

INSPECTION REPORT

CLANFIELD JUNIOR SCHOOL

Clanfield, Waterlooville

LEA area: Hampshire

Unique reference number: 115876

Headteacher: Mrs S Tomlin

Lead inspector: Mr J Sorsby

Dates of inspection: 7th – 9th June 2004

Inspection number: 255822

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 to 11
Gender of pupils: Mixed
Number on roll: 361

School address: Little Hyden Lane
Clanfield
Waterlooville
Hampshire
Postcode: PO8 0RE

Telephone number: 023 9259 3209
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Appropriate authority: The Governing Body
Name of chair of governors: Mrs S Gallacher

Date of previous inspection: 1st June 1998

CHARACTERISTICS OF THE SCHOOL

Clanfield is a large Junior School serving pupils aged between 7 and 11. Almost all of the 361 pupils are of white British heritage, with a small number being of other white or mixed background or of Indian descent. Most pupils' socio-economic backgrounds are average although a well below average proportion is eligible for free school meals. Two pupils are in public care. All pupils speak English as their first language. Twelve and a half per cent of pupils have been identified as having special educational needs, which is below the national average; no pupils have statements of special educational needs, which is well below the national average. The majority of pupils with special educational needs have speech and communications difficulties or dyslexia. Just over 7 per cent of pupils joined or left the school at times other than normal in the past year, which is low. Pupils' attainment on joining the school is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
8941	J Fletcher	Lay inspector	
19026	B Downes	Team inspector	Science Information and communication technology Geography History Provision for pupils with special educational needs
15590	S Slocombe	Team inspector	English Physical education
33199	C White	Team inspector	Mathematics Art and design Design and technology Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school with some good and very good features. Pupils' achievement is satisfactorily overall because teaching is satisfactory. This is a very caring school where pupils develop a strong desire to learn. The leadership and management of the school are good; it has been particularly successful in motivating pupils, giving them the ability to learn and introducing measures that are beginning to improve achievement. Governors carry out their responsibilities well. Pupils with special educational needs are provided for well, but some higher attaining pupils do not always achieve as well as they might. The school is providing a satisfactory quality of education and **satisfactory value for money**. Pupils and parents are happy with the school.

The school's main strengths and weaknesses are:

- Through the hard work of the headteacher and senior managers, pupils' previously unsatisfactory attitudes have been overcome and they are now responsible, very well behaved, keen learners with very good attitudes.
- Significant concentration on developing pupils' thinking skills has equipped and motivated them well, to learn.
- Assessment data is now used well to plan English lessons that accurately meet the needs of all pupils, and standards have risen.
- The curriculum is well organised and very well enriched, making a good contribution to pupils' interest in studying.
- Inconsistent in the use of assessment data results in some higher attaining pupils not achieving the standards of which they are capable in mathematics, science and a range of other subjects.

There has been overall satisfactory improvement since the last inspection. Most key issues at that time have been resolved or partially resolved. Pupils are achieving better in English and design and technology but in science achievement is slightly less than previously. The satisfactory quality of teaching and learning and the good provision for pupils with special educational needs are unchanged. Pupils' attitudes, behaviour, relationships and their personal, social and moral development have all improved, as has their ability and eagerness to learn. Leadership and management remain good.

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	C	B	D
mathematics	B	B	B	D
science	C	C	D	E

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

Overall, pupils achieve satisfactorily and there has been progress in raising standards in the past year. In the national tests for pupils in Year 6 in 2003, standards were above the national average in English and mathematics and below average in science. As pupils joined Year 3 with average standards, this indicates that they achieved well in English and mathematics and unsatisfactorily in science. In comparison with similar schools, standards were below average in English and mathematics and well below average in science, indicating that pupils, particularly higher attaining pupils, should have achieved better.

Pupils now in Year 6 have achieved better overall than their predecessors because of the school's emphasis on teaching learning skills. The improvement is particularly marked among higher attaining pupils. Overall, pupils began Year 3 with average standards. It is not yet possible to compare their national test results with national data. However, lesson observations and scrutiny of their work over the past year indicates that overall their standards are above expectations in English and in line with expectations in mathematics and science. This represents overall satisfactory achievement. Higher attaining pupils' ongoing work demonstrates that they do not achieve as well in mathematics or science as in English. This is because the use of assessment data in English to ensure that each lesson planned meets their needs is better developed in English than in other subjects. Standards are above expectations in design and technology, religious education and music. They are as expected in information and communication technology (ICT), art and design, history and geography and well above expectations in pupils' personal, social and health education. No judgment on standards was possible in physical education. Pupils with special educational needs achieve well because they are well supported in lessons, and there are no significant differences between the achievement of boys and girls or the very small number of pupils from different ethnic backgrounds.

Pupils' personal qualities, including their moral and social development, are very good. Pupils have very good attitudes to learning; they behave very well and their spiritual and cultural development is good. Attendance rates and punctuality are good.

QUALITY OF EDUCATION

The school provides a satisfactory education based on overall satisfactory teaching. Most teachers motivate pupils well by making lessons fun, by good use of resources and by providing a very good, well enriched curriculum that interests pupils. The teaching of thinking skills has enhanced pupils' ability and interest in learning and contributed well to their achievements. Teachers have high expectations of pupils' behaviour and pupils respond very well. In English, teachers assess well what their pupils know, understand and can do and make good use of this information to adapt their lesson plans to meet individual pupils' needs. Work is in hand to make similarly good use of available data in mathematics and science. Pupils receive good verbal feedback from teachers but marking does not always inform them how they can improve their work. Good provision is made for pupils who have special educational needs. Parents support their children's education well. Good links exist with other schools and the community, which enhance pupils' learning. The school has a good number of qualified and experienced teachers and support staff. Resources and accommodation are good and contribute well to pupils' enjoyment of learning and their achievements.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Governors are well informed, provide good leadership, participate fully in setting the school's direction and carry out their statutory responsibilities well. The headteacher and senior colleagues have been very effective in improving pupils' attitudes, ability to learn and their personal development, and in introducing measures to promote improvement in standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. They appreciate its work in educating their children and in encouraging their personal development. They have a strong relationship with the school. Pupils like the school very much and enjoy their lessons.

IMPROVEMENTS NEEDED

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

- Continue to improve the use of assessment in all other subjects so that it matches the quality of that in English.

- Strengthen the monitoring of teaching and planning to ensure that assessment data is being appropriately used and that more lessons are taught well and very well.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Overall, as at the time of the last inspection, pupils achieve satisfactorily.

Main strengths and weaknesses

- Pupils achieve well in English design and technology, religious education and music and their standards are above those expected for their age
- Pupils achieve very well in their personal, social and health education.
- Not all higher attaining pupils reach their full potential in mathematics and science.

Commentary

1. Most pupils, including the very small number of pupils from different ethnic backgrounds, achieve satisfactorily. Those with special educational needs achieve well. Higher attaining pupils achieve well in English, but because they have not yet reached their full potential, satisfactorily in mathematics and science.

2. Pupils join the school in Year 3 with average standards. The following table demonstrates that when they participated in the national tests for Year 6 pupils in 2003, they scored better than the national average point score in English and mathematics and just below average scores in science. In comparison with all schools these results were above average in English and mathematics and below average in science, representing good achievement in English and mathematics but unsatisfactory achievement in science.

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

Standards in:	School results	National results
English	27.7 (27.1)	26.8 (27.0)
mathematics	27.8 (27.8)	26.8 (26.7)
science	28.4 (28.6)	28.6 (28.3)

There were 98 pupils in the year group. Figures in brackets are for the previous year

3. In comparison with similar schools, standards in 2003 were below average in English and mathematics and well below average in science. This was attributable to some higher attaining pupils not reaching the standards of which they were capable and is a consequence of insufficiently accurate attention to their needs.

4. The comparisons between the standards achieved in a school and in other schools are based on the average points scored by all pupils who sit the test. Higher attaining pupils have not scored as high as they should in mathematics and science and hence the school's standards in these subjects compared to similar schools were lower than they should have been.

5. In the past year the school has begun to see the results of two important developments in the quality of education it provides and the way it plans and manages its work. In English, there has been an improvement in the use of assessment data to ensure that each lesson plan accurately challenges each individual pupil because it takes full account of what each knows, understands and

can do. Hence, standards in English in Year 6 are now above average and improving and pupils achieve well. The school's emphasis on teaching pupils a range of learning skills is enabling pupils to achieve better.

6. Standards in mathematics and science are also now showing signs of improvement. The school realises that standards in mathematics and science, which are now both average and represent satisfactory achievement, are not as good as those in English because assessment has been addressed first in English and development of the use of assessment data is less advanced in other subjects. This subject by subject approach is appropriate, with the intention that all pupils, particularly higher attaining pupils will be challenged by all their lessons.

7. Standards in design and technology, religious education and music are above average. In these subjects pupils show considerable interest and achieve well. Standards are as expected in ICT, where learning has been interrupted by a major failing in the school's technology, which was being corrected during the inspection. In art and design, history and geography standards are in line with those expected for pupils of this age. Each of these subjects, and ICT, experience the same problem as mathematics and science; insufficient use is made of assessment data to challenge pupils appropriately. Standards in pupils' personal, social and health education are well above those expected for their age. This is an area of learning that was identified by senior management as requiring attention, and the effectiveness of the hard work that ensued is clearly seen in pupils' very good attitudes and behaviour. No judgment on standards was possible in physical education.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

8. Pupils' rate of attendance is **good** and well above the national average. Achievement is influenced significantly by pupils' **very good** attitudes to learning and their **very good** behaviour. Pupils' personal, social and moral development is **very good** and a strength of the school.

Main strengths and weaknesses

- Pupils show a genuine enthusiasm for school and the vast majority attend very well, try very hard and show a strong desire to learn.
- Standards of behaviour are very good in lessons and around the school.
- Throughout their time at the school, pupils demonstrate increasing levels of confidence and maturity and they enjoy very good relationships with peers and with staff.
- Children develop very good social skills and show increasing awareness and respect for other people's views and feelings.

Commentary

9. Pupils' attitudes to school and to learning are very good and a positive influence on the progress they make. In lessons, pupils often become engrossed in their work, showing high levels of perseverance and a real determination to succeed. They are happy to discuss their work and most are willing to explore further aspects of their learning in conversation. They enthusiastically participate in a good range of extra curricular activities and talk about their achievements with pride. Discussions with pupils revealed widespread involvement in extra curricular clubs and one pupil talked with delight at the progress made in learning to play a number of musical instruments.

10. Behaviour is very good and the school is a safe and orderly place. Pupils respect and observe the behaviour code and respond very positively to reward schemes. Only in two lessons seen, when teaching was uninspiring and learning aims unclear, did behaviour become unsatisfactory. In the vast majority of lessons children worked harmoniously together, sharing equipment, taking turns and being helpful to each other. This was very noticeable in a Year 6 design

and technology lesson where pupils worked in small groups designing and building working models of fairground rides. There are good support systems in place to ensure that pupils with special educational needs make good progress where their targets involve improvements in behaviour.

11. The relationships between pupils and with staff are very good and a strength of the school. Pupils interact in a polite and articulate manner with each other and with adults; they listen carefully and are uninhibited in their questioning and discussion. The consistent management of behaviour by staff is very effective in encouraging pupils to consider the feelings and values of others and to develop their own personal and social skills. As they progress through the school pupils show increasing self confidence, a growing understanding of themselves in relation to the wider community and very good levels of awareness of the moral and social norms in society.

12. Authorised and unauthorised absence at the school is lower than average and the overall level of attendance is well above the national average. The school monitors individual attendance closely and is quick to provide support for any parents or pupils experiencing problems. Holiday absence during term time is an issue with some families but the school works hard to restrict the negative impact this can have on achievement. Punctuality to school and to lessons throughout the day is good.

13. Pupils' behaviour, relationships, and personal, social and moral development have improved since the last inspection, while their very good attitudes and rate of attendance have been maintained.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.8	School data :	0.3
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14. The school is providing a **satisfactory** quality of education. A very good range of extra-curricular activities further meet pupils' needs and interests.

TEACHING AND LEARNING

15. Overall, the quality of teaching is unchanged since the last inspection. It and pupils learning are satisfactory. Although the collection of assessment data is good, assessment is unsatisfactory overall because insufficient use is being made of data in some subjects. There is good assessment in English.

Main strengths and weaknesses

- A significant proportion of lessons seen were good or better.
- The high priority given to the development of thinking skills is contributing well to pupils' achievement.
- Not all higher attaining pupils are consistently challenged by the work they are set.
- Pupils are happy and motivated and enjoy lessons.
- The use made of assessment data in English is good. Its use is unsatisfactorily in planning subsequent lessons in mathematics, science and some other subjects.

- Although verbal feedback is good, overall, pupils have insufficient understanding of what they must do to improve because marking does not adequately inform them.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (18%)	15 (37%)	16 (40%)	2 (5%)	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.

16. Teaching seen was approximately equally divided between good and very good teaching on the one hand and satisfactory and a small amount of unsatisfactory on the other. Scrutiny of pupils' past work shows that overall, in the longer term, the quality of teaching is satisfactory. This results in satisfactory achievement.

17. A very significant contribution to pupils' achievement is being made by the school's very successful work in developing pupils' thinking skills. This enhances both their ability to learn and their interest in so doing, and creates a strong learning environment in which pupils seek to succeed.

18. The key to further raising standards in mathematics, science and a range of other subjects is the use of assessment data in planning lessons. In subjects other than English, less effective attention is paid to the available assessment data. Hence, lessons do not always accurately take account of what each pupil knows, understands and can do, and do not therefore always challenge pupils appropriately. Consequently most lesson plans meet the needs of average pupils, who are the majority. Less able pupils and those with special educational needs are also well served in most lessons because of the additional support they receive from the experienced teaching assistants. These staff are well deployed by teachers to make best use of their skills. Less effective attention to assessment data has its greatest effect on the achievement of higher attaining pupils. Some do achieve well, but others do not achieve as well as they might because of insufficient challenge for them in lessons.

19. Pupils achieve best when they understand how to improve their work. At the time of the last inspection concern was expressed about the quality of feedback given to pupils in lessons. This is now good, but because of time constraints on teachers, such feedback cannot be given to every pupil for every piece of work done. Hence, marking becomes very important as a means of feedback. Although most work pupils undertake is marked, the nature of the marking is not always very helpful. Adjectives such as "good" or phrases such as "try harder" do not inform pupils how they can improve their work.

20. The atmosphere in most lessons is one of hard work and enjoyment. Pupils show great determination in their work and are well equipped to work independently and in groups. These attributes are present for a number of reasons. Teachers motivate most pupils well. They select and make good use of a good range of learning resources. They have consistently high expectations of pupils' behaviour, to which pupils respond very well. Teaching assistants are well used to provide support where needed and, with the exception of meeting the needs of all higher attaining pupils, great attention is paid to ensuring all pupils have equal access to all aspects of lessons and school life.

21. Teaching for pupils with special educational needs and for those identified as gifted and talented matches that found overall. Where pupils with special educational needs are withdrawn for extra tuition, teaching is good. Individual education plans are satisfactory overall, but in some cases the targets and teaching strategies are too general to meet the individual needs of pupils. There are good assessment procedures for pupils with special educational needs.

THE CURRICULUM

22. The quality of the curriculum is **good**. It meets statutory requirements and provides a good range of learning opportunities. Improvement in the curriculum since the last inspection is satisfactory.

Main strengths and weaknesses

- There is a very good range of extra curricular activities.
- There is good liaison with local infant and secondary schools.
- The high priority given to the development of thinking skills is contributing well to pupils' achievement.
- Very good accommodation and learning resources support pupils' learning well.

Commentary

23. The school provides a broad and relevant range of learning opportunities for all pupils. Pupils with special educational needs have access to the same curriculum as other pupils and to all areas of the school's activities. The curriculum is particularly strong in English, mathematics, religious education, design and technology, music, and personal, social, and health education. No judgement can be made on provision for ICT because of the temporary closure of the ICT suite. The school provides well for pupils' personal development through the taught programme of personal, social, and health education, the good relationships between all members of the school community, and fair and firm management of pupils' behaviour. As a result pupils are polite, caring, trustworthy, and confident in mixing with one another and in taking responsibility for various tasks in the school as, for example, when representing their class on the School Council. Pupils take such responsibilities very seriously and they contribute well to the day to day running of the school.

24. Arrangements at the time of pupils' transfer to the school are well thought out and implemented. The close liaison with local infant schools means the needs and abilities of pupils are known and understood and are used in planning their smooth entry to the school. Groups of local headteachers meet regularly to share information and develop joint projects. A programme on thinking skills, which is a key task in the school's improvement plan, is being developed by a consortium of primary and secondary schools, and pupils throughout the school are already benefiting from this. It is proving to be effective, not only in supporting their achievements, but also in helping them to become lifelong learners. There are good arrangements to help pupils transfer to secondary schools. These include a programme of talks, displays, and visits to the receiving schools. There are efficient systems for the transfer of information so that pupils' needs and abilities are well known and they can settle with confidence in new situations. Pupils in Year 6 benefit from attendance at the local technology college where they work for a short period of time on a specific project.

25. A wide range of interesting and relevant after-school activities is available that includes dance, music, chess, swimming, and games. These sessions are well managed by staff who give freely of their time, and are well attended by pupils. Visits to places of interest broaden pupils' knowledge and extend their confidence, expertise, and social skills, and are an important feature of pupils' widening experience.

26. Accommodation is very good and allows pupils to be taught in pleasant surroundings. The grounds are extensive, including a wild life area for environmental studies, and provide opportunities for a variety of physical activities. Provision for ICT is currently being improved with the introduction of new equipment. In most subjects resources are very good and are carefully chosen to match the requirements of the teaching and the interests of the pupils and are used very effectively to support pupils' learning.

CARE, GUIDANCE AND SUPPORT

27. As at the time of the last inspection, pupils' care, welfare, health and safety are **very well** provided for. The support and guidance made available to pupils as they progress through the school is **satisfactory overall**. The school values pupils' views and is effective in involving them in day to day organisation.

Main strengths and weaknesses

- The school is vigilant and very effective in securing pupils' well being and safety.
- Pupils enjoy very good and trusting relationships with staff.
- Very good support is consistently provided to secure pupils' personal and social development.
- The help and guidance given to aid academic development is not effectively informed by rigorous on going assessment and is unsatisfactory.
- Regular opportunities are provided for pupils to express their views and they relish the good chances available to contribute to school organisation.

Commentary

28. Arrangements for child protection are in place and the school is vigilant and sensitive in exercising its responsibilities. All staff show very high levels of care and concern and ensure that day to day activities are carried out safely. Appropriate supervision is always provided and full risk assessments are always undertaken in relation to visits and off site activities. Very good systems ensure that identified hazards and safety concerns are quickly eliminated and the rules relating to medicines on site are strictly followed. Comprehensive records of incidents and accidents are maintained. Pupils with special educational needs are well supported by all members of staff. Specific support for pupils identified as gifted and talented is being developed and there are clear priorities for further action.

29. Pupils like attending the school; they are happy and at ease and respond very positively to the consistently caring approach shown by all adults. They enjoy strong trusting relationships with staff and have no inhibitions in seeking help and advice with any concerns or worries that develop. Staff monitoring of personal and social development is very effective. Records from the rewards and sanctions system together with close day to day observations enable staff to chart individual pupil's development effectively and to intervene quickly with targeted improvement programmes for any pupils experiencing difficulties.

30. The support and advice being provided to aid pupils' academic development is unsatisfactory. Procedures for recording and monitoring pupils' academic progress are inconsistently applied across the different curriculum areas and the use of assessment data to inform and focus the support given does not effectively draw on past achievement.

31. Pupils are regularly asked to give their views and opinions on aspects of provision and day to day organisation. The school takes these consultations seriously and acts on issues raised. The School Council is well established and provides a formal vehicle through which pupils register suggestions and ideas to improve life at the school. Pupils relish participation through the Council and have recently managed to get fleeces included as part of the school uniform and organised a day when authors visit the school and they dress up as characters from books.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

32. The school enjoys a **good** relationship with parents. **Good** links with the local community enrich learning opportunities. There are **good** and improving links with other schools. The quality of

the school's work with parents, other schools and the community has been maintained since the last inspection.

Main strengths and weaknesses

- The partnership with parents is strong and parents are pleased with the way their children progress and mature.
- Communication with parents is good but annual reports do not provide consistent guidance on what pupils need to do to improve.
- The school draws well from the local community to broaden and enhance pupils' development.
- There are good arrangements for the transfer of pupils and growing links with other schools which are enriching learning experiences.

Commentary

33. The overwhelming majority of parents hold positive views of the school. There is very strong agreement that their children like school, that behaviour and teaching are good, that the school is well led and managed and that a consistently high level of care is shown for all children. Parents are particularly complimentary about staff's effectiveness in encouraging maturity and independence. A few parents said they would like more information on pupil progress and development and a few would like more guidance to help them cope better with supporting learning at home. There are good formal and informal links with parents of pupils who have special educational needs. Parents and pupils are involved in the review process where this applies. Local authority services provide good support for pupils with special educational needs.

34. The school has good, formal and informal ways of communicating with parents to encourage involvement in the school and in their children's education. Termly consultation evenings provide formal opportunities to discuss pupil progress and the school is always willing to arrange special meetings for any parents with concerns. The annual report provides good summary information on what pupils know, understand and can do but does not consistently address what pupils need to do to improve. Day to day information on effort and achievement is effectively communicated through special letters and the 'post card' system. Parents are provided with comprehensive details of topics being studied at the start of each term. Occasional curriculum evenings outlining learning aims and teaching methodologies are not particularly well attended but many parents take the opportunity to attend lessons with their children at the annual open day.

35. The school enjoys good links with the local community. There are regular lettings to local clubs and societies and Social Services run a Saturday club which is attended by a number of school pupils. Community facilities are well used to extend and enrich learning opportunities. There are regular outings to local places of interest, community figures such as local police officers contribute directly to learning programmes and specialist hockey, football, netball and rugby coaches regularly visit the school.

36. There are good links with other schools. Close liaison with local infant and secondary schools ensures effective transfer of pupils into and out of the school. Educational links with other schools are growing and starting to widen learning opportunities for some pupils. A recent technology initiative with a local secondary school gave pupils a chance to use facilities at the school and follow a project led by secondary school staff.

LEADERSHIP AND MANAGEMENT

37. Leadership and management are **good**.

Main strengths and weaknesses

- The governing body supports the school well.

- Financial management and monitoring of the school's budget are very good.
- The headteacher plays a strong role in the promotion of a harmonious and caring school community.
- Good progress has been made in introducing measures to improve standards.
- Monitoring does not ensure that assessment data is always being used effectively to meet pupils' needs.
- Strengths in teaching and learning are not quickly identified and shared, and weaknesses addressed.

Commentary

38. Leadership and management are good. Roles and responsibilities are clearly understood and staff work well together to ensure the smooth running of the school. Based on strong beliefs of what is best for the pupils, the headteacher has a clear vision of how the school will develop and improve. She is committed to providing pupils with the skills that will enable them to become lifelong learners and to care, respect and value others. Significant success has been achieved in this area since the last inspection, contributing well to pupils' achievement.

39. The school improvement plan is detailed, and is helpful in the promotion of priorities currently identified, but, while emphasising a range of measures to improve pupils' learning skills, it does not contain sufficient emphasis to other measures to improve the academic standards and achievement of pupils. In particular the monitoring of planning and classroom practice is not carried out rigorously enough by managers at all levels to ensure that each lesson provides all pupils with appropriate challenge or that strengths in teaching and learning are quickly identified and shared, and weaknesses addressed. Hence, the inconsistencies in the quality of teaching referred to elsewhere in this report.

40. The governance of the school is good. The governors are supportive, play a significant role in decision making, and are aware of the strengths and weaknesses of the school. Governors visit regularly, acquiring first hand knowledge of the school by spending time with year groups and sitting in on lessons. They fulfil their statutory duties well. The committee structure is effective and supported by appropriate terms of reference. Governors take part in training on a wide range of issues, recently attending a session on 'thinking skills', a key item in the school's improvement plan. The governors understand the principles of best value and support the school well in their application. They use published data to compare the school's performance with that of others.

41. Planning for the strategic use of resources is good. The headteacher, the governing body, through its finance committee, and the school's administration officer ensure that the school's priorities are adequately funded. Procedures for monitoring the budget are very effective, with the administration officer providing regular, detailed information to the headteacher and the finance committee. Day to day administration is very efficient, and financial procedures followed carefully. The budget surplus achieved last year was carefully planned in order to cover the cost of new resources for ICT to be purchased in this financial year.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	819 668	Balance from previous year	43 090
Total expenditure	847 376	Balance carried forward to the next	15 382
Expenditure per pupil	2 367		

42. The senior management of the school and the co-ordinator for special educational needs have shown good leadership in implementing the 2001 Code of Practice for Special Educational Needs. All staff have had appropriate training. The management of learning support is good.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils reach good standards by the end of Year 6.
- Pupils' obvious interest and enjoyment of English and their enthusiasm for reading contributes well to their achievement.
- Teachers and support staff provide effective support for those who find reading difficult.
- The good behaviour and positive attitude of pupils contributes well to their learning and standards.
- Marking of pupils' work gives them good guidance on how to improve.

Commentary

43. In the 2003 national tests for Year 6 pupils, standards of attainment in English were below those of similar schools, but in comparison with all schools, standards were above average. Inspection evidence indicates that the attainment of pupils in the present Year 6 in speaking and listening, and in reading and writing, is above average. Test results and assessment of pupils' work indicate that standards are improving and the results predicted for the current Year 6 reflect this improvement. Pupils achieve well, particularly in Year 6, where they have had longest to benefit from improvements in provision.

44. The majority of pupils are articulate, demonstrate good standards of speaking and listening, listen attentively in class and take an active part in discussions. They readily ask questions to clarify instructions and to seek assistance. They listen politely to the views of others and express their own opinions clearly. In the review session of literacy lessons there are planned opportunities for pupils to summarise and explain their learning during the lesson. By Year 6 pupils select and use appropriate vocabulary for formal and informal situations and use a range of descriptive language imaginatively. They engage in fluent and interesting conversations and talk to visitors confidently. Drama makes a good contribution to the development of speaking and listening skills. Year 5 pupils were observed enthusiastically debating the imaginary proposal that a cigarette factory should be built in a local park, prior to taking part in a role play where they acted the parts of the major participants.

45. Pupils throughout the school are enthusiastic readers. They talk confidently about books they have read and can name their favourite authors. Standards in reading are good. Careful records are kept of pupils' progress therefore teachers are aware of pupils who may need extra help. Additional support for pupils with poor literacy skills, and for pupils with special educational needs, is effective in raising their levels of achievement. On some occasions pupils are withdrawn from class during literacy lessons to follow a special learning programme. Although pupils benefit from this they could equally well be taught within the class so that they did not miss the class teacher's input at the start of the literacy lesson. By Year 6 pupils read fluently. They read a variety of written styles and they are becoming increasingly skilful in their comprehension and their ability to identify salient points within a text. Pupils in Year 6 displayed a good understanding of the thoughts and emotions contained within a poem they were studying and produced some very good examples written in the same style. Most

pupils read regularly at home and many parents give good support by listening to their child reading. Pupils have satisfactory library skills which enable them to access information and obtain appropriate reading material. They use dictionaries and reference books confidently in obtaining information to support their work.

46. The school has focussed on the development of writing and many pupils now write creatively and use imaginative vocabulary. They learn to write for a good range of purposes and audiences. Work is well planned and is usually written in draft before being copied out neatly. A wide variety of written work is displayed around the school providing good examples of the range and complexity of pupils' work. By Year 6 pupils write at length, paragraph structures are well established, and handwriting and presentation of work are good.

47. The quality of teaching is good overall with some satisfactory and some very good teaching observed. Teachers have good subject knowledge and, guided by the literacy framework, plan their work together in year groups thus sharing their expertise. They use skilful questioning to check pupils' learning and to stimulate discussion. Relationships with pupils are very good. Pupils understand and follow established routines and generally settle quickly to work. They concentrate well and there is very little inappropriate behaviour. Learning support assistants provide effective support to individuals and groups of pupils with special educational needs, enabling them to take a full part in activities and helping them to make similar progress to their peers. The marking of pupils' work is good with teachers making encouraging and helpful comments that assist pupils improve their work.

48. Leadership and management of the subject are good. Teachers receive informed support and guidance from the subject manager. Improvement in the subject since the last inspection is satisfactory.

Language and literacy across the curriculum

49. Pupils enjoy a good range of speaking and listening opportunities in many subjects. Drama and role-play are particularly effective in encouraging pupils to speak with confidence. The teaching of literacy across the curriculum is good. In some lessons, for example in mathematics, science and physical education, key words are identified and practised so that pupils know and use correct terms consistently. Opportunities for the development of language and literacy occur in many lessons but are not always included in teachers' planning. In some classes the over use of work sheets limits the opportunities for pupils to use different writing styles.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The subject co-ordinator works with commitment and enthusiasm.
- Pupils enjoy mathematics.
- There is a wide range of good quality learning resources that are used well.
- Lack of consistent use of assessment data to challenge pupils and meet their individual needs affects the achievement of some higher attaining pupils.
- Some lessons lack pace.

Commentary

50. National tests taken at the end of Year 6 in 2003 show that the number of pupils attaining the expected level or above, is above the national average but average when compared with similar schools. The percentage of pupils who attain the higher level is in line with national expectations but

below when compared with similar schools. Although pupils' results in the 2004 national tests have improved, standards of work seen were, as at the time of the last inspection, average.

51. Teaching is satisfactory overall. Where good or better teaching was observed the activities were delivered with pace and enthusiasm and the needs of individual pupils were taken into account. Pupils were given clear instructions and skilful questioning enabled the pupils to discuss their learning. The management of pupil behaviour was good and pupils demonstrated their ability to work collaboratively in problem solving. A range of resources was carefully selected and work was appropriately planned for all abilities with further activities to challenge the more able pupils. Pupils were enthusiastic in their learning. Where available, the teaching assistant gave effective support. Less successful teaching was characterised by a slow pace and pupils being inattentive.

52. Teachers use the National Numeracy Strategy as a basis for their planning but supplement this with other materials the co-ordinator has recommended. The three part lesson is established although the start to the lesson is not always delivered with sufficient pace and range of teaching strategies and the review of the lesson does not always address problems encountered by the pupils. In one good lesson pupils identified areas for further learning and the teacher outlined the support that would be available. The co-ordinator has analysed the Year 6 test results and next year will repeat this with other year groups. There was evidence during the inspection of some detailed assessment material and the co-ordinator plans to monitor its use throughout the school. This will enable all pupils' needs to be taken into account when planning and reviewing lessons. Target setting was observed in some classes but some of the targets were too generalised and pupils were not always aware of how to improve their performance.

53. A scrutiny of the work in the pupils' books revealed a wide range of mathematical skills being taught. Generally presentation was clear but in some books, pupils had problems adding and subtracting because of poor number formation. In the most successful lessons marking comments were informative giving pupils clear steps for improvement. These comments were either written in the books or shared with the pupils. This was not consistent across the school.

54. The co-ordinator has attended training to support and challenge the more able pupils in mathematics. There are plans to work with a colleague to develop the use of these materials across the school. The co-ordinator has good subject knowledge and is eager to improve areas highlighted during the inspection as requiring further improvement and consistency of application across the school.

Mathematics across the curriculum

55. Mathematics is satisfactorily reinforced and used in the teaching and learning of other subjects. For example, pupils' numeracy skills were well tested in a science lesson dealing with probability, and in design and technology, pupils showed a good understanding of shape and measurement when designing their fairground models. Pupils' past work included using timelines in history and linking their understanding of data handling when producing graphs in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are satisfactory at the end of Year 6 but are lower than at the time of the last inspection.
- The extensive use of printed recording sheets limits opportunities for higher attaining pupils to write long answers and improve their investigation and interpretation skills.
- Assessment data is not used sufficiently well to plan lessons that meet individual pupils needs, particularly those of higher attaining pupils.

- Pupils behave very well in lessons and enjoy science.

Commentary

56. In the national tests in science for pupils in Year 6 in 2003, the proportion of pupils achieving the expected Level 4 was above average, but less than an average proportion of pupils achieved the higher Level 5. Hence standards were below the overall national average, well below the average for similar schools and lower than at the time of the last inspection. Girls did less well than boys.

57. Pupils now in Year 6 have achieved better in the 2004 national tests, although no comparisons can yet be drawn with the performance of pupils in other schools. The standard of work seen in lessons and from a scrutiny of pupils' work over the past year, shows that standards are in line with those expected for their age. Pupils achieve satisfactorily overall and there are no differences in the achievement of boys and girls. Pupils with special educational needs and the small number of pupils from minority ethnic backgrounds achieve as well as other pupils. Evidence clearly demonstrates that not all higher attaining pupils achieve as well as they might.

58. Teaching and learning are satisfactory overall. Teachers plan lessons carefully and take good account of the practical aspects of managing equipment and pupils. They are careful to stress health and safety aspects in practical work. Where teaching is good and better, planning allows pupils to have opportunities to think, investigate and write up results for themselves, thus having good opportunities to improve both their scientific thinking and their writing styles. Teachers control their classes well and pupils show very good attitudes to work and behave well in lessons. Pupils' work is usually marked but marking gives little advice on how pupils can improve their work.

59. In many lessons there is an over emphasis on printed recording sheets and this limits opportunities for higher attaining pupils to fully develop their investigation and interpretation skills. This is the main factor in their relatively lower achievement. Although the range of information collected by teachers on what pupils know, understand and can do is satisfactory, the use of the data to plan lessons that take full account of the needs of each individual pupil is unsatisfactory. This was an issue at the time of the last inspection, and remains so. It is also the reason why relative standards have fallen since then.

60. Science makes a good contribution to pupils' moral and social development. Pupils work well together in groups and working relationships in lessons are very good. There are clearly identified priorities for development but also issues that remain from the previous inspection. Progress has therefore been unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

61. Due to a substantial equipment failure, it was not possible to observe any teaching of ICT during the inspection. Judgements are based on analysis of pupils' work and on discussions with staff and pupils. No judgment is possible on the overall quality of provision.

62. Standards are in line with those expected at the end of Year 6. The subject meets statutory requirements both when ICT is taught as a separate subject and when it is taught as part of other subjects. The subject co-ordinator has shown very good leadership and management in the short time she has held the post. A revised and up to date scheme of work is in place and assessment procedures have been developed. She and other members of staff have had very good training to develop the subject. Accommodation is very good and the new equipment currently being installed constitutes very good resources.

HUMANITIES

63. It is not possible to judge overall provision or teaching in **geography** because only one lesson was seen. Pupils' work indicates that standards are in line with expectations at the end of Year 6. Pupils show good attitudes to work and take care over its presentation. Pupils' work is marked and corrected but teachers make limited use of marking as a means of giving pupils advice on how they can improve their work. The co-ordination of the subject is satisfactory and geography has made satisfactory progress since the previous inspection.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with expectations at the end of Year 6.
- The quality of teaching has improved since the last inspection and is now satisfactory.
- Assessment data is not used sufficiently well to plan lessons that meet individual pupils needs, particularly those of higher attaining pupils.
- Marking seldom informs pupils how to improve their work.
- Pupils show very good attitudes to work and behave well in lessons.

Commentary

64. As at the time of the last inspection, standards are in line with those expected at the end of Year 6 and pupils achieve satisfactorily. Boys and girls achieve equally well, as do pupils with special educational needs, those who are higher attaining and the very small number from different ethnic backgrounds.

65. Teaching and learning are satisfactory. Teaching has improved since the previous inspection where unsatisfactory teaching was reported. Teachers control their classes well and lessons proceed at a satisfactory pace. Pupils show very good attitudes to work and behave well in lessons. Teachers plan and prepare their lessons well so that all resources and materials are to hand. History makes a satisfactory contribution to pupils' literacy development. This is limited by the fact that pupils sometimes simply copy notes from books or from the board and this restricts opportunities to develop individual writing styles. While pupils have a good factual knowledge of the periods studied, their skills of investigation and interpretation are satisfactory. They find evaluating the different ways in which the past is interpreted by different people, using and evaluating a range of sources of information and assessing the causes and effects of major historical events, difficult. The use by teachers of assessment data does not consistently lead to lesson plans that accurately meet individual pupils' needs and, while verbal feedback is good, marking is not sufficiently informative to show pupils how to improve their work.

66. The range of the curriculum for history is good as is the time allocated for teaching and learning history. Satisfactory progress has been made since the time of the last inspection.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- There is a good range of well used resources.
- Assessment data is not used sufficiently well to plan lessons that meet individual pupils needs, particularly those of higher attaining pupils.
- The subject co-ordinator is enthusiastic and well informed.

Commentary

67. As at the time of the last inspection, standards are above expectations at the end of Year 6. Younger pupils, through their study of Christianity and Judaism, have a good understanding of the significance of places of worship and the ceremonies that take place there. Good links with the

community support this learning when, for example, Year 3 pupils visit the local church. Pupils enjoy religious education and learn well from their lessons. Hence, their work following their most recent visit demonstrates clearly their understanding of the significance of places of worship and their ability to compare and contrast the buildings used by different faiths.

68. The quality of teaching is good and makes good use of a range of teaching methods. For example, in a Year 4 class the pupils were introduced to the story of the Prodigal Son. A well directed drama activity encouraged pupils to discuss the reasons for the actions of the father and the son in the story. Pupils were enthusiastic and mature in their thoughtful responses.

69. Insufficient use is made of assessment data to ensure that each lesson meets the needs of each pupil. The effect of this is less keenly felt in religious education than other subjects because of the detailed nature of the locally agreed syllabus that the school follows, and the manner in which this is constructed to meet pupils' needs, what ever their level of attainment.

70. The subject co-ordinator is new to the post this year but has already identified areas for staff development. She recognises the need to monitor the teaching and learning throughout the school. She is keen to update her own knowledge in the subject and works closely with the local Religious Education Centre.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **good**

Main strengths and weaknesses

- The quality of teaching and learning are good.
- Pupils achieve above average standards.
- An enthusiastic and experienced co-ordinator motivates teachers and pupils.
- There are many good opportunities for pupils to play music and participate in performing.

71. By the end of Year 6 standards achieved by pupils exceed national expectations. This is an improvement on standards at the time of the previous inspection and stems from the clearer progression of skills seen throughout the school. While younger pupils performed well in the choir and played simple musical pieces on the recorder, in Year 6, pupils demonstrated their expertise using a variety of instruments to perform more complex compositions. In lessons, pupils demonstrated their understanding of advanced technical terms such as 'counterpoint' and 'polyphonic' during a discussion on the music of the Tudor period.

72. Pupils' past work also indicates a wide range of progressive musical skills being introduced to and learned by pupils. Pupils are encouraged to express their own views about music and experiment with making music. Those in Year 6 have appraised different styles of music, using technical terms with understanding.

73. The quality of teaching and learning is good, demonstrated particularly during the concert for parents held during the inspection. The choir sang tunefully and with great enjoyment. There was an individual performance from a talented pianist and the recorder players and orchestra performed to a high standard. Parents were enthusiastic in their responses and thoroughly enjoyed the evening.

74. Music has a high profile in the school and pupils speak enthusiastically about the subject. In lessons, pupils are given opportunities to listen and respond to music and are given many opportunities to display their musical abilities. For example, in a Year 6 class three pupils played the tune 'Greensleeves' on a variety of instruments with confidence and expertise. In another Year 6

lesson pupils were able to perform a simple pavane after being given clear instructions and seeing a demonstration by the teacher.

75. Accommodation is very good for music and many of the lessons are taught in the detached music studio. This has room to store the instruments and ample teaching space to allow pupils to move to music and experiment with music making.

76. The subject is managed by an enthusiastic and talented co-ordinator who has the support of other members of staff who help with the choir and recorder tuition.

77. Only one lesson in **physical education** was observed during the inspection and it is therefore not possible to make judgment on standards, the quality of teaching and learning or on the quality of provision.

78. Careful planning and a good scheme of work provide the basis for the wide range of physical activities and games that are enjoyed by the pupils. The school has very good outdoor facilities that enable a variety of activities to take place. The open air swimming pool is used extensively during the summer months enabling most pupils to become water confident. After school clubs are well attended by pupils and provide opportunities for them to develop their interests, expertise and social skills. In the observed lesson, activities were well planned to develop pupils' skills and understanding in a logical and interesting manner.

ART AND DESIGN

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Attractive displays of pupils' past work are seen throughout the school.
- Pupils show great enthusiasm for art.

Commentary

79. As at the time of the last inspection, standards at the end of Year 6 are in line with national expectations. Pupils are enthusiastic about the subject and produce a satisfactory standard of work which is prominently displayed throughout the school.

80. The quality of teaching is satisfactory overall with some good teaching. For example, in a Year 6 lesson the teacher used his own paintings of landscapes to show pupils the different effects that could be achieved. Pupils were enthusiastic and knowledgeable when discussing these and used the terms texture, shade and form with understanding. They were able to refer to their previous experience of screen printing as another method of producing landscape pictures.

81. Overall, the curriculum covers all the requirements of the National Curriculum, pupils learn satisfactorily a range of techniques and enjoy a suitable range of activities, for example, producing three dimensional work and working in the style of famous artists such as Paul Klee.

DESIGN AND TECHNOLOGY

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

Main strengths and weaknesses

- The quality of teaching is good and has led to above average standards of work.

- The co-ordinator is both enthusiastic and experienced.
- A detailed scheme of work has been introduced and supports teaching well.
- The co-ordinator has insufficient time to monitor colleagues teaching in order to provide them with support and advice.
- The introduction of a new assessment procedures in Year 6, as a trial, is contributing well to the good quality of teaching and to pupils' achievement.

Commentary

82. By the end of Year 6 pupils' standards in design and technology are above national expectations. This is an improvement since the last inspection and has come about for a variety of reasons. Teachers now set challenging tasks and pupils work collaboratively to design, make and evaluate their models using appropriate technical vocabulary. The subject now has a detailed handbook for each year group giving teachers clear instruction for each unit of work. Assessment material, designed to enable lesson plans to accurately meet the needs of all pupils, is being trialled in Year 6 and the co-ordinator plans to review its effectiveness before adopting a similar approach throughout the school.

83. Throughout the school and in many classrooms there are attractive displays of pupils' work that confirm the standards they have reached in the various stages of designing and making items. For example, in Year 3, pupils have created paper laminate animals and work in their folders illustrates the good planning and evaluation of these models. The pupils spoke with knowledge and enthusiasm about the projects they had undertaken.

84. The quality of teaching is good and pupils made good progress in lessons observed. For example in a Year 6 lesson, pupils learned how to use control boxes to create moving fairground rides aided by a clear demonstration from the teacher using appropriate terminology. Pupils were eager to share their initial plans for their models and describe where amendments had been made. The models under construction were of a good standard.

85. The subject is managed well and the co-ordinator is enthusiastic and well informed. She recognises the need to have a more informed picture of the quality of teaching and learning in all classes. Plans are in place for her to observe colleagues' teaching and to introduce assessment materials throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. This subject was not inspected in detail due to the constraints of the timetable. Evidence from the lessons observed and from scrutiny of documentation shows that the programme for personal, social, and health education, including sex education and attention to substance misuse, is good. The subject has a high profile in the school. Pupils in each year group are provided with carefully planned and considered learning opportunities that are instrumental in developing their personal skills and in raising their self esteem and confidence. Only lessons for Year 6 pupils on sex education were observed during the inspection. Teachers were mindful of the sensitivity of the subject and lessons were carefully planned to minimise possible embarrassment. Pupils listened carefully, were interested and displayed a very mature approach to the subject. The quality of teaching is good and pupils achieve well. The subject makes a significant contribution to pupils' very good attitudes and behaviour.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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