

INSPECTION REPORT

BODIAM CHURCH OF ENGLAND PRIMARY SCHOOL

Bodiam, Robertsbridge

LEA area: East Sussex

Unique reference number: 114529

Headteacher: Mrs. Rosalyn Ziebell

Lead inspector: Mr. Jed Donnelly

Dates of inspection: 22nd – 24th March 2004

Inspection number: 255550

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: Voluntary Controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 45

School address: Bodiam
Robertsbridge
East Sussex
Postcode: TN32 5UH

Telephone number: 01580 830342
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Appropriate authority: The governing body
Name of chair of governors: Barbara Napper

Date of previous inspection: 22nd September 1998

CHARACTERISTICS OF THE SCHOOL

Bodiam Primary School caters for pupils aged four to eleven. It is situated in Bodiam village in East Sussex. The area is one of very mixed social and economic conditions. This is a one form entry school and, with 45 pupils on roll, it is much smaller than the average-sized primary school nationally. The school has similar numbers of boys and girls on roll. Attainment on entry to Year 1 is below the expected standard. There are no pupils with English as an additional language. There are a few countries of origin represented in the school, but the great majority of pupils come from white British backgrounds. The proportion of pupils eligible for free school meals is above the national average. The number of pupils entering and leaving the school other than at the normal times is very high (46 per cent). There are many pupils (33 per cent) with special educational needs; this figure is well above the national average. There are three classes; one for children in reception, Year 1 and Year 2; one for Years 3 and 4; and one for Years 5 and 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	J Donnelly	Lead inspector	Mathematics Science Religious education Physical education Provision for pupils with special educational needs Areas of learning for children in the foundation stage
19798	J O'Keefe	Lay inspector	
10226	S Senior	Team inspector	English Art and design Design and technology Music Information and communication technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bodiam Primary School provides a **satisfactory** standard of education. As a result of sound teaching and learning, pupils achieve satisfactorily. Standards are below average overall. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- Pupils achieve well in their personal development as a result of good support by all staff
- Pupils' relationships with each other are good and they demonstrate improved levels of confidence and self esteem
- Teaching and learning are often good in Years 3 to 6
- The commitment of the staff and a high level of teamwork are strengths of the school
- The school's promotion of mutual respect, harmony, moral and social development is good
- Links with the community are very good
- The accommodation and resources for children in the reception class are unsatisfactory
- Some work for more-able pupils lacks sufficient challenge

Since the previous inspection in March 1998, the school has made **satisfactory** improvement. The key issue with regard to information and communication technology (ICT) has now been addressed. The inspection team judges this aspect of the school's work to be much improved. The headteacher and key staff have successfully addressed the minor weaknesses and issues identified in the previous report.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement is satisfactory, including the very high proportion with special educational needs. During the reception year, children's achievement is satisfactory in all areas of learning except physical development but, by the time they join Year 1, standards are still below the expected levels. In Years 1 to 6, pupils' achievement is satisfactory. Results of the 2003 national tests for pupils at the end of Year 2 were well below average in reading and writing, and below average in mathematics. As there were only four pupils, the data is not reliable for comparison with other schools. As a result of the high proportion of pupils with special educational needs, standards in the current Year 2 pupils' work and in lessons are below average. Results of the 2003 Year 6 national tests, also for four pupils, were well below average in English, mathematics and in science. In comparison with similar schools the results were below average in English and science, and well below average in mathematics. Of the pupils in Year 6 in 2003, only two were in the school four years earlier in Year 2. This is very high mobility. Standards in all the other subjects are in line with national expectations and pupils achieve satisfactorily. Good achievement in pupils' personal and social development is the result of effective support and guidance for all abilities and backgrounds.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are fostered well. Pupils' attendance is very good overall, and punctuality is good. The pupils behave well and have good attitudes to their learning. Their spiritual, moral, social and cultural development is good overall. Relationships between staff and pupils and the promotion of mutual respect for other cultures are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

The quality of teaching is sound, and so all pupils learn satisfactorily. The teaching and learning in Years 3 to 6 are good. The best teaching is in ICT and English. Teaching in the reception class is sound. Children enjoy learning and start to acquire basic skills of literacy, numeracy and personal and social development effectively. In a few lessons, a lack of challenge for more-able pupils slows the pace of learning. The accommodation for children's physical development in the reception class is unsatisfactory.

The quality of care and guidance given to pupils is good. The curriculum provided is satisfactory with a good range of after-school clubs. The school makes good provision for the welfare, health and safety of pupils. Links with parents and other schools are good, and there are very good links with the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of key staff and governors are satisfactory. The leadership of the headteacher is good. She has been successful in developing an effective, cohesive team. Key governors and senior managers have a good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching and learning further. Teamwork and collaboration between staff are at a very high level. The support staff are effective and provide good support to pupils' learning and pastoral care. The headteacher has also been successful in building this dynamic team. The governors ensure that the school meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The pupils and parents have positive views of the school. Parents feel the pupils are well taught. The parents are particularly enthusiastic about the teachers, the clubs after school and they feel very comfortable in talking to staff if they need to.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Improve the challenge for the more-able pupils
- Improve the outdoor accommodation for children in the reception class

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is **satisfactory**. Only four pupils took the national tests in 2003 and, therefore, the data published is unreliable. Standards overall are below average.

Main strengths and weaknesses

- Below average standards by Year 6 in English, mathematics and science
- Good progress in personal and social development throughout the school
- Good achievement in reading for pupils with special educational needs
- Good links are made between art and design and other areas of the curriculum, especially literacy

Commentary

1. The number of pupils taking the National Curriculum tests at Bodiam is very small, and so making judgements about performance over time is unreliable.
2. Many children come into the reception class with social and literacy skills that are below average for this age group. Although they make satisfactory progress and achieve satisfactorily, including those children identified as having special educational needs, their attainment is likely to still be below average when they go into Year 1. Many children have some playgroup experience before they start, but their skills on entry to the reception remain below average. The children's personal and social skills are underdeveloped and their emotional development is below average when they start in the reception.
3. Achievement overall throughout the school is satisfactory. There have been variations in attainment in English, year by year, owing to the very small size of the groups of pupils taking the tests and the combination of particular groups of pupils. The trend for attainment at the end of Year 2 is below the national trend. The trend for attainment at the end of Year 6 was upwards until last year when, on account of the high percentage of pupils with special educational needs, the results declined. By the end of Year 2 and 6, standards are below average in all aspects of English. Standards seen during the inspection were below average but also show some improvements in reading in older classes. The recent focus upon a daily session of free or guided reading is raising standards. Pupils with special educational needs are well supported by teaching assistants. They enjoy the new range of reading books because they are interesting and have accompanying compact discs, which can be listened to. This is good achievement.
4. The pupils achieve satisfactorily in mathematics. Standards at the end of Year 2 were below average in the 2003 national tests. In the tests at the end of Year 6, they were well below average. More-able pupils and those from different backgrounds all achieve satisfactorily as do boys and girls. Pupils' attitudes towards mathematics are sound and the school has continued to make progress since the previous inspection.
5. In science, pupils achieve satisfactorily from a low base; there is a high degree of mobility in the school population, which has an adverse effect on standards. Therefore, despite satisfactory progress, the standards of work by the time the pupils leave Year 6 are below average overall. The pupils are learning to use scientific language, yet there are too many missed opportunities for challenge in learning for more-able pupils.
6. Standards in all the other subjects are in line with national expectations.

7. Standards across the full range of ICT applications, including monitoring and control, have improved since the last inspection because training has made teachers more confident and resources have been increased. As a result of these improvements, standards are rising. For example, communication through text and graphics is well developed throughout the school.

8. The significant proportion of pupils with special educational needs make good progress. Their needs are quickly assessed, targets are carefully set for them and their progress is regularly checked.

Pupils’ attitudes, values and other personal qualities

Pupils have **good** attitudes to their work and behave **well**. Attendance levels are **well above** those found nationally and punctuality is **good**. The overall provision for pupils’ spiritual, moral, social and cultural development is **good** overall.

Main strengths

- Pupils enjoy coming to school
- Very good attendance levels
- Good relationships and family atmosphere

Commentary

9. Most pupils enjoy coming to school. Almost all arrive punctually in the morning and overall attendance levels are well above those of other schools nationally. The school has worked hard to improve this, which shows considerable improvement since the last inspection.

10. Overall, pupils have good attitudes to their work. In classrooms, most concentrate appropriately and listen to teachers although a few pupils were inattentive in lessons. A minority of pupils’ attitudes to school and their behaviour had been a concern to both parents and staff in the recent past and much effort has gone into improving this situation. Due to staff’s hard work and their consistent approach, behaviour is always satisfactory and often good. The system of rewards and sanctions is both respected and valued by pupils and works effectively. Most staff expects pupils to behave well and listen to teachers and each other, and pupils respect this and as a result learn effectively. Staff use praise and the system of rewards well to increase pupils’ confidence so that they learn effectively.

11. Pupils move sensibly around the school and behave well at playtimes. Lunchtimes are pleasant occasions when older pupils sit with younger ones, further promoting the family atmosphere of the school. Those pupils given responsibilities around the school, such as members of the school council, do so with confidence, take pride in their roles and learn to be active participants in the running of the school. Relationships between staff and pupils are good. Bullying is not a problem in the school and pupils are confident that, should an incident occur, staff would deal it with quickly and effectively. This leads to a positive learning environment.

12. The provision for pupils’ spiritual, moral, social and cultural development is good overall. Assemblies fully meet the requirements for collective worship. Pupils have been encouraged to appreciate the difference between right and wrong and are able to discuss moral issues in lessons. Pupils are encouraged to work and socialise appropriately together, so that effective learning can take place. A good range of opportunities is provided for pupils to learn to appreciate other cultures and beliefs through, for instance, links with schools in other countries and the good range of educational trips and visitors to the school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.4
National data:	5.4

Unauthorised absence	
School data :	0.4
National data:	0.5

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
39	0	0
2	2	0
1	0	0
3	0	0

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

There were two fixed-term exclusions, which the inspection team judge to have been dealt with appropriately.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education including the curriculum, and the quality of teaching and learning provided by the school are **satisfactory** overall. The school has good links with parents and the care and welfare given to pupils is good.

Teaching and learning

Teaching and learning are satisfactory overall and good in the Year 3 to 6 classes. Assessment is satisfactory overall.

Main strengths and weaknesses

- Good planning
- Individual targets for pupils in English and mathematics are shared with them and regularly reviewed; as a result pupils are clear about what they have to learn
- Precise and measurable targets for pupils with special educational needs
- The over use of commercial worksheets in some lessons slows the pace of learning
- Insufficient challenge and pace to learning in Years 1 and Year 2, particularly in the afternoons
- The marking of pupils' books is inconsistent in quality
- Insufficient challenge for more-able pupils in some lessons

Commentary

13. In the reception class, children's development in the six areas of learning is promoted through well-planned activities. On-going assessments of what children know and can do during adult-led activities are effectively used to inform future planning and ensure that children make continuous progress. Positive reinforcement and clear, high expectations of good behaviour support children's developing confidence, independence and positive attitudes to learning and each other.

14. In Years 1 to 6, teachers plan lessons thoroughly, and generally meet the needs of the range of ability within classes. In English, the basic skills of writing are taught consistently, but teachers do not have high enough expectations of their use in pupils' written work.

15. The pace of lessons is sometimes slow, especially in Years 1 and 2, so pupils do not always finish their tasks. Individual targets are set with pupils in English and mathematics and are reviewed half termly. These targets are often referred to in lessons and motivate pupils, especially the boys, to stay on task and so learn effectively. Pupils with special educational needs have precise and manageable targets. In discussion with pupils many could tell the inspection team the detail of their targets.

16. Most lessons start with a good pace, which enlivens the pupils and motivates them for the remainder of the lesson. Basic literacy and numeracy skills are learnt satisfactorily, including

subtraction and mental addition. However, in some books, inspectors found that worksheets were the same for pupils of all abilities. This did not always stretch the more-able pupils as much as it could, although individual targets were differentiated.

17. When teaching in science was effective, lessons were based on practical investigation, and pupils' knowledge and understanding were developed by effective questioning by the teacher which engaged their interest and motivated them to learn. Analysis of pupils' work showed some unsatisfactory elements, in particular the lack of activities to meet the needs of pupils of all ability levels and some inconsistencies in implementing the marking policy.

18. There are weaknesses in the presentation of pupils' work and some is left unfinished. Although more-able pupils are being identified early, there are insufficient opportunities for these pupils to develop ways of recording experiments and investigations for themselves; as a result, their written work does not accurately reflect their levels of understanding, knowledge and skills.

19. Teaching and learning of basic computer and keyboard skills, as well as other essential ICT skills, are sound. Lessons are planned so that all pupils practise and refine their learning through many other subjects of the curriculum.

20. Marking is inconsistent across the school, and insufficient feedback is given to some pupils about their homework. When used effectively, as in Years 3 and 4, marking not only gives pupils encouragement but also tells them how to improve their work, involving them in their own learning.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	5	5	0	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.

The curriculum

The curriculum is **satisfactory** overall and provides a good range of enrichment activities. The accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- Good enrichment activities for the pupils
- Good provision for the pupils' personal, social and health education
- Lack of curriculum innovation
- Good links are made between art and design and other areas of the curriculum, especially literacy
- The physical development of children in reception is a weakness

Commentary

21. The curriculum is satisfactory overall and is successful in promoting satisfactory achievement for all pupils. The curriculum is satisfactory in the reception class, covering the six areas of learning fully, except children's physical development, due to unsatisfactory outdoor facilities. Through the whole school there are now long, medium and short-term plans, with an overview of all National Curriculum subjects. Some subjects, such as religious education, are taught in a two-year programme. This is because, the school has mixed-age classes and it is likely that this will be the case in the future.

22. There are good enrichment activities for the pupils. For example, clubs after school include art and design, choir, netball and football. Pupils in Year 5 and 6 have a residential trip to a camping and outdoor centre. There is a good selection of theatre visits, and musical and artistic activities, some reflecting other cultures, for the pupils to enjoy and develop their skills.

23. There is good provision for the pupils' personal, social and health education. The programme includes sex education and relationships. Citizenship is also covered and the present topic for this term is democracy. All groups of pupils are offered equal access to the enrichment curriculum and are encouraged to be involved in the activities provided. There are a few, but not enough, innovative developments in the curriculum to reflect the pupils' interests, backgrounds and needs. For example, history has been successful in integrating different subjects such as art and design and adding depth to the pupils' study. This type of work is not exploited sufficiently, for instance by developing activities in mathematics, especially for the more-able, so that pupils take responsibility and develop their independence in lessons.

24. The accommodation and resources in the school are satisfactory overall and there is a good match of support staff to the demands of the curriculum. This is not the case for the reception class, where non-teaching staff is not yet available on a full time basis.

Care, guidance and support

The school takes **good** care of its pupils. Arrangements for child protection and health and safety are **good** overall with good general welfare procedures. Good systems are in place for the induction of new pupils. The school provides **satisfactory** support, advice and guidance for pupils. Pupils are involved in the school effectively.

Main strengths

- Good general care procedures
- Good relationships between staff and pupils
- Good induction and transfer arrangements

Commentary

25. The school has maintained the good level of care it takes of its pupils. Staff have a caring approach and, due to the small nature of the school, get to know pupils and their families well. This ensures pupils' general well being and is appreciated by parents. Pupils know who to see if hurt or feeling unwell and value the care they receive from staff. The school has good procedures for ensuring the health, safety and protection of all. Two staff members have responsibility for dealing with child protection issues and everyone is aware of the procedures to follow if there is a concern about a pupil. All appropriate safety checks are taking place and pupils learn effectively in a safe environment where the legal requirements for risk assessments are being met.

26. Relationships between staff and pupils are good and contribute well to the friendly, family-learning ethos of the school.

27. The school has satisfactory procedures for providing support and guidance to pupils through the use of assessment. Each pupil's academic progress is individually tracked and the relatively low pupil numbers ensure that effective personal support can be given to each pupil and their learning fostered effectively.

28. Entry into the school is managed well by staff and, as a result, pupils settle quickly into the life of the school. The school council meets fortnightly to give pupils a chance to have their say on the running of the school. They respond to this positively and represent the views of their classmates well. The high standards have been maintained since the last inspection.

Partnership with parents, other schools and the community

Parents are happy with the work of the school and links with parents are **good**. Links with the local community are **very good**. **Good** links have been established with other schools.

Main strengths

- Parents are happy with the school
- The Parent Teacher Association is well organised and effective
- Very good links have been established with the local and wider community
- Good information is provided for parents
- Good links with other schools

Commentary

29. The school continues to have good links with parents. Parents are happy with the education and care their children receive at the school. Parents receive a good range of information on both the school's work and their own children's progress. Fortnightly newsletters, the school's prospectus and governor's annual report are all informative and clearly presented. Annual reports are issued in the summer term. These have improved since the last inspection and now give parents useful information on how well their children are progressing. Parents are kept well informed on what their children will be learning through termly letters and the school's website.

30. Parents support the school well through the strong Parent Teacher Association, which is very active in organising regular fund raising events. Parents and the local community are very supportive of these events. Although parental support for extra-curricular clubs is good, the school is now seeking to encourage more parents to help in the classroom. The school actively seeks parents' views through the effective use of regular questionnaires. Parents are aware of the complaints procedure and feel their concerns will be taken seriously.

31. Very good partnerships have been built up with both the local and wider community, which enrich pupils' education. Staff have worked hard to ensure that pupils get many experiences to broaden their experiences, with contacts with schools both in this country and abroad. For instance, their links with another primary school on a project studying a local castle enriches the curriculum for mathematics, science and art and design as well promoting their personal development. The school plays an active role in its local community with, for instance, annual meetings between the school council and the parish council. The local area is used well for visits. Good links also exist with the local secondary school, ensuring a smooth transition.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is good, and for key staff it is satisfactory. The management and governance of the school are satisfactory.

Main strengths and weaknesses

- The good, shared vision and sense of purpose within the school result from good teamwork
- There are good opportunities for staff development
- Governors do not successfully evaluate the impact of the school improvement and development plan
- The analysis of performance data does not identify the weaknesses in teaching and learning

Commentary

32. The headteacher, who joined the school in September 2001, is a caring and effective leader. She has a clear view about what needs to be done to improve the work of the school and has successfully created a close, hard-working team. Steps have been taken to involve staff, governors,

parents, and the community in decisions about the school. After concentrating upon a pressing need to improve behaviour within the school, the headteacher has begun to address the issue of raising standards. This approach has been increasingly shared by the staff, who are playing their part in implementing initiatives to boost pupils' achievements. The initiatives have not yet fully impacted upon standards and national test results overall, but inspectors noted that competence in reading is beginning to improve.

33. As in all small schools, staff take responsibility for the leadership of a number of subjects. Subject leaders take an active part in monitoring and managing their subjects. The headteacher and subject leaders observe teaching and learning in lessons, and the information gained has enabled them to determine how the curriculum should be adapted to meet pupils' needs. For example, more-able pupils have been targeted by the introduction of writing workshops and more challenging investigations in mathematics. Monitoring of classroom lessons has led to the formation of subject action plans and the identification of areas for improvement in pupils' learning. There is support to follow up these identified weaknesses, but more-able pupils do not yet achieve as well as they could in some subjects, for example in science and in mathematics in Year 2.

34. The school day runs smoothly. Procedures are clear and generally followed. Since her appointment, the headteacher has involved staff and governors in self-evaluation to identify areas for improvement. Appropriate priorities in the school improvement and development plan have resulted in improvements in some areas. For example, the focus upon improving ICT training and resources has resulted in higher standards because staff are more confident, and all pupils regularly use the computers. In terms of the standards reached by pupils, the headteacher has a clear idea of what the school does well and where it needs to improve, in comparison to national standards and similar schools. Through the analysis of results, improvements needed in standards in English, mathematics and science have been identified, but contributory factors, such as weaknesses in learning, have not been analysed in sufficient depth.

35. The use of performance management to focus staff upon an area for improvement taken from the priorities in the school improvement plan has led to a more consistent approach to raising standards. For example, the focus upon problem solving in mathematics has led to greater challenge in investigations. There are good procedures for developing all staff professionally through the sharing of expertise and encouraging their participation in training and seeking further qualifications.

36. During the past two years, the governing body has become more effective in helping to shape the direction of the school and has made an increasing contribution to school leadership. Governors carry out their statutory duties and are aware of, and respond to, changes in legislation. Committees are well organised and effective. Collectively, the governors have a satisfactory understanding of the strengths and weaknesses of the school. They analyse the school's national test results, agree targets for the school and set appropriate performance objectives for the headteacher. Governors meet with subject leaders to discuss the curriculum, visit the school and systematically review progress towards the school improvement and development plan priorities. They do not successfully evaluate the impact of these activities upon standards of achievement. Governors have fully addressed all the key issues from the previous inspection.

37. Financial management is good. The monitoring of the budget and decision making which supports the school's educational priorities ensure that the school is able to maintain the improvements which are outlined in the school's improvement plan. The carry forward of £40,142 is due to be spent on building work and other major works by the end of the current financial year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	215578	Balance from previous year	24884
Total expenditure	175436	Balance carried forward to the next	40142

Expenditure per pupil	4,200
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. The provision for the children in the reception class is satisfactory overall. Satisfactory improvement has been made since the last inspection.

39. Many children come into the reception class with social and literacy skills that are below average for this age group. They achieve satisfactorily, including those children identified as having special educational needs. However, children's attainment is likely to still be below expectations when they join Year 1. Many children have some playgroup experience before they start, but their skills on entry to reception remain below average. Teaching and learning are satisfactory in each of the six areas of learning. The staff have a satisfactory understanding of the way in which young children learn and work well with the children in their learning, encouraging them and interacting in their play. The system of planning does not always allow the children to take enough autonomy for their own learning and to select activities from a broad and stimulating range. The staff work well together as a team and use satisfactory teaching methods. Provision for physical development is unsatisfactory. Overall, the balance of activities does not always include enough opportunities for the children to choose for themselves. Resources and accommodation are unsatisfactory overall.

Personal, social and emotional development

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Development of the children's self-esteem and confidence in their abilities
- Staff are vigilant in ensuring satisfactory behaviour is maintained
- Children are still learning to manage toys properly
- Negotiating, sharing and taking turns are sometimes difficult for some children

Commentary

40. When they start school, the children's personal and social skills are underdeveloped and their emotional development is below average. They achieve satisfactorily although, by the time they join Year 1, their skills are still below what is expected for this age. Teaching is satisfactory. The staff encourage and engage with the children well and, as a result, the children generally respond well in sessions. The staff work hard to ensure the children behave well and that they are learning to negotiate, share and take turns. The children's self-esteem and confidence in their own abilities are encouraged frequently by the staff through regular praise. The children are still learning to work with resources sensibly, particularly outdoors. For example, they discard toys and equipment. Several still find negotiating, sharing and taking turns difficult, especially as some do not always have the linguistic skills to explain their actions and feelings or express their frustrations. They are still learning to deal with their emotions and strong impulses, but their ability to concentrate is promoted through the satisfactory range of activities. There are satisfactory opportunities for the children to develop their understanding about a variety of cultures and traditions.

Communication, language and literacy

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Good opportunities for the children to share books and develop their understanding that print has meaning
- Regular practice in learning about the sounds letters make in words
- Children are encouraged to make marks on paper and to try to write, but several find this difficult and are reluctant to do so

Commentary

41. When they first join the reception class, the children's skills in speaking, listening and using language are variable yet underdeveloped overall. The staff share stories with the children regularly. Their expressive reading aids children's concentration and they gain from these sessions, paying satisfactory attention and listening, which many children find difficult at other times. The staff also use these sessions well to introduce and reinforce new vocabulary, for instance explaining that lambs are 'weaned' like babies. The children also have opportunities to learn about the sounds letters make in words, such as the first letter in their names. Many find this difficult, but the staff ensure there is satisfactory practice to develop these skills as they emerge. This work, however, does not always build on the children's previous knowledge to extend their learning, especially for the children who learn these skills quickly. Writing is not an activity the children take to naturally and there is a lot of encouragement for them to handle writing and drawing implements to make marks on paper, draw and colour.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical emphasis on mathematical work in activities
- Positive reinforcement to count accurately
- Opportunities to record counting numbers are sometimes missed

Commentary

42. The children's mathematical ability, skills and understanding are below average. Achievement is satisfactory. Teaching and learning are satisfactory, and the staff use incidental opportunities well as they arise to reinforce mathematical understanding. The children are learning to count, although many have insecure skills in using numbers. For example, some children have difficulty matching like objects and understanding that the number of objects in a group remains the same. The staff try to ensure that activities are used to support their development. This is not always the case due to the restriction of the accommodation, which is cramped. Staff offer directed work in counting, recognising numerals and recording these in numerical or pictorial form, although sometimes opportunities to record numbers, for instance using tally marks, are missed. Through work in other areas of learning the children have satisfactory experiences to develop their ideas about size, shape and pattern.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths

- A range of topics used to support this area of learning
- Opportunities to use computers and other technology to promote the children's development

Commentary

43. There is a satisfactory emphasis on knowledge and understanding of the world through a balanced range of activities and topics, which supports this area of learning. The children have limited understanding of the environment, but through the interesting work they are beginning to develop their ideas. For example, in the reception class, the children share their recollections about the weather and animals in areas of Scotland and, on an afternoon visit, compare this to the local area. There are satisfactory opportunities for the children to make models as they have suitable access to a range of materials and implements to use in their designs. There is regular practice in using computers and this work is well supported. As a result, the children's skills in the reception class are developing very quickly.

Physical development

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- Many activities are provided for the children to develop their hand control
- Insufficient areas in the classroom for children to explore and play safely
- Limited outdoor areas to promote children's physical development

Commentary

44. The children's hand control and pencil grasp are underdeveloped when they come into the reception. They are given too few opportunities to use bikes and other toys to negotiate space, obstacles and other children. There is insufficient outdoor equipment for children to practise their skills. Children are sometimes reluctant to write and are given too few opportunities to develop their hand and eye co-ordination. The staff make sure the children practise and offer them satisfactory support at the keyboard on an individual basis.

Creative development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Access to a range of materials to use in creative work
- Use of malleable materials to make three-dimensional models
- Too few opportunities for imaginative play

Commentary

45. The staff develop children's creative work through a satisfactory range of opportunities for imaginative play. Some children find this type of play difficult, as they are still learning to play together co-operatively and do not have the linguistic skills to express their ideas. However, their creativity is being fostered appropriately. For example, the children make satisfactory use of malleable materials to create three-dimensional models. The staff also make sure there are satisfactory experiences of a variety of stories to encourage listening and to inspire the children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The focus on reading is promoting higher standards
- There is insufficient structure in the teaching of writing to the younger pupils
- Pupils do not listen well to each other
- Teaching assistants are effective in supporting learning
- There is insufficient challenge for more-able pupils
- Standard are below average by Year 6

Commentary

46. Past results in national tests have varied significantly because of the very small size of the group of pupils taking the tests and the make up of particular groups of pupils. Comparing the school's performance in the tests to the national picture is, therefore, unreliable. The trend for achievement at the end of Year 2 is below the national trend. The trend for achievement at the end of Year 6 was upwards until last year, when, on account of the high percentage of pupils with special educational needs, the results declined. By the end of Year 2 and Year 6, pupils' work shows that standards are below average in all aspects of English, but there are some improvements in reading in the older classes.

47. Considering the range of ability upon entry into school, pupils' achievement overall is satisfactory with a dip in achievement in Years 1 and 2, particularly in writing. High mobility affects overall achievement within the school.

48. In speaking and listening, pupils achieve satisfactorily through the use of speaking partners and question and answer sessions. Pupils in older classes are given a good range of opportunities, such as reading their own work aloud, brain storming and role play, to develop confidence in presenting to an audience. Pupils listen to instructions from teachers and are attentive when being read a story but they do not listen well enough to each other in a large group because they fidget and their attention wanders. There is satisfactory achievement in reading and some good achievement for pupils with special educational needs. The recent focus upon a daily session of free or guided reading in the older classes is raising standards. Pupils with special educational needs are well supported by teaching assistants. They enjoy the new range of reading books because they are interesting and have accompanying compact discs to which pupils can listen.

49. Achievement in writing independently is unsatisfactory in Years 1 and 2 because there is insufficient structure in developing a range of writing styles and grammatical skills. Achievement in the older classes is satisfactory. There is some good achievement in poetry and in writing about dragons. In the older classes there are good opportunities for pupils to write in a range of different forms, for different audiences and at length. A variety of contexts and reasons for writing, such as pen friends, writing workshops and writing trails, is having a beneficial effect upon pupils' interest in writing and standards are beginning to rise. More-able pupils are insufficiently challenged by the expectations of the level of the tasks set.

50. The quality of teaching and learning is satisfactory overall and good in Years 3 and 4. The quality of assessment and marking is satisfactory overall. When used effectively, as in Years 3 and 4, marking not only gives pupils encouragement but also tells them how to improve their work, involving them in their own learning. All pupils are set individual targets for literacy, although these are not always referred to in all classes when work is marked. Lessons are generally planned to meet the needs of the wide range of abilities within each class. The lack of reinforcement of technical vocabulary and weak spelling inhibits achievement at the higher levels. Good links are made with other subjects such as music or art and design to provide a context and purpose for writing. For example, in a good lesson, pupils were making their own notes in preparation for writing instructions about how they had made printed tiles in art and design. Teaching assistants support targeted groups of pupils effectively by encouraging them to stay on task, so that they can achieve.

51. The subject is satisfactorily led and managed. Lessons are evaluated to improve teaching and learning and the subject leader and the headteacher monitor planning. Training and support are given to teachers and support staff so that all staff are prepared for teaching the subject. Resources are satisfactory and support the learning in English adequately. Pupils' research and library skills will benefit from the improved resource of the new library.

52. The judgements made in this inspection are similar to those in the previous inspection but listening skills have declined. Research skills have improved as a result of greater access to the library bus and the Internet.

Language and literacy across the curriculum

53. Provision for language and literacy across the curriculum is satisfactory overall. There are many opportunities for pupils to practise their literacy skills in other subjects, especially recording events in religious education and in PowerPoint presentations in ICT. Teachers plan good links with other subjects such as writing instructions carefully in order to carry out an art and design task and in deciding upon recipes for biscuits in design and technology. Pupils use their speaking and listening skills in most subjects. For example, teachers encourage pupils to talk to partners about rules in personal and social education and to explain their ideas and solutions to problems in mathematics and science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Thorough coverage of all areas of mathematics results in most pupils achieving satisfactorily at the end of Year 2 and Year 6
- In the few lessons where work is not matched to pupils' different capabilities, the level of challenge is sometimes inappropriate, slowing the pace of learning
- Standards are below average at the end of Year 6
- Insufficient reinforcement of subject specific vocabulary

Commentary

54. Pupils' achievement is satisfactory overall. As a result of the very small size of the group of pupils taking the national tests and the make up of particular groups of pupils, valid comparisons with the national picture cannot be made. Results at the end of Year 2 were below average in the 2003 national tests. In the tests at the end of Year 6, they were well below average. More-able pupils and those from different backgrounds all achieve satisfactorily as do boys and girls. Pupils' attitudes towards mathematics are sound and the school has continued to make improvement since the previous inspection.

55. By Year 2, pupils know their multiplication facts relating to 2, 5 and 10. Most can correctly identify two and three-dimensional shapes. Analyses of pupils' books indicate that standards are below average overall.

56. By Year 6, pupils undertake work in addition and subtraction, as well as in a range of multiplication and division calculations. Most have a clear understanding of fractions and they readily identify equivalent fractions and reduce a fraction to its lowest term. They name a range of angles, draw angles to the nearest degree and most are able to identify and calculate areas and perimeters of regular and compound shapes, using an appropriate formula when required. The scrutiny of pupils' work indicates that standards are below average overall. Pupils are most confident in number work.

57. The overall quality of teaching and learning is satisfactory. Successful lessons are well planned, well delivered and briskly paced. Teaching assistants are used effectively to aid individuals or groups of less-able pupils and this has a positive impact on their achievement. In the small number of lessons where teaching had weaknesses, work planned did not fully match the ability of pupils and so did not aid learning. Leadership and management are satisfactory.

Mathematics across the curriculum

58. The use of mathematics across the curriculum is satisfactory. Pupils use their mathematical skills in history and science. They are given opportunities to practise their skills of understanding co-ordinates, making symmetrical patterns and producing graphs. Pupils calculate the temperature and forces used in science and, in history, they have a good sense of ordering chronological events by date. Appropriate opportunities are provided for data logging using ICT.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are below average overall
- Some examples of good teaching were seen in Years 3 to 6
- There is not enough rigour in marking pupils' work in Years 1 and 2
- There is not enough emphasis on scientific language especially for more-able pupils
- There is an insufficiently accurate match of tasks to the range of needs for younger pupils in the school

Commentary

59. Pupils achieve satisfactorily from a low base. There is a high degree of mobility in the school population, which has an adverse effect on standards. Therefore, despite satisfactory progress, the standard of work by the time the pupils leave Year 6 is below average overall. Standards in Year 2 are below average overall. In Year 2, the pupils look at the characteristics of living things, materials and their properties, and record what they have discovered, but statements tend to be quite general and are descriptive rather than scientific.

60. In Year 6, the pupils are learning about living things, life processes and the necessities required to sustain life. The pupils are learning to use scientific language, yet there are too many missed opportunities for more-able pupils to be challenged further.

61. The teaching and learning are satisfactory. There were examples of good teaching in Years 3 to 6. In these lessons, there was a good match of tasks to the wide range of abilities within the class and the more-able pupils were encouraged to record their own findings independently. Good opportunities are provided for the pupils to engage in discussion either in pairs or small groups and then to present their predictions or findings to the rest of the class. In lessons where teaching has a few weaknesses, not enough reinforcement of scientific vocabulary or extension work for those pupils who learn more quickly was given. In Year 3, work on the role of the parts of plants was well organised. The teacher worked well with the pupils, with secure relationships, and treated the pupils as equals in the process of learning. The pupils in turn responded well to this, behaved well and worked hard, although more-able pupils were not offered sufficient challenge.

62. Improvement since the last inspection has been satisfactory. The leadership and management are satisfactory. The co-ordinator is aware of the need to improve standards. A more structured approach to the format of lessons has been developed, with a good amount of time devoted to practical work and investigative activities. Some lessons, for example in Year 6, have a good emphasis on literacy to enable the pupils to take time in writing up their findings and to develop note-taking skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- There is good use of ICT as a learning tool
- Control technology is underdeveloped
- Pupils do not show tenacity in solving computer input errors

Commentary

63. Standards are in line with expectations throughout the school. Standards across the full range of applications, including monitoring and control, have improved since the last inspection because training has made teachers more confident and resources have been increased. As a result of these improvements standards are rising.

64. Achievement in ICT is satisfactory overall. Communication through text and graphics is well developed throughout the school. By the end of Year 2, pupils use a mouse accurately to create pictures through a graphics program and write using different fonts. Editing and presentation skills are further improved in Year 4 so that pupils use a spell check when re-drafting their work and select appropriate fonts and colours for their texts. They communicate by e-mail and use the Internet as a research tool. By the end of Year 6, pupils' skills have been enhanced so that they can integrate text, sound and pictures from the Internet into a PowerPoint presentation for younger pupils. Satisfactory achievement in information handling skills is demonstrated through gathering information to create and interrogate a data base in Years 3 and 4 and displaying and interpreting graphical information collected from temperature and sound probes in Years 5 and 6. Pupils in Years 5 and 6 have had access to the use of monitoring equipment through the input of the ICT consultant, but this practice has not yet become embedded in the teaching plans and control technology is at an early stage. The

school improvement plan target for ICT has raised achievement through improving resources. Teachers can now successfully demonstrate a task and the whole class can practise these skills simultaneously through the use of laptops.

65. In the one lesson observed and based on the work seen, teaching is satisfactory overall. A good element of the work seen was the use of ICT as a tool for learning. For example, in a Year 3 and 4 topic about dragons, the computer was used to research information about Sydney, the bearded dragon, through e-mails to Australia. Lessons are planned to build successively upon previously taught information. In the Power Point lesson seen, pupils worked well co-operatively to remind each other of previous learning. Peer teaching was a good feature. Opportunities were missed to develop tenacity and independence in solving problems when the teacher continually corrected operator errors.

66. Sound leadership has ensured that appropriate training has led to all aspects of the subject being taught. Assessment procedures involve the pupils in evaluating their own learning and growing competence in the subject.

67. There have been improvements in the breadth of the curriculum, teacher confidence and pupil access to computers since the last inspection.

Information and communication technology across the curriculum

68. The use of ICT in other subjects is satisfactory. Computers are increasingly used for communication with other schools and organisations through the e-mail facility. They are used to research information from the Internet, for example in the Year 5 and 6 geographical study into Llandudno. All classes use word processing to enhance the presentation of their work. This includes literacy work on dragons and the "message in a bottle" writing workshop. Across the school, use is made of mathematical skill reinforcement and literacy skills programs, such as Star Spell.

HUMANITIES

69. No teaching of **geography** or **history** was seen. It is evident from pupils' work that regular opportunities to use maps and globes are enabling pupils to have a secure understanding of location and distant places. Links with a school in South Africa bring the wider world to life. By the end of Year 2, pupils draw a map of the route taken when they went to visit the local post box. In Years 3 and 4, they draw, from memory, a detailed map of their route to school. By the end of Year 6, this skill is developed so that pupils study a map of Llandudno and show understanding of the interaction between human activity and the physical environment. Teachers make good use of the local environment and the resources, which are available through their contacts with the Pestalozzi Village. The subject is led and managed satisfactorily and the subject leader's role in monitoring standards is being developed. Provision is similar to that found in the previous inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are learning about other religions well
- Inconsistency in some teachers' marking
- Unsatisfactory match of work to pupils' needs limits the challenge for more-able pupils
- The assessment procedures for the subject are underdeveloped

Commentary

70. Standards of attainment seen during the inspection were in line with the expected levels for pupils at the end of Years 2 and 6. Analysis of work indicates that pupils' achievement is satisfactory throughout the school. This is an improvement since the last inspection.

71. The locally agreed syllabus has now been adopted and religious education is taught regularly. The units of work for teaching have meant that there are now opportunities for pupils to learn about and reflect upon a variety of religions systematically.

72. Teaching and learning are satisfactory overall. In discussion with a few younger pupils, they said that they felt happy when nice things were said about them and that nasty things made them “feel sad inside”. Work scrutiny indicates secure subject knowledge. Some pupils underdeveloped speaking and listening skills limit their ability to discuss subjects beyond responding to simple questioning and limit their ability to express their inner thoughts and feelings. Teachers miss opportunities to teach key vocabulary and for pupils to extend speaking and listening skills by expressing themselves more in lessons. In a Years 3 to 6 assembly on people of courage, which focused on the life of Martin Luther King, pupils demonstrated good attitudes to the sensitive issues raised. However, in discussion later, some older pupils did not have the vocabulary to articulate the significance of his courage. Impressive displays show good coverage of a variety of religions and festivals throughout the world.

73. Leadership and management of the subject are satisfactory. The co-ordinator has identified appropriate priorities for development, including the improvement of subject knowledge for new teachers and the extension of her monitoring role. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Work in art and design, design and technology, music and physical education was sampled and it is not possible to give overall judgements on provision.

75. No teaching of **art and design** was observed. The work seen indicates that standards overall are in line with expectations with some good achievement in the older classes. It is evident that pupils experience a range of materials such as fabric, clay, tissue paper, papier-mâché and paint, and a variety of techniques such as collage, printing and pointillism to create pictures. This range of art and design work has involved all pupils and has encouraged the school to apply for the ArtsMark Gold award. The curriculum is well planned to include a study of artists such as Seurat and Van Gogh as well as work on colour mixing and textiles. Good links are made between art and design and other areas of the curriculum, especially literacy. For example the process of making letter tiles for printing was the subject of a literacy lesson focusing on giving instructions. The subject is satisfactorily led and managed. The standards seen are similar to the previous inspection. The input from visiting artists and the extra-curricular clubs enhances the quality and variety of work produced.

76. No teaching of **design and technology** was seen. It is evident from pupils’ work that those in Years 1 and 2 develop skills in designing and making but do not regularly evaluate their work to see where they might improve it. In Years 3 to 6, pupils are taught the full range of skills, which enables them to have an understanding of the processes involved in designing, making and evaluating. They experience a range of materials and techniques. There were some examples of a good standard of work in Years 3 and 4, where pupils disassembled torches and then designed, made and evaluated their own torch. Links were made between this activity and teaching electricity in science. Linking design and technology to other areas of the curriculum is strength. Pupils in Years 5 and 6 have benefited from the involvement of a grandfather in their exciting project of assembling and racing a Goblin kit-car. The subject is satisfactorily managed. Provision is similar to that found in the previous inspection.

77. There was insufficient evidence to make an overall judgement about standards in **music** because only one complete lesson was seen. From plans, it is clear that all classes are taught music on a regular basis. Good links are made between music and other areas of the curriculum, especially literacy. Pupils are taught to sing and to make music through the use of home-made and commercially produced instruments. They are encouraged to be inventive in their music making. Pupils in Years 1 and 2 had made their own instruments to accompany the reading of poems about the sea, but this did not extend their musical skills. In the Year 3 and 4 lesson, the teacher

demonstrated good subject knowledge and planned the lesson effectively. Pupils showed a satisfactory understanding of rhythm through maintaining five beats to a bar. This skill was successfully transferred to musical instruments when pupils worked in groups to produce their own scores for sound effects for their dragon song. Pupils sing tunefully in assembly and the choir shows skill in singing in a round. Classical music is used well to encourage an appreciation of musical talent and to create a calm atmosphere upon arrival at school. The subject is satisfactorily led and managed and pupils are given opportunities to take part in musical activities through choir and recorder group sessions during the school day. Provision is enhanced by visiting musicians and the peripatetic music teacher who teaches guitar, violin and keyboard to a number of pupils.

78. No teaching of **physical education** was observed. Pupils benefit from a wide range of extra-curricular activities and take part in competitive team games. All pupils are given the opportunity to swim during the year. However, the time allocated for physical education is short of the guidance of two hours a week.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Provision is good. The school council is composed of pupils elected from reception to Year 6 and has been in place for three years. The council meets regularly and reports back to each class. They have an agenda and minute their findings. Through the school council, pupils have opportunities to learn to voice their opinions and experience rights and responsibilities of running meetings and learn to manage change. The yearly meeting with the local parish council enables issues to be discussed that are of significance to the pupils themselves. This is enabling pupils to develop confidence and learn about being responsible for and towards others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).