

# INSPECTION REPORT

## **BYFLEET PRIMARY SCHOOL**

West Byfleet, Woking

LEA area: Surrey

Unique reference number: 124999

Headteacher: Mrs Myra Stevens

Lead inspector: Mrs Carole Skinner

Dates of inspection: 6<sup>th</sup>-8<sup>th</sup> October 2003

Inspection number: 255691

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:	4 to 11
Gender of pupils:	Mixed
Number on roll:	206
School address:	King's Head Lane Byfleet West Byfleet
Postcode:	KT14 7AT
Telephone number:	(01932) 403116
Fax number:	(01932) 410201
Appropriate authority:	The governing body, Byfleet Primary School
Name of chair of governors:	Mrs Jane Earl
Date of previous inspection:	14 <sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

Byfleet Primary School is situated in the north west of Surrey in a ward with a high proportion of local authority housing. There are 206 pupils on roll, broadly the same as at the time of the previous inspection. The school is oversubscribed in Reception and has a waiting list for entry to three other year groups. The percentage of pupils with special educational needs (SEN) is above average. Most of the 63 pupils on the school's register of SEN have moderate learning difficulties or social, emotional and behavioural difficulties. Attainment on entry to the school is lower than that seen in most schools. A significant proportion of pupils start school with poor language and communication skills. Approximately four per cent of the pupils are from minority ethnic backgrounds. Five pupils receive additional support to help them learn the English language. The school has a small number of refugees and asylum seekers. The turnover of pupils is similar to that seen in most schools and does not have a significant impact on achievement. The school received an Achievement Award from the Department for Education and Skills in 2002.

In this report, the **Foundation Stage** refers to the **Reception** year, **Key Stage 1** refers to **Years 1 and 2**, and **Key Stage 2** refers to **Years 3 to 6**.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23160	Carole Skinner	Lead inspector	Science, information and communication technology (ICT), design and technology (DT).
9691	Jon Vincent	Lay inspector	
2913	Sue Airey	Team inspector	English, geography, physical education (PE), religious education (RE), special educational needs (SEN), English as an additional language (EAL).
19142	Audrey Quinnell	Team inspector	Mathematics, art, history, music, the foundation stage curriculum.

The inspection contractor was:

Phoenix Educational Consultants  
Thule  
60 Joy Lane  
Whitstable  
Kent  
CT5 4LT

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with a number of very good features.** It provides good value for money. Pupils achieve very well, especially in Years 3 to 6 (Key Stage 2) where progress accelerates as a result of very good teaching. Attainment on entry to the school is below average. By Year 2 it is in line with national averages and by Year 6 standards are above average. The quality of teaching is good overall; it is good in Reception, very good in Key Stage 2 and satisfactory in Key Stage 1. Leadership and management are good overall and are having a positive effect on raising achievement.

The school's main strengths and weaknesses are:

- Standards are above average in Year 6 and pupils achieve very well in Years 3 to 6 as a result of very good teaching.
- The headteacher's leadership is very good: she has high aspirations for the school and a clear vision for its future development. However, senior managers have a very heavy workload.
- Leadership and management are stronger in Key Stage 2 and the Foundation Stage than in Key Stage 1 but there is now a clear focus on raising achievement in Years 1 and 2, where more able pupils do not achieve highly enough.
- The school's innovative approach to curricular planning makes learning interesting and relevant for pupils.
- Very good provision for pupils with special educational needs (SEN) enables them to achieve well.
- Very good provision for pupils' personal and social development is reflected in their very positive attitudes, very good behaviour and very high rate of attendance.
- Very good links with parents and the community support pupils' learning.

There has been good improvement since the school was inspected in 1999. Pupils' achievement is significantly better, especially in Years 3 to 6, and they achieve higher standards in English and mathematics in Year 2 and Year 6. The quality of teaching has improved because teachers have higher expectations of what pupils can achieve and they use assessment information more effectively to provide work that meets individual pupils' needs, especially the more able pupils. The provision for pupils' spiritual development is greatly improved and now makes an important contribution to their personal growth. The setting of targets for individual pupils based on careful tracking of their progress has been a key factor in raising achievement.

### STANDARDS ACHIEVED

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

*Key: A\* very high; 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.*

**Achievement is very good**, as shown by the table above. It is strongest in English where, in 2003, the school was in the top five per cent of similar schools. In the current Year 6, standards are above average in English, mathematics and science and all other subjects where there was enough

evidence to make reliable judgements. This shows that the very good achievement seen in 2003 is being sustained as successful strategies are built upon from year to year. Pupils who speak English as an additional language achieve well because they receive good support. In Year 2, standards in reading are above average, and those in writing and mathematics are average. This represents good achievement and shows that standards are rising as the quality of teaching improves. Children in the Reception class achieve well given the low attainment of many on entry to the school but most do not achieve the goals children are expected to reach by the end of Reception in communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. Attainment is in line with expectations in personal, social and emotional development and physical development.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils' attitudes and behaviour are very good and ensure that they gain significant benefit from learning. Their attendance is also very good. Pupils' spiritual, moral, social and cultural development is very good and contributes very effectively to the school's aim to develop 'the whole child'.

## QUALITY OF EDUCATION

**The quality of education provided by the school is good.** The strongest features of the provision are the quality of education provided in Years 3 to 6, the provision for pupils with SEN, the levels of care for pupils' welfare and the school's links with parents and the community. The main area for improvement is the quality of education provided in Years 1 and 2 which, although improving, is not yet as effective in raising achievement as in Years 3 to 6. **The quality of teaching is good overall.** It is good in Reception, satisfactory in Key Stage 1 and very good in Key Stage 2. Where teaching is good, assessment information is used well to plan work that meets pupils' individual needs, but this is not rigorous enough in Years 1 and 2. Pupils learn well because teachers provide an interesting, well planned curriculum and are creative in their approach to linking different subjects. Very good levels of care help pupils to feel secure and happy in school which helps them to learn effectively. The school works very well in partnership with parents and the community to enhance pupils' learning.

## LEADERSHIP AND MANAGEMENT

**Overall, the leadership and management of the school are good.** The leadership of the headteacher is very good and provides clear direction for the school. Very good leadership in Years 3 to 6 has been highly effective in raising standards. All teachers make a good contribution to the management of the school. However, senior managers have a very heavy workload. The governors have a good understanding of what the school does well and what it needs to do to improve.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A very high proportion of parents are satisfied with the school, especially with the quality of teaching, the leadership and management and the way their children are cared for. Pupils are also very happy at school. They feel they are learning a lot, are given plenty of help and know how to improve. They feel very well cared for and know that they can go to any adult for help if they are worried.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to raise standards in Years 1 and 2, particularly for more able pupils.
- Improve the use of assessment to guide teachers' planning in Years 1 and 2.
- Review the delegation of responsibilities to alleviate the workload of senior staff.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is very good. Attainment on entry to the school is below average, particularly in communication, language and literacy. Children achieve well in the Foundation Stage but many do not achieve the goals that are set for the end of the reception year because of their low starting point. Achievement is good in Years 1 and 2 and pupils progress well to reach average standards by the time they are seven. Achievement is very good in Years 3 to 6. Standards are above average in Year 6 because the quality of teaching is very good and helps individual pupils to reach their potential.

#### Main strengths and weaknesses

- In Reception, children achieve particularly well in personal, social and emotional development.
- Standards are improving in Years 1 and 2 but more able pupils do not always achieve highly enough.
- Standards have risen significantly in Year 6 because work is planned very well to meet individual pupils' needs.
- Pupils with SEN achieve well because they receive very good support and teaching.
- Pupils with English as an Additional Language (EAL) also achieve well due to the good support in language and with speaking and listening.

#### Commentary

1. In 2003, there was a significant improvement in the pupils' performance in the national tests in Year 6 as a result of the action taken by the school to raise achievement, particularly in English. Prior to 2003, the overall trend of improvement was similar to that seen nationally, although standards fell in 2002 as there was a high proportion of pupils with SEN in the year group. Careful tracking of individual pupils' progress and the setting of specific targets for each pupil to achieve have helped teachers to ensure that pupils of all abilities make good progress. Pupils did best in English in 2003 because approximately half of the year group reached Level 5 (above average). This placed the school in the top five per cent of schools whose pupils had reached similar standards in Year 2. The percentage of pupils who reached Level 5 in mathematics and science was broadly average, as were standards overall, but the school did much better than other similar schools in those subjects. Overall, the pupils' achievement was very good when compared to schools whose pupils attained similar standards in Year 2.

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

Standards in:	School results	National results
English	28.8 (26.2)	27.0 (27.0)
mathematics	26.8 (26.0)	27.0 (26.7)
science	29.2 (28.2)	28.8 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

2. The school is continuing to build on the improvement achieved in 2003 and has raised standards further in mathematics and science. Inspection evidence and the school's assessments indicate that the pupils currently in Year 6 are on course to reach above average standards in English,



mathematics and science. Standards are also above average in ICT, history, DT, art and PE. Pupils' literacy, numeracy and ICT skills are good and enable them to make good progress in all areas of the curriculum. Although girls have performed better than boys in the national tests in recent years, the gap is narrowing as the school has successfully introduced a number of strategies to improve boys' reading and writing, in particular. Teachers' awareness of the needs of pupils with EAL ensures that they provide work that matches these pupils' capabilities and takes good account of their stage of development.

3. There has been a good improvement in standards since the last inspection. A key factor in this improvement has been the careful tracking of pupils' progress, which has helped teachers to target pupils who were underachieving and provide additional help where needed. In English and mathematics, pupils are taught in groups formed on the basis of their previous achievement for part of the week, and this has contributed significantly to improvements in learning as work is well planned to meet individual needs. Very good provision for pupils with SEN ensures that they are given focused and carefully planned work to help overcome their difficulties. This enables some pupils with SEN to reach national expectations by the time they take the national tests in Year 6. Pupils who have SEN make good progress towards the targets in their individual education plans, because these are specific to their needs and achievable. The care and support offered by the adults who work with them furthers this good progress and raises pupils' self esteem.

4. In the national tests for Year 2 pupils in 2003, standards were below average in reading, well below average in writing and average in mathematics. This shows an improvement in standards in reading and mathematics on the previous year's results. However, standards in reading and writing were lower than those in mathematics because too few pupils reached the higher levels of attainment. The school has introduced a number of strategies to raise achievement in Years 1 and 2, including intensive support for pupils who are not progressing as well as they should in reading and writing. Improvements in the quality of teaching are having a good effect on the standards pupils achieve, which are now above average in reading, and average in writing and mathematics. Standards in all other subjects where there was sufficient evidence to make a judgement are in line with national expectations.

5. Attainment on entry to the school is below average. A significant number of children start school with poor language and communication skills. As a result of the strong emphasis on personal and social development, children achieve very well in this area of learning and meet the Early Learning Goals set for the end of the Reception year. Attainment is also in line with expectations in physical development. Although they make good progress in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, most children do not reach all of the goals set for these areas of learning by the end of the year.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are very good. Their attendance is very good. Pupils' spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- The school has excellent procedures for promoting good attendance.
- Pupils' attendance is very high in comparison with other schools and this level has been maintained since the last inspection. Unauthorised absence is lower than the national average.
- Pupils' confidence and self esteem are very good and they enjoy taking responsibility.
- Pupils show a lively interest in learning and behave very well in lessons and around the school.
- The school sets high expectations of behaviour and most pupils strive hard to achieve them.

- Relationships between pupils, and between pupils and adults, are very good and there is a high degree of racial harmony.
- Pupils have a very good awareness of right and wrong and show respect for others' feelings and beliefs.
- Pupils' appreciation of their responsibilities of living in a community is very good and their appreciation of their own and others' cultural traditions is good.
- Spiritual development is much improved since the last inspection and is now very good because it is carefully planned for across the curriculum.

## Commentary

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	2.2	School data	0.0
National data	5.4	National data	0.5

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

6. Attendance is very good and well above the national median and this high rate is maintained and supported by the excellent procedures practised by the school. Parents and pupils both understand the need for prompt and regular attendance at school. These systems of monitoring and promoting attendance have also resulted in a nil rate of unauthorised absence. Punctuality is also very good and helps lessons to start promptly. During interviews and discussions with pupils it was very evident that they enjoyed school and, indeed, many volunteered that they wanted to come to school because they enjoyed their learning so much. There have been no exclusions during the past school year.

### **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	182	0	0
White – any other White background	3	0	0
Mixed – White and Black African	3	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Chinese	1	0	0

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

7. The majority of pupils show great interest in their lessons and strive hard to achieve the expectations of their teachers. The very good methods of behaviour management adopted by the whole school staff have a positive effect on pupils' learning. Overall, behaviour is very good in lessons, around the school and on the playground. These standards have been maintained since the last inspection. Pupils are all aware of the school and class rules and fully understand the difference between right and wrong. Pupils' spiritual development and understanding are now very good and encouraged at every opportunity and the school has successfully addressed the points

raised in the last inspection report. The culture promoted by the school is one of a large and happy family where everyone is valued and respected. Both parents and pupils confirm how much they enjoy and benefit from this caring environment.

8. Pupils who have SEN behave well and work hard. They fit in well in all classes and receive effective support from the adults working with them. Other children also value their contributions and they feel part of the whole school community.

9. Pupils have many opportunities for taking on additional responsibility and they respond well to them. The school council ensures that pupils' views are heard and listened to. Every class from Reception to Year 6 has at least two representatives on the council. Two Year 5 representatives interviewed during the inspection displayed mature and very responsible attitudes. Other routine responsibilities are also carried out quietly and without the need for supervision. The school ensures that every pupil, regardless of age, gender or ability, has some opportunity to enjoy responsibility. Parents acknowledge this, and in particular the 'buddy' system where older pupils assist the younger ones.

10. Pupils have a very good level of respect for the feelings and values of others and are given many opportunities to reflect on these feelings. One example of this is the 'Praises' assemblies where pupils are rewarded for various acts of kindness and thoughtfulness. Pupils are constantly encouraged to think of others by means of the 'buddy' system, the school council and other volunteer duties. These activities, coupled with the family atmosphere that permeates the school, ensure that pupils' social development is very good, relationships between pupils and with all the staff are very good and pupils are able to work and play together collaboratively. Pupils have a very good understanding of their own culture and opportunities are taken to widen their knowledge of other cultures by visits to mosques, synagogues and various museums.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. The strongest features of the provision are the quality of education provided at Key Stage 2, the provision for pupils with SEN, the levels of care for pupils' welfare and the school's links with parents and the community. The main area for improvement is the quality of education provided at Key Stage 1 which, although improving, is not yet as effective in raising achievement as at Key Stage 2.

### **Teaching and learning**

The quality of teaching and learning is good overall. It is good in Reception, satisfactory at Key Stage 1 and very good at Key Stage 2. Assessment in Reception and at Key Stage 2 is good; it is satisfactory at Key Stage 1.

### **Main strengths and weaknesses**

- A strong emphasis on children's personal, social and emotional development in the Reception class and good teaching of basic skills gets them off to a good start in learning.
- In the past, the quality of teaching at Key Stage 1 has not been high enough. It is now improving and is good in Year 2.
- The teaching of English and mathematics in ability groups in Years 3 to 6 is having a good effect on standards.
- Teaching in Year 6 is of a very high standard.
- The quality of teaching for pupils with SEN is very good. Learning support assistants (LSAs) are very professional, are used well and work effectively in partnership with teachers.
- Throughout the school, teachers manage pupils' behaviour very well and create a very positive atmosphere in the classroom which helps pupils to apply themselves to their work.

- The use of assessment information to respond to pupils' individual needs and set challenging targets for them is very good at Key Stage 2. It is less effective at Key Stage 1 but clearly improving.

## Commentary

### **Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 ( 0%)	8 (23%)	20 (57%)	7 (20%)	0(0%)	0(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.*

11. There are many good features of teaching in the Reception class, which contribute to the children's good achievement. The teacher has a good understanding of how young children learn, helping them to feel secure and happy, which enables them to make good progress in their learning. The teacher and all adults within the department form an effective team, which ensures that the well-planned activities engage the interest of the children. This enables the children to acquire new skills, knowledge and understanding at a good pace and to develop their capacity for concentration. The teacher plans a good range of activities that provide many opportunities for the children to work and play independently and collaboratively. This makes a very good contribution to their personal and social development. The inside and secure outside areas for the children are used well. The very good use of on-going assessment enables the teacher to track children's progress in each area of learning and to carefully plan the next step in their learning. Through this, she knows what the children are capable of and has appropriately high expectations for them.

12. At the time of the last inspection, teaching in Year 2 was a significant weakness. There has been good improvement since that time, and it is now good, although evidence from the previous year shows that, at that time, teaching in Year 2 still had a number of weaknesses which senior staff were addressing through support and training. There have also been several changes of teacher since the last inspection. The quality of teaching and learning at Key Stage 1 is satisfactory overall. Just over half of the teaching seen during the inspection was good and there is now an increased emphasis on raising teachers' expectations of what pupils can achieve in Years 1 and 2, which is already having a positive effect on standards. Where teaching is good, there is good challenge for the more able pupils and effective support for pupils with SEN and those who need additional help to ensure they have grasped new learning. Teaching is less effective when more able pupils are given a task that requires input from the teacher to ensure that pupils meet the objective set for them, but are left to work independently. For example, in a mathematics lesson, more able pupils were expected to estimate, and then count, how many small objects it would take to cover the outline of their hands. As they were unsupervised, most omitted the key element of estimation and simply counted the objects.

13. There has also been a significant improvement in the quality of teaching at Key Stage 2 since the last inspection. There has been a fairly low turnover of staff, which has enabled teachers to build on improvements from year to year. Teaching in Year 6 is particularly strong and sets a fine example for the rest of the school, both in terms of the teacher's very high expectations for pupils and the imaginative way the curriculum is interpreted and presented to them. Throughout Key Stage 2, the teaching of English and mathematics is organised thoughtfully and designed to have maximum impact on learning. Some lessons are taught in groups formed on the basis of pupils' prior attainment and this enables teachers to focus effectively on a narrower range of ability than would otherwise be the case. Others are planned effectively to capitalise on links with other subjects so that pupils use their literacy and numeracy skills in a wide range of situations. Teaching assistants provide very effective support for less able pupils in these lessons. In other lessons, the cross-

curricular applications of literacy and numeracy are emphasised and effective links made with other subjects.

14. The quality of teaching and learning for pupils with SEN is very good. They are given work that is appropriate for their needs and levels of attainment, and they receive very good support from teachers and assistants, who work well together as a team. In addition, small groups of pupils are taught for short sessions to take part in specialist work. Teachers and LSAs work together in very effective teams to plan, support and assess learning. LSAs have a very clear idea of their role and of what pupils are expected to learn in each lesson. They have considerable expertise and contribute much to the quality of teaching and learning throughout the school. Pupils with EAL also make good progress due to careful assessment of their learning and language needs. Teachers plan their additional language programmes as part of the lesson and this is delivered well by experienced LSAs.

15. A very good feature of the teaching in every class is the way teachers and assistants create a positive and calm environment in which pupils can learn and make good progress. All adults relate very well to the pupils and provide encouragement which helps to engage pupils well in their learning. Agreed class and school rules for behaviour are implemented consistently and all adults have high expectations of pupils and reward their efforts with praise and recognition. Pupils with emotional and behavioural difficulties are managed very well and their self-esteem is raised through the positive reinforcement of good behaviour. Throughout the school, there is an atmosphere of mutual respect which greatly enhances pupils' personal and social development. The school's aim to develop 'the whole child' is successfully promoted through this consistent approach.

16. At Key Stage 1, the marking of pupils' work is mainly made up of positive comments and praise and questions about understanding. It does not show pupils clearly how to improve their work. At Key Stage 2, marking is very clear, shows pupils how to make their work better and, as a result, pupils have good ideas about how to improve on their work. A key factor which explains why teaching in Key Stage 2 is very good is the effective use of ongoing assessment to track pupils' progress. As a result, teachers know what pupils are capable of and have appropriately high expectations of them, and pupils are very clear about how to make their work better. In addition, the information is used to plan units of work, to place pupils in appropriate groupings and to review and refine learning targets. The use of assessment information to plan appropriate work for individual pupils and to set challenging targets for them is developing soundly at Key Stage 1 but is not yet as effective as at Key Stage 2.

## **The curriculum**

The curriculum provided at Byfleet Primary School is good. The school supports the pupils' learning outside of the school day and develops the range of their interests very well. The accommodation and resources support the running of the curriculum well.

## **Main strengths and weaknesses**

- The school plans its curriculum well and adjusts it successfully in order to cater for the changing needs of the pupils and national requirements.
- The interesting curriculum for children in the Reception class successfully incorporates all areas of learning. It is planned well and makes a significant contribution to the children's good achievement.
- The pupils' learning is enriched very well through the range of visitors and educational visits and the very good range of out of school clubs provided by the school.
- The school's staffing in terms of teachers and support staff is good and assists the teaching of the curriculum well.

- Provision for pupils with special educational needs is very good and targets are matched well to their individual needs.
- Equality of opportunity is good for all pupils.

## **Commentary**

17. The school keeps the effectiveness of its curricular provision under constant and effective review and implements changes well when necessary. For example, it has adopted an innovative approach to combining aspects of the curriculum wherever possible in order to make the different subjects more meaningful for pupils. This planning is detailed and thorough and gives due weight to teaching subjects linked to themes, such as the Victorians. This approach is relatively new and, in a very few instances, there has been an over emphasis on literacy skills instead of ensuring that an individual subject is taught in sufficient depth.

18. The curriculum for children in the Reception class is varied and interesting, incorporating all areas of learning successfully into broad topics and themes. It is planned well and carefully monitored by the teacher. It makes a significant contribution to the children's good achievement. The accommodation is satisfactory for the demands of the curriculum and the needs of the children and includes a secure outdoor area, which has a satisfactory range of resources. Children in the Reception class make a good start and progress well because of the good range of activities planned for them.

19. The curriculum is enriched by a very good range of visitors and educational visits. For example, a visitor talks to the pupils about life in Saxon times, which brings the history topic on the Anglo Saxons to life for them. The National Healthy Schools initiative has a high profile within the school and, together with a visit by the Life Ways Van, provides very good support for pupils' personal, social and health education. Other topics and subjects are similarly supported, such as RE, for example, by a talk from the local rector and visits to the church, as well as visits to a mosque and a synagogue. The science and technology week and the forthcoming arts week extend pupils' learning very well. This judgement supports the parents' view that the school provides a good range of extracurricular activities. There is a very good choice of out of school clubs, which are well supported. These include the breakfast club, football and netball, gardening, homework, library and archaeology clubs. Pupils also enjoy singing in the choir and playing in the steel band.

20. The school has a good number of teachers and teaching assistants which enables them to organise classes appropriately to support the needs of the pupils well. As a result, pupils receive good equality of opportunity. Pupils in Years 3 to 6 are taught in groups formed on the basis of their prior attainment in English, mathematics and science, which ensures they are given work that is sufficiently demanding for their individual needs.

21. Provision for pupils with SEN is very good. Pupils are fully included into the school's curriculum and are given work that is pitched at appropriate levels for their development. Individual education plans are of good quality and have clear, specific targets, which address pupils' complex needs very well. In addition, care is taken to ensure that pupils are in a range of groupings for a variety of subjects in order to be able to contribute in different ways. Pupils also change groups if good progress is made.

## **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is good.

## **Main strengths and weaknesses**

- There are very good procedures for health and safety, child protection and first aid.
- Relationships with adults in school are excellent.
- The school has good systems to monitor pupils' academic standards and progress and these are well used to provide pupils with advice and guidance.
- The involvement of pupils in the school's work and development is good.
- Adults know pupils with special educational needs very well and provide good levels of care for their wellbeing.
- The induction arrangements for children in the Reception class are very good.

## **Commentary**

22. The school has very good health and safety procedures. Apart from formal regular full risk assessments, health and safety checks are carried out on a daily basis. The emphasis the school places on safety is exemplified by the provision in lesson plans for health and safety risks that could arise. This very sensible precaution is particularly evident in science and DT lessons. The governor responsible for health and safety issues is also a full time LSA and is consequently always aware of any possible risks. In addition, the school caretaker keeps a very close watching brief on both the indoor and outdoor environment on a daily basis. There are effective child protection and first aid procedures and all staff know the pupils and their backgrounds very well.

23. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Discussions with pupils show that they feel very safe and secure and would turn to any adult in school should they need help, comfort or advice. The views of pupils about different aspects of school life are welcomed both on an informal basis and also through the school council.

24. The school's good systems to monitor pupils' standards and progress include effective tracking procedures that allow accurate and agreed challenging targets to be set. Pupils are involved in the setting of their personal targets to improve their academic standards and therefore become more committed to the improvement of their work. Objectives for lessons are also made clear to pupils and effective whole class sessions towards the end of lessons show teachers how well pupils have progressed. This provides useful information for planning future lessons.

25. Pupils with SEN receive very good levels of care, support and guidance. They are given focused, specialist help where necessary and their needs are reviewed regularly. Pupils with statements of SEN have their needs and support reviewed regularly as part of the annual and termly reviews. Pupils' progress is monitored carefully as they progress through the school.

26. There are very good induction arrangements for children when they start school. The school has very good links with the pre-school groups. The teacher visits the children in their pre-school settings. This enables the children to get to know their teacher in their own environment, which helps them to feel secure. Parents are invited to bring their children into school over a five-week period for a range of activities. Very good relationships are built up at an early stage with the children's parents, which help them to know how well their children will be looked after in school.

## **Partnership with parents, other schools and the community**

The school's links with parents and the community are very good. There are good links with other schools and pre-schools.

## **Main strengths and weaknesses**

- Parents have very positive views of the school.
- The school provides parents with good information about the curriculum and how to help their children at home.
- Communication with parents of pupils with SEN is very good.
- Parental involvement is very good and their contribution to learning at school and at home is good.
- Procedures dealing with complaints and concerns are very good.
- The school maintains effective links with other local schools.
- Very good links with the community enrich pupils' learning.

## **Commentary**

27. Parents and carers have very positive views of the school and the school works very well with parents, encouraging them to support the school through the Friends' Association and to help their children at home. Parents support the school very well in many differing ways. They appreciate the speedy and effective response they receive to any concerns and complaints they might have.

28. The school provides a good range of information for parents about the curriculum and how they can help their children at home. In addition to annual reports, teachers send out information letters every term. Parents also receive newsletters twice a term, other information by letter when the need arises and a calendar featuring the year's events is sent every September.

29. The school operates a genuine open door policy and parents take advantage of this to meet staff informally. There are four formal parents' meetings a year consisting of one initial 'meet the teacher' evening and three parent/teacher discussions. The school is always quick to respond to any parental requests for information and any additional contact and is quick to contact parents when pupils give cause for concern with academic or behavioural problems.

30. Parents of all pupils who have SEN have very good links with the school. The level of liaison is very good. Parents of new children are welcomed into the school and very good relationships are quickly established through the very good induction programme. There are termly visits to and from the secondary school that pupils move on to, and very good liaisons are in place. Parents comment on 'the smooth and well prepared transition to secondary school'. The school has good links with teacher training colleges and students regularly undertake teaching practice in school.

31. The school has very good links with the local community. It has a very active lettings policy and many local organisations and families take advantage of this. A Brownie group and a girls' cadet corps meet at the school and many parents hire the school hall for social occasions. A football club which was originally run by parents for pupils of the school has now developed into a junior league club with many members from other schools in the area. The club secretary states that without the very strong support of the school and the use of its facilities the club would have difficulty in continuing and would not have achieved the status it now enjoys. The school works with two nearby churches on Christmas productions and the clergy take part in school assemblies and lessons. The school continues to enjoy visits from the staff of a locally based international company who help with a reading support programme. The school has plans to extend its links with the community still further.

## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership and management of the school are good. The leadership of the headteacher is very good. The leadership of other key staff is good overall, and very good at Key Stage 2. The management of the school is good and is particularly effective at Key Stage 2. The governance of the school is good.



## Main strengths and weaknesses

- The headteacher has high aspirations and a clear vision for the school, and her leadership of the curriculum and teaching is very good.
- The leadership of Key Stage 2 is very good; it is good in the Foundation Stage. The leadership of Key Stage 1 is satisfactory but is not sufficiently rigorous to have a marked effect on achievement.
- Senior managers have a very heavy workload, which limits the impact they can have on some aspects of their work.
- Strategic planning reflects the school's aims, identifies appropriate priorities for improvement and ensures that resources are used effectively to support learning.
- There is a strong commitment to self-evaluation and monitoring the school's performance among all staff and governors.
- Governors have a good understanding of the school's strengths and weaknesses and help to shape its vision and direction.
- There is a very good commitment to inclusion and concern for the needs of individual pupils.
- The leadership and management of the provision for SEN are very good.

## Commentary

32. The headteacher leads by example in all aspects of the school's work. Her clear vision for the school and high expectations are communicated to and shared with staff, governors, pupils and parents. Her leadership of curricular innovation and creative approach to maximising opportunities for learning are key factors in the school's improvement. The headteacher is very effective in developing leadership capability in other teachers, support staff and pupils. This is reflected in the very good leadership of Key Stage 2 and the good leadership in the Foundation Stage and in most subjects. The downside is that teachers often move on to posts of greater responsibility in other schools, which creates some difficulties in recruiting new staff to take on curricular responsibilities.

33. Throughout the school there is good teamwork. Teachers work together to ensure that the curriculum is taught effectively to build on pupils' previous learning. Subject leaders provide considerable support for colleagues and carefully monitor standards, the curriculum and teaching in their subjects. The appointment of two assistant headteachers was well considered after a trial period during which all staff were consulted. However, most other teachers have only a few years' experience and one is new to the profession. Although all but the newly qualified teacher hold responsibilities for some subjects, the three senior managers are leading development in several areas of the curriculum, as well as having overall responsibility for the curriculum and assessment. The Foundation Stage leader, who provides good leadership for that stage of the children's education, also has responsibility for Key Stage 1, shares the leadership of English and is also leading in PE and overseeing music in addition to her duties as assistant headteacher. The Key Stage 2 leader has a similar workload, but, as Year 6 teacher, is in a better position to oversee her department, monitor its progress and have an impact on its development.

34. Effective strategic planning is based on a detailed analysis of the school's performance and thorough evaluation of the impact of strategies introduced to raise achievement. There is a shared commitment to self-evaluation at all levels of management, which includes careful scrutiny of the results of national tests to identify areas of weakness and rigorous evaluation of teaching in order to improve the quality of learning. The school development plan is constructed in consultation with staff, governors, parents and pupils and focuses on the main priorities facing the school. For example, the current plan places a strong emphasis on raising standards at Key Stage 1, particularly for the more able pupils. Strategic planning has been very effective in raising standards and achievement at Key Stage 2 and has led to improvements in target setting, tracking of pupils' progress and appropriate intervention to support pupils identified as underachieving. It has also

produced an innovative approach to curricular organisation and the very effective deployment of LSAs to provide the most worthwhile support.

35. Good financial planning takes into account the priorities identified in the school development plan and ensures that the school is fully equipped and well resourced in all areas of the curriculum. Longer term plans are fully discussed and, where appropriate, parents and pupils are consulted and their views taken into account. A good example is the current discussion about the future of the swimming pool which is in need of replacement. Potential benefits for the pupils are measured against the impact of long-term financial commitments as governors, staff and parents debate which course to follow. The headteacher is proactive in seeking out possible external sources of funding for different initiatives and the Friends' Association works closely with the school to raise funds for identified projects.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	527656	Balance from previous year	
Total expenditure	517359	Balance carried forward to the next	10297
Expenditure per pupil	2600		

36. The governors have a good understanding of what needs to be done to improve the quality of education provided for the pupils. They are very supportive of staff but also bring a critical dimension to their role when considering a course of action and the future direction of the school. They are kept well informed through discussions with staff and through observing what is happening in the school at first hand. Governors have a wide range of expertise, especially in terms of finance, premises and health and safety, which is used to the benefit of the school.

37. There is a very strong commitment to inclusion at all levels of management and to ensuring equality of opportunity for all pupils. The headteacher, as co-ordinator of the school's provision for pupils with SEN, works closely with the Key Stage managers and the teaching team to create the very good provision for pupils with SEN and EAL. Her leadership and management of SEN are very good. She knows the pupils very well and co-ordinates the provision and support very effectively. The headteacher also monitors the planning and provision for pupils with SEN to ensure their needs are met. This makes a significant contribution to the pupils' good achievement. All teachers have focused their attention on the attainment of boys and girls in different year groups and have identified any groups who may be underachieving. Strategies are then put in place to rectify the situation and the pupils' progress is carefully checked for signs of improvement. The school development plan clearly identifies what is to be done to raise achievement for different groups of pupils.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

38. Provision in the Foundation Stage is good. This is similar to the judgement in the previous inspection. Good leadership and management, effective planning for an interesting curriculum, combined with consistently good and some very good teaching, provide the children with interesting and varied experiences. These promote good learning and help them to make good progress. The Reception teacher provides good leadership for all adults in the department, who work very closely together to form a very effective team. The quality of teaching is very good for personal, social and emotional development and good for the other areas of learning, which are effectively planned to link together in order to reinforce learning and make it more relevant and meaningful for the children.

At the time of this inspection, sixteen children were attending full time and thirteen just in the morning. As a result, there was insufficient evidence to judge these children's achievement in each area of learning. However, assessments undertaken at the end of the previous year indicate that most do not achieve the goals children are expected to reach by the end of Reception in communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. Attainment is in line with expectations in personal, social and emotional development and physical development. This represents good achievement from their mostly below average starting point, especially as many children come into the school with well below average communication, language and literacy development.

#### **Main strengths and weaknesses**

- Very good induction procedures and very good provision for children's personal, social and emotional development.
- Good teaching of language and communication skills.
- Well-planned activities that involve several areas of learning.
- Good assessment procedures, which are used well to plan the next stage of learning.
- Very good links with parents, which support children's learning.
- Good leadership provides clear direction for the continuing high standards of the provision.

#### **Commentary**

39. The school has very good induction procedures for the children and their parents, which help the children to settle into school very well. The very good close links with the pre-school groups help many children to feel secure and happy, and they quickly settle in school. The school places a great emphasis on the children's **personal, social and emotional development** and sees this as central to the children's overall development in all aspects of their learning. The effect of the very good induction procedures for the children was evident in the way most were already forming good relationships with the adults and with each other. Snack time is used very well to help the children develop their social and language skills. The teacher and other adults sit with the children and talk with them. The children are happy, settled and seem confident in the classroom environment. They are given many good opportunities to work and play together in small groups. A good feature is that the children are given many opportunities to make choices and to start activities for themselves. At the same time, adults set clear expectations of behaviour and give praise and encouragement to reinforce these.

40. Many children start school with well below expected levels for their age in their **communication, language and literacy** skills. Many have a very limited vocabulary. Great importance is placed on developing all aspects of these skills. The teacher and other adults within

the department speak clearly and are good models for the children. They are involved well in the role-play activities, such as in 'the baby clinic', to extend the children's vocabulary and speaking skills. There is very good teaching of sounds. The children enjoy moving round on the 'sounds train', making the appropriate actions as they say each sound. Using the different senses is good, as this helps to reinforce learning. Most children remember the actions, but only a very small minority link these initial sounds with the written letters. Children's make marks on paper and attempt to 'write' their own words. They read their own 'writing' to the class and are praised for their effort, which helps them to feel confident to write. The children enjoy listening to stories and most join in with familiar rhymes, such as *Incy Wincy Spider*.

41. The children are provided with many interesting activities that incorporate several areas of learning. One of the observed lessons provided a very good example, as the planned activities enhanced the children's **language, mathematical and creative development and their knowledge and understanding of the world**. The theme of 'hands and eyes' helped to develop the children's awareness of and use of the senses. Through a good question and answer session for 'pairs' of children to look at and describe each other's 'pair' of eyes, the teacher helped to develop the children's early mathematical understanding of the concept of 'pairs'. This was reinforced later in the lesson during an activity that involved sorting, counting and matching pairs of gloves. All activities were very well planned and organised for the children to use their senses to explore, observe, touch and feel. There was a good balance between activities chosen by the children and those led by adults. Children enjoyed making and decorating eye masks with sequins. Some children took objects from a box, felt them and sorted them into hoops to show objects that were 'prickly', 'rough' and 'smooth'. They enjoyed painting on stones and seashells, as well as painting and drawing with chalks on the playground. The teacher was actively involved in the 'baby clinic' helping to extend the children's vocabulary by joining in with their role-play.

42. The children moved freely between the indoor and outdoor classroom, showing confidence and independence in selecting activities. They enjoyed riding on the large wheeled toys, which provided them with very good opportunities to share equipment and to extend their **physical development**. The very good lesson was buzzing with activity, in which their **language, mathematical and creative development, and their knowledge and understanding of the world** around them were enhanced through exploration and investigation.

43. Good assessment procedures form a vital part of the good practice in the Reception class. The teacher and LSAs observe and note the children's progress during each day. These observations are used well to plan the next step in learning for each child. Very good provision for children with SEN ensures that they get off to a good start and that the teacher knows them well and quickly assesses their needs.

44. Right from the outset, even before the children start school, parents are welcomed and helped to feel that they are a vital link with school in their child's learning. They are given a pack of materials to share with their child for early literacy, creative and mathematical skills, which is good, as they enable parents to be involved at an appropriate level for their child's stage of development. The teacher leads a reading workshop, and gives a writing and literacy demonstration lesson to inform parents about the activities that their child will encounter in school, which helps them to know about their child's early experiences in school. Teachers and assistants communicate regularly with parents, often on a daily basis, which keeps them well informed about their child and how well they are settling in.

45. The Foundation Stage manager provides good leadership for the department. She has a good understanding of how young children learn, which is evident from the good quality of education provided in the Reception class. The Foundation Stage manager provides effective support and guidance for all staff, ensuring that, together, they provide a good education for the children.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**. It is **satisfactory** in Key Stage 1 and **good** in Key Stage 2, with **very good** provision in Year 6.

#### Main strengths and weaknesses

- Good teaching of phonics is helping pupils to learn to read.
- More able pupils do not achieve as much as they can in writing in Key Stage 1.
- There is some very good teaching and learning in Year 6.
- Pupils with SEN and EAL make good and sometimes very good progress supported by good teaching and an effective team of LSAs.
- Detailed analysis and evaluation of pupils' achievement has led to a clear focus on raising standards in reading and writing in Key Stage 2.
- The marking of pupils' work is inconsistent between Key Stages 1 and 2.
- There is a good emphasis on developing literacy skills in Key Stage 2 English lessons, some lessons in Key Stage 1 and across the curriculum.

#### Commentary

46. Although there was a marked improvement in reading and writing compared to the previous year, standards in reading in the 2003 national tests were below average and well below average in writing. This is because pupils did not achieve the higher levels in reading or writing. There has been a change of teacher in Year 2 and inspection evidence and early indications of this current Year 2 are that standards in reading are above average, while in writing they are average. Overall pupils achieve well at Key Stage 1. Good teaching of phonics is helping pupils to learn letter sounds effectively. For example, in a Year 2 lesson, the teacher described different ways to sound and spell "ow". Pupils were able to read sentences from the book, *Putting on a magic show*, and knew about regular and irregular sounds. In addition some pupils were able to read and understand words such as 'amaze', 'costume', 'decorate' and 'instructions'.

47. The school is working hard to raise standards of writing and, at this early stage in Year 2, pupils have achieved some satisfactory pieces of writing with mostly accurate sentence construction and good use of capital letters and full stops. However writing is not extended sufficiently for more able pupils.

48. Standards in speaking and listening are average in Year 2. Many pupils start school with poor language and communication skills and are identified as having SEN in this aspect of learning. Teachers place a good emphasis on speaking and listening in all lessons and give pupils opportunities to describe their work and ask questions. Pupils with SEN and EAL make good progress supported by the work of learning support assistants.

49. Standards in English are above average overall in Key Stage 2 and very good in Year 6. There has been very good improvement at both the average and higher levels of attainment. Pupils achieve very well in KS2. Their enjoyment of, and interest in, books develops well and, by Years 5 and 6, pupils read with fluency and accuracy, and are able to evaluate the texts they read with growing competence. Boys are also reading well. The school has placed great value on reading and has invested in many more reading books, both within classrooms and within the school library. Pupils with SEN also achieve well supported by focused work and individual help from LSAs. Standards in speaking and listening are developing well in Key Stage 2 supported by opportunities for pupils to discuss their views, describe their work, and more formal opportunities to speak in front of and to the class.

50. Inspection findings from current and previous work in Year 5 show that, at the beginning of Year 6, standards in writing are in line with the national average. In addition, a good number of pupils are working to the higher levels and achieving well. In Key Stage 2, teachers provide pupils with a good range of writing opportunities within history, RE and science. They also encourage them to write at length and in a variety of forms for different purposes.

51. The quality of teaching is satisfactory in Key Stage 1, with some good teaching in Year 2. The quality of teaching in Key Stage 2 is good and sometimes very good. In a Year 6 lesson, the work was very well planned to meet the needs of all groups, the teaching was stimulating and enthusiastic, stemming from the teacher's very good subject knowledge and pupils consistently achieved very well. Lessons across the school are generally well planned and incorporate all aspects of the subject and the National Literacy Strategy. In the lessons that are good or better, the text used is challenging and there are high expectations of good written work being produced. Teachers make effective links with other subjects such as history, as seen in a Year 5 English lesson about life in the workhouse in Victorian England. In addition, the pace of the lesson was good and pupils were encouraged to complete as much as they could in the time available. There are also good arrangements to provide support for individuals and groups of pupils with SEN and good use of "catch-up" and booster sessions.

52. The subject leader manages the subject well in Key Stage 2 and there is satisfactory leadership of the subject in Key Stage 1. Both have carried out detailed analysis of pupils' achievements, which has led to a clear focus for support, specific strategies for grouping pupils by ability in Years 3 and 4, and 5 and 6, and consequently success in Key Stage 2 in raising attainment in reading and writing. Both have observed teaching throughout the key stages, which have led to improvements, particularly in Key Stage 2. The school has introduced a good system for tracking pupils' progress in reading and writing, and the process of setting targets for individual pupils to achieve is secure and established in Key Stage 2 but is insufficiently rigorous and focused in Key Stage 1. Marking of English work is also very informative in Key Stage 2. Pupils are very clear how to improve their work and can articulate how they will do this. In Key Stage 1, although some of the feedback is given directly to the pupils, some of the marking in the books does not explain clearly what pupils need to do to improve their work.

### **Language and literacy across the curriculum**

53. The use of literacy across the curriculum is good. Teachers' planning shows that effective links are being made in reading and writing across the curriculum, as in the lessons about the Victorians and the Vikings in history. Teachers also develop and consolidate aspects of literacy taught in English lessons through lessons such as ICT, science and RE.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils in Year 6 are attaining above average standards and achievement is very good.
- The quality of teaching and learning is good.
- Setting by prior attainment in Years 3 to 6 is effective in helping to raise standards and all groups of pupils are catered for very well.
- More able pupils in Key Stage 1 do not achieve high enough standards.
- Good procedures for and use of assessment inform teachers' planning.
- The subject manager provides good leadership.

- Targets for pupils in Years 1 and 2 are not sufficiently detailed to help pupils know how to improve in order to raise standards.

## **Commentary**

54. Provision for mathematics is good throughout the school. Standards of attainment are average in Year 2, and above average in Year 6. This is similar to the results of the 2003 national tests for pupils in Year 2, but shows an improvement in standards in Year 6. Overall, pupils' achievement is very good. It is good in Key Stage 1 and very good in Key Stage 2. Since the last inspection, there has been a good improvement. However, more able pupils in Year 2 are not achieving as well as they might.

55. Overall, the quality of teaching and learning is good. It is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils in Years 3 to 6 are set by prior attainment, which is helping many to achieve higher attainment. Teachers provide challenging tasks, which are well suited to pupils' needs. In a very good lesson for a group of higher attaining pupils, most of whom are in Year 6 and a few are in Year 5, the teacher explained that the task was to solve a problem by extracting data from a national 1897 census of two streets in Byfleet. This was a very challenging task, and combined mathematics effectively with their history work on the Victorians. The teacher provided activities that were well matched to each pupil's needs. Pupils used correct mathematical vocabulary and clearly understood how to use information to collect data. Pairs of pupils chose the information they wanted to find out from the data, such as the size of families or the occupations within different households. They were engrossed in their work and successfully completed their tasks.

56. There are very good inclusion procedures, which ensure that pupils are supported very well. Pupils who have SEN are included fully in all activities and are provided with very good support, which enables them to make good progress towards their own targets.

57. There are good procedures for assessment, which are used well in Years 3 to 6. Marking is mostly of a high standard, but is not always consistent in Years 1 and 2. In Years 3 to 6, pupils are grouped according to their levels of attainment, which is effective in helping to raise standards. This enables pupils of all abilities to be taught in the most appropriate grouping for their level of ability. The targets set for pupils in Years 1 and 2 are open-ended, too long and not sufficiently specific to the needs of each pupil.

58. The subject manager provides good leadership for the subject. He has a clear sense of direction about how to improve standards in mathematics across the school. He provides a good role model for other staff and evaluates the quality of teaching and the quality of pupils' work.

## **Mathematics across the curriculum**

59. Provision for developing pupils' numeracy skills across the curriculum is good. There are good links with other subjects, such as in history where pupils create a time line to show the events in the life of Florence Nightingale. Information and communication technology is used well to reinforce mathematical skills.

## **SCIENCE**

Provision in science is **good**.

## **Main strengths and weaknesses**

- Pupils achieve very well in Key Stage 2 and reach above average standards in Year 6.

- The quality of teaching and learning is good. It is very good in Year 6.
- There is a strong emphasis on learning through investigation.
- The curriculum is well planned and there are good links with other subjects.
- Teachers make very effective use of the school grounds, visitors and visits to enhance learning.
- The monitoring and evaluation of teaching and the curriculum is not rigorous enough at Key Stage 1.

## Commentary

60. Standards are above average in Year 6 and pupils achieve very well at Key Stage 2. This is an improvement since the last inspection and since the previous year, when the results of national tests were average. Improvements in teaching and curricular planning and greater challenge for more able pupils are having a positive impact on raising achievement. Pupils have a good understanding of life processes and the wide variety of living things, including micro-organisms. They use their knowledge of materials to devise ways to separate mixtures of solids and liquids, including filtration, evaporation and condensation. Pupils have a good understanding of gravity, magnetism and air resistance.

61. Standards are average in Year 2, as at the time of the last inspection, and pupils' achievement is good in Key Stage 1. In the previous year, pupils had too few opportunities to learn through practical investigation and there was too much emphasis on recording knowledge. However, this situation has been addressed by the new Year 2 teacher and pupils are now developing sound scientific enquiry skills. They understand how babies grow and change and have observed this at first hand as parents have brought babies and toddlers into school and answered the pupils' questions. They know that animals, including humans, need different types of food and are beginning to develop an awareness of how nutrition contributes to good health. They sort materials into groups according to their properties and understand how electricity flows through a circuit.

62. Good teaching throughout the school enables pupils to acquire scientific knowledge, skills and understanding at a good pace. Teachers make work interesting for pupils and present it in a way that develops their capacity to work both independently and collaboratively. The most effective teaching was observed in Year 6, where the teacher linked work on separating solids and liquids with the history topic. Pupils were to assume the roles of David and Mary Livingstone and given a container of 'Zambesi river water' and a list of items that David and Mary were carrying. They then had to devise different ways to try and produce, clean, safe water. Intrigued by the tasks, which were matched to the differing ability levels in the class, pupils quickly set to work in groups to investigate ways of cleaning the water. These ranged from decanting to filtration and, for the more able pupils, evaporation and condensation. Stimulating discussions took place in each group, some led by the teacher and assistant, whose expert questioning promoted creative thinking. Both stressed the importance of using existing scientific knowledge to address the problem, and this prompted pupils to extend their thinking and suggest ways to improve the effectiveness of the investigation.

63. The Year 6 lesson also illustrates the increasingly innovative approach being taken towards making effective cross-curricular links throughout the school. This is still in its relatively early stages but the Year 6 teacher, who is currently overseeing the subject in the absence of an appointed leader, is setting a very good example for its development. Literacy and numeracy skills are developed well through science. For example, pupils write about their investigations using correct scientific language, measure temperature, create graphs and, as in a Year 5 lesson, time how long it takes ice to melt in different solutions. In a follow up to the Year 6 lesson, pupils wrote about their investigation in role as the Livingstones. In a good Year 3 lesson, pupils used reference books and a CD-ROM to find information about rocks to support their investigation into similarities and



differences. Teachers make effective use of ICT to support and enhance learning. Year 6 pupils use 'dataloggers' to monitor and record outside temperatures and noise levels. They also use digital cameras and a computer microscope when exploring the environment.

64. The school grounds have been developed as an effective outdoor classroom and pupils benefit significantly from being able to explore the wildlife area and sensory garden. Despite being situated so close to the M25, pupils are able to observe a variety of wildlife: last year, they watched dragonflies hatch, took photographs of frogs and newts and were even able to observe deer that had wandered into the grounds. A very well organised science and technology week brought pupils into contact with scientists and engineers, who worked alongside them on a variety of exciting investigations. A residential trip for older pupils involves studying aspects of a contrasting environment, including geology.

65. Good leadership has brought about significant improvements in achievement at Key Stage 2, but provision for younger pupils has not received the same attention. The work completed by pupils in the previous school year shows that there was insufficient monitoring of the quality of teaching in science, especially in Year 2. As a result, there was not enough emphasis on scientific enquiry and a lack of challenge for more able pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Standards are above average in Year 6 and pupils achieve well in Key Stage 2.
- The quality of teaching and learning is good in Years 3 to 6.
- Teachers make effective use of ICT across the curriculum in all year groups.
- The ICT specialist assistant makes a significant contribution to the quality of provision in all year groups.

### **Commentary**

66. Pupils in Year 6 attain above average standards in all aspects of the subject, which is an improvement since the last inspection when standards in modelling and data handling were not high enough. Achievement is very good in Key Stage 2. Pupils with SEN achieve very well because they are given very good support and enjoy the opportunity to experiment and explore different programs. Pupils create a multimedia presentation about their family which incorporates text, graphics and sound effects. They explain and demonstrate knowledgeably how to use animation techniques to make their presentation visually appealing and have produced work to a very high standard over a four week period. This represents very good achievement. Pupils use a digital camera confidently, and use 'dataloggers' to measure temperature and decibels. They make a series of instructions to control traffic lights and an alarm system. Standards in Year 2 are average and achievement is satisfactory at Key Stage 1. Pupils are developing sound keyboard skills and type a list of instructions using the enter key to create new lines and the shift key to type capital letters. They use CD-ROMS and the Internet to find information to support their work in RE and science. Pupils carry out surveys and present their findings in the form of simple graphs.

67. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. In the most effective lessons, teachers and the ICT assistant make very good use of the interactive whiteboard to demonstrate skills and techniques and to involve all pupils productively in the learning process. Good teaching of keyboard skills was seen in Year 4, which resulted in pupils using all fingers when typing. Pupils are taught to evaluate the use of ICT and to compare it with alternative

methods, as when Year 4 pupils used pencil and paper methods to cut and paste text and later compared this with the much faster and more efficient ICT method. The ICT assistant has high levels of expertise in the subject and works very successfully with groups of pupils from each class to develop their knowledge and skills. In Years 3 to 6, high expectations of pupils ensure that work is suitably challenging.

68. The curriculum is planned well to ensure progression in acquiring skills, knowledge and understanding from year to year. Good leadership has resulted in well trained staff, a well-equipped ICT suite and a good range of software and other ICT equipment to support learning across all aspects of the subject. The school's decision to employ a highly skilled ICT assistant is having a very positive impact on pupils' achievement.

### **Information and communication technology across the curriculum**

69. Teachers use ICT well to support learning across the curriculum. Pupils in Year 2 use a CD-ROM encyclopaedia to find information about different types of home and gain access to the Internet to learn about Muslim beliefs and customs. In science in Year 6, pupils use 'dataloggers' to monitor the decibels in different parts of the school grounds and use this information in their work on noise pollution. Pupils use digital cameras and painting programs to support their work in art and make graphs to display data in mathematics.

## **HUMANITIES**

Inspectors did not see any lessons in geography and there was not enough previous work available in order to make a reliable judgement about standards. Only one RE lesson was observed in Year 6, and three history lessons, one at Key Stage 1 and two at Key Stage 2. In addition, inspectors analysed samples of pupils' work in RE and history and talked to groups of pupils in Years 2 and 6 to check their knowledge and understanding. Curricular planning was examined and discussions held with subject leaders.

The RE lesson observed in Year 6 was a very good lesson, but overall there is insufficient evidence to make judgments about standards or the quality of teaching and learning. Evidence of work completed was found in pupils' books from the previous year, some work from the current year, prayer books they had completed and displays. Inspectors spoke to groups of pupils, looked at teachers' planning documents and held discussions with the subject leader. In the Year 6 lesson, through active discussion with the teacher and between themselves, pupils deepened their understanding of how Christians through the ages have spread the word and lived by Christian values. In this lesson, very good links were made with history and the Victorians, and the work of well-known Quaker families such as Elizabeth Fry. The lesson also made a very good contribution to pupils' spiritual and moral education as they reflected on how some children in Victorian England had better lives as a result of the work of the Victorian Quakers. Pupils also went on to consider how they might contribute to the lives of children less fortunate than themselves.

Pupils have a positive attitude to RE and can remember work they have covered. In Years 1 and 2, topics include Harvest, Christmas and Easter and pupils hear Bible stories from the Old and New Testaments, such as the story of Noah's Ark. They also learn about other religions such as Islam. In Year 3 from a discussion with some pupils it is clear that they know what baptism is for and the different ceremonies that take place across a number of religions. The time allocated to RE through the year is appropriate to meet the requirements of the locally agreed syllabus. Lessons are taught in blocks of time for each year group. The headteacher as co-ordinator ensures that planning corresponds to the syllabus and checks it carefully.

## HISTORY

Provision in history is **good**.

### Main strengths and weaknesses

- Pupils know that history is about past events.
- They understand how people know about the past.
- Pupils are very interested in their work.
- Teaching is good in Years 3 to 6 with some very good aspects.
- A very good range of visits and visitors enriches the subject.
- Good use is made of ICT to support learning.
- In a minority of lessons, the historical aspects are not emphasised sufficiently within the cross-curricular approach to lesson planning.

### Commentary

70. Overall, pupils' attainment is in line with the national average in Year 2 and above average in Year 6. The quality of teaching and learning is good, overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. The analysis of pupils' work shows that most pupils are attaining as well as they can, which is due to the quality of teaching. Overall, pupils achieve well.

71. During conversations with pupils in Year 2, it was obvious that their recent visit to Singleton Museum has greatly enhanced their understanding of how people lived about a hundred years ago. They are fascinated by the idea of having to get water from a well and not having any water from a tap in homes long ago. In the seen lesson in Year 1, role-play activities using actual artefacts, such as a washing dolly in a tin bath and a large iron saucepan, enhanced pupils' understanding of the differences between their lives and those of people at the beginning of the last century. Pupils in Year 2 know that they can find out about the past by talking with older people, looking in books and visiting museums. Pupils' previous work shows that they have compared past and present toys and are aware of some similarities and differences. They know about the Great Fire of London in 1666 and the main features in the life of Florence Nightingale.

72. Throughout the school, pupils are very interested in their history lessons. Pupils in Year 3 and 4 are fully involved in discovering more about the Anglo Saxons since the recent visit by an 'Anglo Saxon'. They use reference books well to identify a good range of artefacts, which are provided by the teachers. In a very good Year 6 lesson, the teacher used her very good subject knowledge to inspire the pupils about the Victorians. She enabled pupils to learn about the lives of some extraordinary Victorians, such as David Livingstone and Mary Kingsley, as well as the well-known facts about child labour, and the poverty of the poor compared with the luxury of the rich. Pupils were able to use secondary evidence well to gain information, such as reference books and copies of letters written by Mary Kingsley. The work set was consistently challenging and appropriate for pupils of all abilities. Pupils were absorbed in their work, made rapid progress and achieved very well. They showed a very good understanding of how women were treated differently in Victorian times compared with the present day, and the differences between Mary Kingsley and the African tribespeople that she encountered on her explorations in Africa. The teacher's vibrant teaching, together with appropriate good support for pupils with SEN, enabled most pupils to achieve very well during the lesson.

73. Assessment procedures are satisfactory in Years 1 and 2, and are good in Years 3 to 6. Literacy skills are used well in Years 3 to 6 and satisfactorily in Years 1 and 2. There are good opportunities for pupils to use ICT skills, which enhance the development of their historical enquiry skills. Pupils in Years 3 and 4 used the Internet well to download information about the death of a

Pharaoh during their work about the Ancient Egyptians. Visitors, such as grandparents, who speak about their early lives, and visits to places of historical interest, such as the Imperial War Museum, Guildford Museum and Hampton Court, greatly enhance pupils' learning. However, in a few lessons there is an over-emphasis on literacy skills at the expense of the historical content of the lesson.

74. The leadership of the subject is good. The subject manager has a good overview of its development and keeps a close eye on how effectively the curriculum is taught throughout the school by examining pupils' work and colleagues' planning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Two art lessons were seen, in Years 4 and 6, as well as a sample of pupils' work. One music lesson was observed in Year 3. Two PE lessons were seen in Years 2 and 6 and two DT lessons in Years 5 and 6. In addition, inspectors talked to pupils about their work and held discussions with teachers.

There was insufficient evidence to judge the quality of teaching and learning in music, but in the lesson seen it was good. Pupils sang tunefully *How doth the little crocodile* and practised playing untuned percussion instruments. The teacher had made a large crocodile with colourful patterns marked out across the body of the animal. Pupils had one of the colours on each of their tables and played their instruments when the teacher pointed to their colour on the crocodile. They were able to sing and click their fingers well to the syncopated rhythm, but found it more difficult to keep to this rhythm when playing their instruments. After recording their first efforts on tape, they discussed ways to improve their performance, such as "playing quieter, so we can hear the singing better". After practising this, they were pleased with their efforts when they listened to their next performance. The lesson made a good contribution to pupils' social development, as pupils learned to sing and play musical instruments together.

### **Art**

Provision in art is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Standards are above average in Year 6.
- The quality of teaching and learning is good at Key Stage 2.
- The curriculum is varied and interesting and there are good links with other subjects.

### **Commentary**

85. Teaching and learning in Years 3 to 6 are good, with some very good aspects. Many pupils achieve above average standards, while some achieve well above average attainment, due to very good teaching. Pupils achieve well in all aspects of the subject. They study and learn from the work of famous artists, such as Lowry, Picasso, William Morris and Paul Klee. Pupils in Year 6 were clearly influenced by Lowry's work when they created very good charcoal and chalk landscape drawings. In the very good Year 6 lesson, two teachers and an LSA worked very well together to help pupils produce very good designs for a folding screen panel, which will be used in the new conservatory classroom. Pupils practised different techniques on paper, with a view to transferring these on to textiles in future lessons. Very good teaching of different techniques enabled pupils to improve their own art skills very well.

86. Pupils based their ideas on the story of *The Nightingale* to create an Eastern feel for their designs. They used the illustrations in a book of Japanese stories, black and white oriental landscapes and a print of an exotic fictional bird as a basis for their ideas. Some pupils used a digital

camera effectively to take photos of trees and bamboo in the school grounds. They printed the pictures expertly, which they used well to look at the shapes of branches and the plants. By the end of the lesson, pupils had created very effective oriental-style landscapes and press prints of fictional birds, and had used pastels very well to create a feeling of movement in the leaves and branches.

87. Standards in Year 2 are in line with national expectations and the quality of teaching and learning is satisfactory. Pupils acquire appropriate skills in painting, printing, collage and three-dimensional work and their achievement is satisfactory.

88. Art is linked very well with other areas of the curriculum, as well as being taught in its own right. Pupils paint pictures of a prayer mat and the Qur'an in a mosque as part of an RE topic, and make a three-dimensional, life size model of a mummy for history work on the Ancient Egyptians. Pupils are able to choose from a wide range of art materials, such as paints, chalks, pastels, charcoal and textiles for the many different aspects of the art curriculum. Throughout the school, pupils use sketchbooks appropriately to try out their ideas and to practise different techniques. Good leadership in the subject ensures that it enjoys a high profile in the school. The subject manager looks at samples of pupils' work and checks teachers' planning to ensure the quality of curricular provision.

## **Design and Technology**

Provision in design and technology is **good**.

### **Main strengths and weaknesses**

- Good curricular planning places appropriate emphasis on all aspects of the subject and ensures progression in the teaching of knowledge and skills.
- There are good links with other subjects.
- Very good teaching in Years 5 and 6 enables pupils to reach high standards and achieve very well.

### **Commentary**

89. The standards achieved by pupils in Year 6 are above average. This is an improvement since the last inspection, when designing skills were underdeveloped. Pupils achieve well in Key Stage 2. They make effective use of Victorian artefacts to generate their own design for a toy that incorporates moving parts. They produce detailed plans that include accurate measurements and adapt these plans as they progress. Pupils work with a high degree of precision when constructing the framework for the toy and demonstrate good understanding of how axles and cams function to produce vertical and rotational movement. Pupils test and evaluate their own products, as well as those which have been manufactured, and this helps them to clarify their ideas. In Year 2, standards are similar to those expected nationally and achievement is satisfactory in Key Stage 1. Pupils construct models of homes from construction kits, incorporating windows and doors. They use their knowledge of what babies eat to design, make and evaluate their own baby food. The quality of teaching and learning is satisfactory in Years 1 and 2.

90. In the two lessons seen in Years 5 and 6, the quality of teaching and learning was very good. Very good teaching of skills and processes enables pupils to develop a good understanding of the materials and components they use. Pupils are encouraged to think creatively and to ask questions, which leads to a deeper awareness of the way mechanisms work. In the Year 5 lesson, these features led to a very good discussion about different types of cam and the kind of movement they create. There is a strong emphasis on learning and using appropriate vocabulary accurately and teachers encourage pupils to identify possible improvements to their work. Numeracy skills are emphasised as teachers stress the importance of accurate measurements. High expectations

ensure that work is suitably challenging, while less able pupils are supported very well by teachers and assistants. Teachers pay very good attention to health and safety matters in all lessons and question pupils about the reasons for taking such precautions to check that all understand their importance.

91. Curricular planning is good and very effective links are made with other subjects, especially in Years 3 to 6. For example, as part of a history based topic, pupils in Years 5 and 6 use Victorian toys as a starting point for their work and learn how to make 'Nursery Dumplings' from a Victorian recipe. The work is generally well planned with a clear focus on designing and making, but occasionally the strong links with literacy dominate and the DT element does not have a clear enough focus. This happens when pupils carry out research and the whole lesson becomes an opportunity for reading and writing. Planning shows that skills and knowledge are taught in progression from year to year and build upon pupils' existing knowledge and understanding. DT, including food technology, is usually taught alongside ICT in the technology area. This generally works well, although sometimes the lack of space for three different activities and the noise level generated create a less than ideal working environment.

## **Physical Education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The teachers' control of lessons and their emphasis on safety are strong features.
- Lessons are structured and developed effectively.
- Teaching assistants make a good contribution to lessons.
- All pupils, including those with SEN, play a full part in all the work.
- Good development of independent learning and evaluative skills promotes good personal development.
- Pupils have a good understanding of the effects of exercise on their bodies.

### **Commentary**

92. Although only two lessons were observed, pupils in these lessons pupils reached above average standards and this represents good achievement at both key stages, which is promoted by good teaching and learning in the subject. There has been good improvement in provision and standards since the last inspection.

93. In Year 2, pupils show good co-ordination when travelling on the floor by, for example, pushing and turning. They are also able to devise appropriate sequences of movements and control when developing balancing skills, especially on the apparatus. Year 6 pupils have developed accurate throwing and batting skills and good levels of accuracy when hitting tennis balls. Strengths in the teaching include good control of the pupils, a strong commitment to safe practice, particularly with apparatus, and well-structured lessons. Both lessons began with suitable warm up activities, followed by development of the main objective of the lesson and a suitable cooling down session. Teaching assistants play a valuable role in lessons. For example, they were seen to provide good support for pupils with SEN and also when working with specific groups. Teachers also deal sensitively with pupils who may find PE more difficult. This results in all pupils being able to take full part in the lessons.

94. Although, initially, the teachers directed the pupils' work, they also provided opportunities for pupils to apply their skills individually or to use their imagination. Good organisation and planning also meant that less able pupils were sometimes paired with more able pupils to extend their learning,

and more able pupils were also paired together to challenge and extend each other. In addition there was good opportunity for discussion of the reasons for warming up before exercise and the effects of exercise on the body. In Year 2, pupils gave clear explanations as to why they needed to warm up and could also feel their hearts beating faster. The pupils' evaluative skills were well used to help them to find strengths and weaknesses in their performance. For example, in a good lesson in Year 2, pupils evaluated their work in sequencing and balancing. In this lesson, pupils were encouraged to perform movements of high quality through direction, experiment, practice and evaluation of their work. Year 6 pupils evaluated how well they and others were keeping their eye on the ball and moving their feet to the correct position in short tennis. This resulted in good achievement and also promoted spiritual development as pupils were encouraged to recognise each other's strengths.

95. Good work has taken place in planning the curriculum, sharing the objectives with pupils and planning for individual and sequences of lessons. The school has acted on good advice received from the county adviser. Good leadership in the subject includes providing support for staff and observing lessons in order to improve practice. Teachers use national curriculum assessments effectively to evaluate pupils' achievements and, particularly in Year 2, take account of prior learning in order to set targets for groups of pupils. The pupils also value the subject. In addition, PE activities are extended through extra-curricular activities and clubs after school and on Saturday mornings.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

One lesson of personal, social and health education was seen during the inspection. A sample of pupils' written work was analysed and discussions were held with staff and pupils.

### **Personal, social and health education**

Provision in personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- Very good planning covers all aspects and links well with other areas of the curriculum.

### **Commentary**

96. Personal, social and health education is given a high priority in the school and throughout the curriculum. It makes a very good contribution to establishing very good relationships between everyone in the school. Its success is reflected in pupils' very good attitudes to learning, which support their good achievement. There is a very good comprehensive scheme of work for the subject, which is both linked well to other subjects and taught in its own right. For example, work in DT on foods is linked very well to the national *Healthy Schools* initiative, which is given a high profile in the school. All aspects of the personal, social and health education curriculum are planned well. Sex education is sensitively taught within PHSE lessons appropriate to pupils' age and stage of development. In the lesson observed on bullying, teaching, learning and achievement were satisfactory. Pupils felt sufficiently at ease to be able to share their thoughts and concerns. They listened well to others' ideas and felt that "you should always treat others, as you'd like to be treated". In discussions with pupils, they feel confident that they can discuss any problems with any adult in the school, as they will always be listened to, which shows that very good relationships are firmly established.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2

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

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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



