideas in lessons.
59. Achievement in speaking and listening is sound throughout the school and sometimes good. By Year 2 most pupils are quick to offer ideas and listen well to those of others. A significant number, however, continue to have problems with self-expression in English. Standards are below those expected in Year 6. Increasing opportunities for debating, for example on animal testing, support pupils' skills well. However, although their contributions are more fluent and reasoned, many still do not vary their talk sufficiently for the audience. The use of 'talking partners' supports all pupils' confidence and self-expression further. However, not enough time is allowed in some lessons for pupils to really exchange and develop ideas in this way and to share them with the whole class. Teachers use questioning and examples to support pupils' speaking and listening effectively, but currently opportunities are not sufficiently planned by all teachers. The co-ordinator is exploring ways of ensuring that these, and the assessment of progress in speaking and listening, are much more systematic to raise achievement further. The school does provide sensitive support for pupils with additional needs in speaking and listening, including those with EAL and with SEN. These pupils achieve well, because they are supported well in small group work, through individual support and in conjunction with the specialist speech and language and the services which support the achievement of pupils from ethnic minority groups.

60. Standards in reading are generally similar to those expected in Year 2 and Year 6, although they are wide ranging in all years. The highest attainers in Year 2 read simple texts fluently with expression and have skills above those of the majority of children of their age. They recount the plot of stories they have read with increasing detail and have a good grasp of how to 'attack' an unknown word. Other pupils have made satisfactory and often good progress from their low starting points, because of the consistent support for reading skills in English. They know most letter sounds and will 'have a go' at new words, although individual pupils have a very limited number of words that they recognise. However, the good teaching of reading, the improvements made in the way the school teaches new skills and the support from many homes ensure that pupils throughout the school have strong, positive attitudes to books and are proud of their reading skills. By Year 6 reading achievement is sound overall and sometimes good. Pupils use their reading skills well to read a range of authors and to support their work in other subjects. They use the Internet to research work for other subjects and have a good grasp of the information they gain.
61. Although attitudes to reading are good, those to writing are broadly satisfactory, but improving.. By Year 6 too many pupils, particularly boys, still lack confidence and skills in writing and their writing shows too many basic spelling mistakes. More systematic and usually good teaching in Year 6 does mean that pupils make considerable progress in their last year at school. However, standards and achievement would be higher if, throughout the school (but especially in the juniors) the marking of pupils' work, the assessment of pupils' writing, the approaches to spelling, and the opportunities to use different forms of writing and planning for writing were more systematic . The school has recognised this and the 'Big Writing' initiative is already impacting on the confidence of pupils, as well as helping them to identify ways of improving their writing. The clear teacher models of how to write and how to improve writing and the extended time spent on writing on 'Big Writing' days motivate pupils well and ensure they know what 'improved' writing looks like. In some classes, this is already having an effect on improving pupils' attitudes and skills. Information and communication technology, however, is insufficiently used to support pupils' reading, writing and spelling.
62. Teaching in English is satisfactory. It is strongest in Years 1 and 2 and for the oldest pupils in Year 6. The most effective teaching is well planned, is well based on the National Literacy Strategy and has identified clearly to pupils what it is they are to learn and how. This ensures that pupils are clear about what is expected of them and in follow up activities different work supports the achievement of different groups. Lessons are challenging and have high expectations of what the pupils can and will do – and usually pupils respond well. Less successful teaching often misses opportunities for helping different groups of pupils to extend what they can do, particularly the higher achievers. Sometimes teachers do not set high enough standards of behaviour and expectation for pupils and permit too much restlessness in lessons, so that pupils do not achieve as much as they could. Occasionally, too much is attempted so that pupils' ideas are not extended as well as they could be. Teachers do, however, use drama and role-play well to engage pupils and pupils respond very well to this.
63. The school has developed its assessment techniques in English satisfactorily and the use of assessment is generally sound. It is strongest in identifying pupils who need additional support in reading and spelling and weakest in identifying specific needs in writing. Marking, in particular, is not used effectively to help pupils know how to improve, although teachers make good use of verbal praise, encouragement and suggestions.
64. Leadership and management in English are good. The co-ordinator who is relatively new to managing the subject on her own, has already begun to implement some of the improvements needed and is working hard to put others into place. She has been able to monitor teaching and planning and is now looking to extend this and to develop schemes of work further. The development of these to include more detail should support less experienced teachers and also ensure more consistent implementation. Some good resources have been recently bought that support English well, but there are too few ICT resources and computers in classrooms to enable learning to be effectively supported by this resource.

Literacy skills across curriculum

65. The school does not currently have a system for ensuring that pupils' literacy skills are systematically planned for and supported in other subjects, although work in English may often incorporate ideas from other subjects, such as aspects of history when studying Shakespeare. Sometimes the work provided in other subjects takes insufficient account of pupils' reading and writing needs. Key vocabulary is insufficiently promoted in lessons and pupils have few opportunities to see key words in a written form. Marking of written work in some subjects pays very little attention to spelling or the pupil's writing targets. The school is aware of the need to identify literacy opportunities and plan for these within the broader curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The oral part of the lessons is lively and stimulating.
 - Pupils behave well in lessons because relationships are good.
 - Teaching assistants support pupils well.
 - Assessment information is not used to plan suitable work for different groups in some classes.
 - Standards in Year 2 are well below average; they are below average in Year 6.
 - Some lessons lack pace, thereby slowing down pupils' learning.
66. The results of national tests at the end of Year 2 were well below the national average in 2003. The standard of work seen in lessons and in the scrutiny of pupils' books is below average. Baseline testing shows that the pupils' attainment on entry is well below average; hence, achievement by Year 2 is satisfactory.
67. Standards in Year 6 are below average. There has been a rising trend since the last inspection up to 2002 when the school achieved results in line with the national average. In 2003, however, there was a slight dip resulting in below average performance overall. Achievement by Year 6 is satisfactory when the standard of work seen in lessons and analysis of pupils' notebooks are also taken into account. Boys, however, do not achieve as well as girls and this is partly the result of the unsatisfactory attitude to work of a small minority of boys in classes for older pupils. Pupils with special educational needs and those for whom English is an additional language are well supported in lessons by hard working teaching assistants; hence, they work at the same pace as other pupils and make good progress.
68. The quality of teaching and learning is satisfactory overall. Pupils' skills are systematically developed through interesting group activities and reflect what the teachers expect the pupils to learn. For example, in a very good lesson on divisibility tests a low attaining set of Year 6 pupils worked well together to explain the sequence of steps involved in working out why a variety of numbers are not divisible by 3, 5 or 10. Teachers are effective at reinforcing and consolidating pupils' knowledge and understanding using lively strategies. For example, Year 1 pupils sang number bond memory rhymes enthusiastically to consolidate their knowledge about two number combinations that add up to 10. Good classroom organisation, supported by two effective classroom assistants and using effective questioning strategies, ensured all pupils achieved well by the end of the lesson.
69. In some lessons, however, pupil assessment data are not used well enough to plan tasks matched to pupils' individual abilities. Higher attainers are insufficiently challenged, particularly in the mental starters and main tasks, in some cases marking does not give sufficient guidance to help them learn from their mistakes. Additional training in mathematics teaching has improved the plenary activities at the end of lessons. Good relationships and positive strategies mean that pupils are, in the main, well behaved and willing to learn.
70. Leadership and management of mathematics are satisfactory. The co-ordinator has started to deal with the weaknesses in teaching and learning through a targeted programme of professional development. However, the quality of teaching and learning needs to be

monitored more closely to evaluate the impact of this training. The scheme of work has been evaluated and elements of the National Numeracy Strategy are being implemented well. The 'Target Tracker' programme has begun to be used for tracking pupil progress, though further work is needed in setting and monitoring pupil-specific numeracy targets. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

71. Pupils' mathematical skills are promoted satisfactorily across the curriculum. Both in lessons and in an examination of pupils' work, there were a number of instances where mathematics was being used to support learning. For example, measurement takes place in a number of science investigations. In design and technology, pupils cut and measure card to specific lengths, as they make models.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- The co-ordinator has a clear view of the subject's strengths and weaknesses but little time to effect change.
- Teaching is good in the infant department.
- Higher attaining pupils often have limited challenge or work set specifically for them in most parts of the school.
- There is little emphasis on linking observations and recordings in practical work to the key scientific ideas that the pupils are learning.
- Pupils' achievements by Year 6 are unsatisfactory.

Commentary

72. The enthusiastic co-ordinator has worked hard to guide staff in their planning and assessment and to improve the opportunities that the pupils have for practical work in science. This is beginning to pay off; for instance, currently in the infant department, teachers carefully consider how scientific ideas can be developed and reinforced. They develop in their pupils a love of learning in science and build excitement in lessons. In a Year 2 lesson pupils waited with baited breath while corn changed into pop-corn during a lesson on how materials can change. In such lessons, teachers emphasise vocabulary well; pupils have this in written form as part of a display and the key ideas are regularly referred to. Although teaching is good, there is still room for higher attaining pupils to be extended further. (This relates to all years, except Year 6). Better targeted questioning and careful thought about what teachers want the more able pupils to achieve by the end of a lesson or series of lessons could help raise attainment further.
73. The teachers' assessments made at the end of Year 2 in 2003, as part of the national tests and assessments indicated that pupils' attainment was well below average. These low assessment results were partly as a result of some teachers' relative inexperience when assessing pupils and also because a significant number of pupils (refugees and asylum seekers in particular) entered the school in that year with little previous education. The attainment of pupils, currently, is on track to be in line with the levels expected for their age. However, too few are attaining at the higher level. Pupils' achievement is satisfactory overall.
74. By Year 6, the picture is quite different. The highly committed and enthusiastic teachers there have a struggle to raise pupils' attainment from the low levels apparent on entry to the year. They are successful in raising attainment; usually of the higher attaining pupils, whose 'general' knowledge of science provides a basis on which to build. A high turnover of staff, and weaknesses in teaching in the earlier part of the junior department (apparent from pupils' knowledge through their work and from discussions), have resulted in their having large gaps in their knowledge. Much effort is put into revising topics and ensuring that pupils understand the principles of investigation and experimentation. A particular feature in one of the lessons observed was the teacher's expert response to exploring the pupils' knowledge of solutions and

mixtures after discovering that pupils' knowledge was extremely weak and adapting the lesson (and re-planning the next lesson) to take account of this. Discussion indicated that this is a regular feature when topics are introduced.

75. The pupils' attainment is below average by Year 6 and for some, it is well below average. However, the pupils are capable of much more than this. The Year 6 teachers do much to pull up the National Curriculum levels and pupils achieve much in their last year. Results have been improving year on year for the past four years and much is due to the hard work of these teachers. However, the legacy of weak provision lower down in the school means that overall achievement is unsatisfactory.
76. Although teaching is satisfactory in the junior department there are some important weaknesses which limit pupils' progress. In recognition of the need to improve the involvement and, ultimately, the attainment of boys, the emphasis on practical work has led to some improvement in participation in lessons. However, boys are still slow to get down to their work and some contribute little in introductions and plenary parts of lessons. Teachers provide plenty of practical work; this is an improvement on the previous inspection. However, while pupils regularly undertake investigations, there is little emphasis by teachers on how the scientific concepts they are learning relate to what they are doing in the practical part of the lesson. Some teachers fail to take advantage of the excellent guidance for ensuring work in lessons matches the diverse needs of pupils. Although there is a recording system which outlines what pupils have covered this does not specifically identify the skills and levels they have attained.
77. Leadership and management are limited. Although the co-ordinator has a clear view of how the subject should develop and the areas which need support (for instance, teachers' subject knowledge), she has had little time and opportunity to undertake the role. She has provided practical help to colleagues and there have been some paired observations with the science adviser from the local education authority. Overall, the role of co-ordinator is under-developed, although the work she is able to carry out is good. The pupils' attainments are similar to those seen in the last inspection. Although the provision is improving, it is too slow to have a marked effect on raising attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- The co-ordinator has a clear view of the subject's strengths and weaknesses but little time to effect change.
- There is little use and application of ICT across the curriculum.
- Overall, the teaching is satisfactory; it ranges from good to unsatisfactory.
- The layout of the computer suite has a negative effect on pupils' responses.
- Boys' attainment and their interest and involvement in lessons lag behind that of girls.

Commentary

78. Although pupils make reasonable progress in acquiring skills in using a computer, higher attaining pupils are insufficiently challenged and there is little use and application of the key skills in ICT in other subjects. Because of this, overall, pupils' achievements are limited by Year 6 and their attainment below the level expected for their age.
79. By Year 6, the pupils have gained a satisfactory knowledge of the basic functions of managing the use of a computer, such as where to save work on a network, the use of drop down menus and how to follow simple instructions or procedures. However, the higher-level skills of combining and refining information are limited. Pupils' skills show some improvement in this area and work done on the design and layout of websites during the inspection certainly showed that the girls had a good critical awareness of the impact of these on the potential user. Throughout the school the emphasis is mainly on acquiring skills and there is little work on the application of ICT. Some lessons lack challenge and higher attaining pupils can easily do the task required. There is often little extension work for them or work to match the wide range of needs of pupils in the class.

80. In many lessons seen in ICT across the school, the boys are slow to respond and maintain interest in the work given to them. Their attainment lags behind girls' because of this. Teachers are generally aware of the need to be vigilant about the work productivity of boys and try to maintain awareness of what they are doing in the lesson. However, this is very difficult because of the awkward layout of the room and the fact that many pupils cannot be seen from any one position in the ICT suite. There are also problems with the positioning of the interactive whiteboard and the management of pupils during what are often potentially good introductions. This slows the pace of lessons and pupils and results in some pupils' losing interest.
81. The teachers' knowledge and that of teaching assistants has improved well. This enables them to respond well to pupils' difficulties and misconceptions and give them the help they need. This was a positive feature of most lessons. There is, however, little emphasis on key vocabulary. For example, in a lesson on spreadsheets, by the end of the lesson the pupils knew little about the features of these and were unable to name *cell*, *row* or *column*.
82. The role of the subject co-ordinator is under-developed. She has little time to have any influence on the subject. The leadership and management of the subject are limited because of this, although the work that the co-ordinator actually carries out is satisfactory. She is well aware of the strengths and weaknesses of the subject, especially the need to improve assessment (which only occurs at the end of each year at present). She has good aims to develop the subject. The curriculum for ICT is narrow in parts, often where teachers are insecure in their knowledge and where the school lacks adequate resources (as in control technology work). The school has some resources it does not yet currently use, such as the school's second interactive white board.

Information and communication technology across the curriculum

83. The use of ICT in other subjects is unsatisfactory. Software to support pupils with special educational needs is limited. There is some limited use to present work in English and to produce graphs in mathematics, for instance.

HUMANITIES

84. As only one lesson was seen in **geography** and no lessons were seen in **history** both subjects are unable to be reported on in full. It is not possible to make a judgement on teaching and learning in either subject.
85. Scrutiny of pupils' work and discussions with pupils suggest that their achievement in history and geography is satisfactory. Pupils in Years 1 and 2 study geography and history through topic work. In Year 2 pupils were studying the lives of famous people, for instance, Florence Nightingale. They also were looking at the weather and making comparisons between two different places. The overuse of published worksheets limited the opportunities for pupils to write independently or for more able pupils to receive the appropriate challenge needed to ensure good progress.
86. By Year 6 pupils study the two subjects separately and greater emphasis has been given to geography. Pupils were studying maps and coastlines. In their geography folders there was an interesting example of report writing in the form of a newspaper article on the effects of erosion along a coastline. There was still an abundance of published work sheets, which again restricted access for pupils to more challenging tasks.
87. The co-ordinators in both subjects are fairly new to their posts. They have devised development plans for their subjects and both areas are adequately resourced. The overview they have of their subjects at present is limited as there are no assessment, monitoring or evaluation arrangements in either subject.

Religious education

Provision in religious education is **satisfactory** and is planned for in accordance with the local authority's agreed syllabus.

Main strengths and weaknesses

- Teachers provide good role models for pupils; they are very respectful when discussing religious beliefs and artefacts.
- The co-ordinator has made a good start to improving provision.
- There is no common planning format and work is often based around worksheets.
- There is little planning for higher attaining pupils.

Commentary

88. Standards in religious education are in line with what they should be in Years 2 and 6. Pupils' achievements are satisfactory. However, strengths only just outweigh weaknesses. The six major world religions, - Islam, Christianity, Judaism, Buddhism, Sikhism and Hinduism - are all taught in each year group. In Years 1 and 2 they are taught as part of 'topic' but the work is sufficient in content for pupils to understand key ideas from the programme of study. In the other year groups, religious education is taught as a separate subject. Planning does not always build sufficiently on pupils' skills, however, and topics are not always studied in enough depth.
89. Teaching is satisfactory. There were many examples where teachers demonstrated a high degree of respectfulness. For example, in a Year 2 session the teacher introduced the Qu'ran as part of the class's study of Islam. The handling of this special book was modelled well and its use carefully explained. This prompted several pupils who were Muslims to join in and offer more information about their faith whilst other pupils listened attentively. Although the staff show, and encourage, respect for different religions pupils have not yet attained a deep enough understanding of the varied nature of religion to be able to reflect on variances of practice and belief. Older pupils especially demonstrate limited ability to identify and compare religious beliefs and their significance.
90. In Years 3 to 6, religious education is taught as a subject with strong links made to social and moral development. In Year 6 a similar lesson was seen to that of the Year 2 lesson; again the teacher provided a good model of respect for pupils and the handling of religious artefacts but also developed ideas linked to moral and social reasoning. From the sampling of work and observation of lessons, however, there was little evidence of work planned for the learning needs of different groups of pupils. For example, many lessons were planned around a single worksheet from a published scheme. This limits the progress of higher attainers in this subject.
91. The subject co-ordinator has been in post for less than two terms. Her leadership and management are currently satisfactory. Since her appointment she has begun to implement a development plan for the subject and has focused on developing resources for the six major religions. She has identified assessment as a priority as little is in place. There has been a little monitoring of the subject but processes are not yet effective or rigorous enough to ensure standards are raised. There is no evidence of the use of ICT to support the delivery of the curriculum. Progress since the last inspection has been unsatisfactory. Many of the weaknesses identified then have been insufficiently addressed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. **Art and design** and **design and technology** were sampled. Insufficient teaching was seen to make a judgement about the quality of teaching. Furthermore, it is not possible to make a secure judgement on pupils' standards and achievement in art and design and design and technology.

93. Displays of pupils' work demonstrate how the pupils use a range of material, both in their two-dimensional and three-dimensional work. The 'house made of confectionery' and 'cultural puppet' displays shows that ideas are inspired from a range of literary and cultural traditions and the subject makes some contribution to pupils' spiritual, moral, social and cultural development. There has been a school contribution to the millennium tapestry project and an artist in residence last summer, planned again for next year. It is clear that pupils enjoy doing artwork in the lessons seen. For example, Year 6 pupils with special educational needs and those for whom English is an additional language were particularly enthusiastic in applying their skills with effective support from the teacher and classroom assistant. However, schemes of work are underdeveloped and there are no portfolios of pupils' work showing standards and progression across year groups.
94. Design and technology, like art and design, is taught in blocks. The school had one successful design and technology week in 2002, where Years 1 and 2 worked together on a project. The pupils have a variety of media to work with and areas are revisited during the primary age range. The design and technology policy was reviewed in February 2003 and shared with staff and the governors' curriculum committee. However, schemes of work and assessment, such as art and design, are still underdeveloped. Hence, there is insufficient support for teachers on how to assess standards of pupils' work and achievement across all year groups. Progress since the last inspection has been unsatisfactory.
95. **Music** was sampled. During the inspection no lessons in music were seen and there was not enough previous work available to make a judgement about teaching, learning or standards. However, singing was evident in some assemblies. Although pupils sang enthusiastically, tone and pitch were lost as a result. Teaching staff worked well together in these sessions keeping pupils focused and rewarding good behaviour. There is a choir that performs for an old people's home at Christmas; the pupils are involved in activities at the Fairfield Hall as well as school productions.
96. The co-ordinator is well qualified and has been in post for a year and a half. In order to ensure effective support for teaching and learning she has carried out an audit of resources across the school. A room has now been allocated for the teaching of music. The planning is supported by a published scheme of work. The co-ordinator has identified assessment and monitoring as key areas for development over the coming year.
97. **Physical education** was sampled. There was not enough evidence to report on physical education in full. Only a small number of lessons were seen during the inspection.
98. The co-ordinator is well qualified to lead this subject. During the last four years she has put in place strategies to improve teachers' skills in physical education by the use of specialist teachers working alongside staff in lessons. The scheme of work was produced by the LEA and is supported by resources from the Sports Council. As part of a local initiative the school has made links with a local secondary school to raise the profile of sport within the school. Pupils are well served with many after school sports clubs which are open to pupils of all ages.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- Pupils' values are well promoted through the daily life of school.
- There is a planned programme, although there is a lack of depth and breadth.

Commentary

99. Pupils' achievement by Year 6 is sound in PSHE. Apart from the opportunities pupils have in lessons through 'circle time' and the few sessions of a planned programme that some classes have, experiences are gained from everyday activities and through the caring ethos of the school generally. Staff are caring of pupils and show interest in what they have to say. They

provide good role models. Adults in the playground are effective and ensure that pupils have someone to help them if needed. There are also good strategies used at playtime to provide all pupils with someone to play with. Older pupils are entrusted as monitors during break times to help support the movement around the school and the behaviour of other pupils.

100. There is an established school council to which pupils from the infant and junior departments may be elected. The school council gives pupils a voice and an involvement in making changes in the school environment.
101. The teaching in PSHE lessons is satisfactory overall. Circle time and PSHE lessons are timetabled for most classes each week. These are used to promote good relationships between pupils and provide a forum to discuss issues relating to citizenship as well as children's concerns. Planning takes into consideration issues relating to their lives. For example, in a Year 6 class where pupils were seen discussing the challenge of 'peer pressure' and its effect, the pupils offered sensible and mature solutions. However, the opportunities for pupils to explore issues in greater depth are limited as there is little variation in the delivery of lessons throughout the school.
102. The leadership and management of the subject are satisfactory. There is recognition that to make more progress there needs to be a planned programme of monitoring and evaluation as well as further staff training on drugs, sex and relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	2
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).