

INSPECTION REPORT

KENMORE PARK MIDDLE SCHOOL

Harrow, London

LEA area: Harrow

Unique reference number: 102193

Headteacher: Mr M Baumring

Lead inspector: Geoff Cooper

Dates of inspection: 22 – 25 September 2003

Inspection number: 256589

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed primary
School category:	Community
Age range of pupils:	8 to 12 years
Gender of pupils:	Mixed
Number on roll:	329
School address:	Moorhouse Road Kenton Harrow
Postcode:	HA3 9JA
Telephone number:	020 8904 6294
Fax number:	020 8905 0368
Appropriate authority:	The governing body
Name of chair of governors:	David Maurice
Date of previous inspection:	19 April 1999

CHARACTERISTICS OF THE SCHOOL

The school serves a richly diverse community. Many different cultural traditions are represented in its work. It holds a schools' Activemark, Basic Skills Quality Mark and a School Achievement Award for 2002. As well as serving the needs of its pupils, courses are provided for members of the local community. National statistics indicate the school is in an area of relative disadvantage. Attainment on entry is below average. Most pupils come from an Indian or Asian British background. However, there are additionally significant proportions of White British, Black Caribbean and African pupils as well as an increasing number of refugees and asylum seekers, mainly from a Somalian or Middle Eastern background. The proportion of pupils identified as having special educational needs is above average and most of these needs are in the areas of moderate learning and emotional and behavioural difficulties. More than one in three pupils is learning English as an additional language, most of whom are at an early stage of language acquisition. Local authority data on the school indicates that pupil mobility¹ is above twenty per cent, which is relatively high and higher than other schools locally. Ethnic Minority Achievement Service (EMAS) funding is devolved to school. There is only one support teacher for those pupils who come from different backgrounds and some of the teaching support assistants speak community languages. The percentage of pupils with English as an additional language is very high and a significant number of pupils are either new arrivals or on early stages as 'beginners' in English.

¹ Pupil mobility is the incidence of pupils arriving at and leaving the school other than the usual time of admission or leaving.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23647	Geoff Cooper	Lead inspector	Special educational needs Science History Geography
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16553	Raminder Arora	Team inspector	English as an additional language English French Physical education
25787	Edmond Morris	Team inspector	Art and design Design and technology Information and communication technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kenmore Middle is an effective school. Considering below-average attainment on entry to school, including the attainment of those who join the school later than usual, pupils achieve well. Overall attainment in Year 7 is above that expected for pupils of that age. Targets were achieved in 2003 when more pupils than usual gained the higher levels possible for the end of Year 6. Pupils currently in Year 6 will find it difficult to meet the school's very challenging targets set for them. Early in the school year, pupils are achieving standards below expectation in English and mathematics but in line with expectations in science. Teaching is good overall and the strengths of the teaching enable pupils to be good learners. Leadership and management are good, providing the stimulus for a good quality of education. A particular aid to learning is the quality of behaviour and positive attitudes of pupils. Many pupils arrive at the school with very little English. The school makes good provision for these pupils and they make good progress. Good provision is made also for pupils with learning difficulties and these pupils make good progress. The school does well to overcome these barriers to learning. The school is very efficient at ensuring the inclusion of all pupils. There are no significant differences in the achievement of boys and girls and of the different ethnic groups present in the school. Higher-attaining pupils perform at a level above that expected for their age. Although the budget allows for a high spend per pupil, given all measures of school effectiveness, **the school provides good value for money.**

The school's main strengths and weaknesses are:

- Above average standards of attainment in mathematics and science and average standards in English in Year 7.
- Very good behaviour and attitudes to learning.
- Good quality teaching and learning and leadership and management.
- Very good strategies for the inclusion of all pupils and the determination of staff to ensure inclusion.
- Good provision for pupils with barriers to learning.
- Early in the school year the attainment of the current Year 6 group of pupils is below average.

Since the previous inspection the school has made good progress against the key issues for action in that report. The accommodation has been developed as required and standards have improved a great deal in science. Additionally, strengths identified at that inspection have been further improved. The school has dealt well with significant changes in its senior management team. The work of subject leaders is an area of great improvement. Overall, **the school has made good improvement since it was previously inspected.**

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	B	D	D
Mathematics	C	B	D	C
science	C	C	D	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those where pupils take a similar proportion of free school meals.*

School achievement is good. Pupils begin their time in school from a relatively low base. They make good progress overall. The most recent but unpublished results of National Curriculum tests for 2003 show **standards are above average in English, mathematics and science by the end of Year 6.** This is an overall school performance better than that for the 2002 Year 6 group. The 2003 group of Year 6 pupils, now in Year 7, continue to make good progress and are well on target to achieve or exceed the standards expected when they transfer at the end of the year to the next

stage of education. Despite consistently good teaching, and frequently very good teaching, the current Year 6 group are not on target to achieve the targets set for them. This year group includes a high proportion of pupils with barriers to learning, including English as an additional learning, identified learning difficulties and recent arrival to the country from a refugee or asylum seeker background.

Pupils set a high standard in their behaviour and attitudes to learning. This has a profound effect on their learning and the progress they make over time. Much of this is the result of **the school's very good provision for the spiritual, moral, social and cultural development of pupils. Attendance and punctuality are good.** Attendance rates are above those of similar schools. A prompt start is made to the school day.

QUALITY OF EDUCATION

The quality of education is good. It promotes the inclusion of all pupils very well. **Teaching is good.** Since pupils are interested in their lessons and because lessons are well planned, **pupils learn well and make good progress.** Teachers capitalise well on pupils' positive attitudes and ensure that no time is wasted once lessons start. Pupils concentrate well and produce a good quantity and quality of written work. Many teachers make good use of the school's good policy for marking, although this use is not yet completely consistent.

A broad and balanced curriculum is well complemented by good provision to enrich pupils' experience. Planning ensures good coverage of the curriculum and interesting activities. There is a particular and appropriate emphasis on the development and use of skills. This gives good support to pupils' achievements. **The school cares well for its pupils.** However, procedures for risk assessment need to be formalised. **Support, advice and guidance is done well,** because there is careful tracking of pupils' progress and their personal development that ensures staff have a good knowledge of those in their charge. **Parents are very positive in their view of the school.** However, a proportion of parents are not well placed to support their child's education. **Good provision is made for adult education,** particularly in the family literacy and information and communication technology classes, provided mainly for parents. Overall, **links with the community, and with other schools are good.**

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. There are particular strengths in the way effective teams are created, in the stability and morale of staff, in the school's use of performance data and performance management to promote higher standards and in the very good role model provided by all staff. **Of particular note is the school's excellent commitment to the inclusion of all pupils. The governors' role is good.** Governors are committed to the life and work of the school. They know the direction it needs to take and understand the school's strengths and areas for development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the life and work of the school. They identify many strengths in the progress their child makes and the quality of their school life. The inspection team agrees with these views. A minority do not feel the school provides a good range of interesting and enjoyable activities but the inspection team disagrees with this view. One or two parents at the pre-inspection meeting felt that the school does not do enough to challenge their higher-attaining children. Current standards of work do not support this view.

Pupils, too, are positive about their school life. In particular, they identify good teaching and interesting lessons. They enjoy the quality of their relationships with others. They would like longer playtimes and more space in which to play. A minority are not sure who to turn to if they were worried. The school is good at providing support for pupils with problems.

IMPROVEMENTS NEEDED

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

- raise standards in English and mathematics by the time pupils are eleven, by providing more opportunities for pupils to write creatively and independently and by providing more opportunities for solving word problems in mathematics.

to improve the school's effectiveness even further:

- make consistent use of the school's good policy for marking pupils' work.
- consider how links between home and school can be strengthened even further.

and, to meet statutory requirements:

- formalise the arrangements for risk assessments.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall, **standards are those expected for pupils of similar age**. The school's results in National Curriculum tests vary a great deal from year to year. The most recent published results show standards below the national average in English, mathematics and science. The results for the previous year were above average in English and mathematics and average in science. Unpublished results for 2003 are a considerable improvement on those for 2002. Given the large proportion of pupils learning English for the first time, the number of pupils from a non-English speaking background who join the school at times other than the usual time of entry and the degree of learning difficulties in some years, achievement is good. The school does well to ensure these pupils make good progress. Higher attaining pupils achieve standards above those expected for other pupils of their age. The current Year 6 group of pupils will have difficulty in achieving the challenging targets set for them by the end of the year. Standards in all other subjects of the curriculum are average.

Main strengths and weaknesses

- Achievement is good overall.
- Standards of attainment are above average in mathematics and science and average in English for pupils in Year 7.
- Standards for the current Year 6 are below average in English and mathematics but average in science.
- A strong feature of achievement is the level of skills acquired and used by pupils, especially in the use of investigation and research methods in science, history and geography.
- Considerable improvement has been made in science and information and communication technology (ICT) since the previous inspection.
- Although pupils are using their ICT capability in a range of ways, there is still scope for their acquired skills to be used further, especially in data handling in mathematics and science.

Commentary

1. The results of standard tests in 2002 were not as good as those in 2001. Although not yet published and validated, the results of standard tests for 2003 show considerable improvement, especially in the proportion of pupils gaining the higher levels possible for their age. The school carefully tracks the unusual pattern of variation in results from year to year. Data indicates that where results are lower in some years this is substantially due to the high incidence of pupils learning English as a new language, those with previously identified learning difficulties and the large number of pupils joining the school later than usual. School value added data shows that pupils make the progress expected of them and frequently make more progress than expected. The school's analysis of National Curriculum standard tests results show that pupils learning English as a new language perform very well after a consistent period of support.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.1 (28.3)	27.0 (27.0)
mathematics	26.1 (27.2)	26.7 (26.6)
science	27.8 (28.4)	28.3 (28.3)

There were 87 pupils in the year group. Figures in brackets are for the previous year.

2. Given the variations from year to year, where results of National Curriculum tests are sometimes average, sometimes above average and sometimes below average, **overall attainment is in line with that expected for pupils of similar age**. Many pupils have considerable barriers to learning and with this in mind, **achievement is good**. It is rare that there is any significant difference in the standards attained by boys and girls, or by pupils from different backgrounds. This is substantiated by the school's data on the progress pupils make and the value added to their achievements during their time in the school. Pupils acquire good skills in literacy and numeracy and make good use of these skills, especially in subjects such as science, geography, history and religious education. They have good opportunities to be researchers and investigators and they develop a wide range of skills. Progress in science and in ICT has been substantial since the previous inspection. Pupils now attain standards that are in line with those expected for their age. More can still be done to encourage the use of their ICT skills across the curriculum. The provision for pupils with learning difficulties and for English as an additional language is very well managed. These pupils get as much support as resources allow. They have carefully developed targets. As a result they make good progress. Because the school is determined to include all pupils in all the opportunities for learning available, careful records ensure that standards are monitored and pupils make at least the progress expected of them.
3. Progress of most pupils who are new arrivals and on initial stages of English language acquisition is good where well-planned targeted support is given. However, support is not always available in all classes. Pupils' language needs are identified effectively and tackled consistently. The school is currently using national guidance for identification of needs. A number of new arrivals are being targeted for extra support. The Ethnic Minority Achievement Service (EMAS) teacher (deputy head) works closely with class teachers to support them in their role. He also support a number of pupils on early and further stages of English language acquisition. Partnership teaching within the school helps pupils who have moved to higher stages of English language acquisition to also receive continuous support to achieve appropriate levels in all aspects of English. The overall standard of achievement of most pupils learning English as an additional language is good and generally in line with that of their native born peers. The national test results of 2003 show an improving upward trend. This is partly due to a range of teaching methods used by some class teachers that effectively support pupils learning English as a new language in coping with the language demands of English as well as other subjects, and opportunities afforded for developing their language in context. Pupils learning English as a new language are disadvantaged initially until they reach satisfactory level of competence in English, and once competent make good gains in line with their peers. In lessons where class teachers' planning takes account of their needs, and the tasks are well matched, pupils make good progress.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to school and behaviour are **very good**. Attendance and punctuality are both **good**. The provision for the spiritual, moral, social and cultural development of pupils is **very good** overall.

Main strengths and weaknesses

- The school's provision for social, moral and cultural development leads to very good relationships around the school and between the different cultures.
- Pupils behave very well, have very positive attitudes to work and enjoy being at school.
- The present level of attendance is above the national average.
- The level of attendance is lower this year than it has been in previous years.

Commentary

4. The table below shows the **attendance** figures for the school. The level of attendance had improved since the last inspection but has deteriorated in the past year. This is due, in part, to an increasing number of parents insisting on taking holidays during term time. Some of these last for up to six weeks. Though the school tries to dissuade parents, it feels obliged to authorise such extended absences. Registers are completed properly with additional notes to explain reasons for absence and any action taken. Punctuality is very good at the start of the day with few pupils arriving late and, even then, normally by only a few minutes. The very effective procedures at that time result in the pupils settling very quickly, ensuring a prompt start to the day. However, the start of some of the lessons later in the day was delayed by up to eight minutes.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.0
National data	6.1	National data	0.3

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

5. Pupils' **social development** is very good. The school provides very good opportunities for pupils to interact with classmates in circle time, group work and paired discussions. The pupils in Year 7 have a range of responsibilities around the school as prefects and others have monitoring duties in the classroom. The school council enables pupils of all ages to work together. Their awareness of the wider world is enhanced with inter-school sports matches and exchange visits with a school in France. Pupils' relationships with their peers and with adults have improved upon the high level at the time of the last inspection. They are interested in the ideas of others and, for example, listened respectfully when discussing aspects of the Hindu faith.
6. The pupils' **personal development** is very good. They discuss varied topics and accept that others may have a different view or belief from their own. The pupils from a range of different cultures mix well with each other and it is very apparent that racial harmony is one of the strengths of the school. Pupils willingly demonstrate they can act responsibly, taking care when supervising others moving round the school and when carrying out tasks in the classroom. Pupils are able to think for themselves and, for example, were able to evaluate their own work when writing a summary of *Romeo and Juliet*.
7. The pupils' **attitudes** towards learning are very good. This includes those of pupils with special educational needs. They enjoy their work and want to do well. They listen attentively, follow the teacher's guidance and settle immediately to the task given. These positive attitudes reflect the quality of teaching. For example, the good pace and variety of activities maintains the pupils' interest. They have confidence in their own abilities and are eager to contribute their ideas. Pupils learning English as a new language have consistently positive attitudes in all lessons. They behave well, listen with interest and are enthusiastic about all learning.
8. The **behaviour** of the pupils is very good and they respond very well to the **moral guidance** from the school. Pupils and teachers discuss and agree class rules at the start of the school year. They are open, polite to adults and to each other, courteous and welcoming to visitors. They willingly hold doors open for others and say 'thank you' when others do the same for them. This is a school of ready smiles. Pupils move round the school in an orderly way even when not supervised. The pupils are now at the stage where the school can progressively

remove the close control that is currently exercised so that the pupils can show they have learnt self-discipline. Last year there was just one fixed-term exclusion, as shown in the table below.

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	35	1	0
White – Irish	1	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	172	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	41	0	0
Black or Black British – Caribbean	15	0	0
Black or Black British – African	24	0	0
Black or Black British – any other Black background	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	2	0	0

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

- The opportunities for pupils to gain insight into values and beliefs in order to develop their **spiritual awareness** are good. As well as providing a brief time for reflection, school assemblies help pupils to develop a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. Circle time helps pupils to start to appreciate their own worth and to raise their self-esteem. Lessons such as art, music and science enable pupils to fully appreciate the exciting nature of the world around them and to reflect upon their own feelings.
- The provision for **cultural development** is very good. Various subjects provide pupils with a fuller understanding of the world around them. Pupils have an appreciation of the western cultural background from work on, for example, the Tudors in history and European artists in art. The school fully uses occasions such as Black History month and, more importantly, encourages pupils to talk about their own cultural traditions. During the year, the different festivals are used as an opportunity to not only celebrate the religion, but also to understand the variety of life styles of pupils within the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality of education**. At its heart lies good teaching and learning. The school has effective strategies for measuring the progress pupils make. It is well placed to give them good support, advice and guidance. The curriculum is sound, well enriched, and meets statutory requirements. Accommodation and learning resources are satisfactory. A high level of well-qualified and experienced teaching and classroom support staff is maintained. The care and welfare of pupils is a high priority, although risk assessments are not formally recorded when they take place. The

school has a number of strategies for seeking the views of pupils and acts upon the ideas and views of its school council. Parents have strongly positive views of the school. Their views are canvassed at regular intervals. Good links are maintained with the community and with other educational establishments.

Teaching and learning

Teaching is good, leading to good learning. There are a number of significant strengths and relatively few weaknesses.

Main strengths and weaknesses

- The strength of collaborative planning.
- Good and well-used teachers' subject knowledge.
- The efficient use of time during lessons and the way learning support assistants are deployed and use their skills.
- Most lessons are interesting and brisk, with well-designed activities that serve the different needs of pupils well.
- There is a positive emphasis on the development and use of skills.
- Teachers manage pupils well; pupils respond readily and are eager to learn.
- Occasionally, where a lesson lacks pace, one or two pupils are restless and find it difficult to concentrate.
- While the school has a good policy for marking, this is not always used to best advantage.

Commentary

From the table below, it can be seen that good and very good lessons are at the heart of the quality of teaching in more than three lessons in four.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	11 (22 %)	28 (57 %)	10 (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.

- Teachers plan very well together in year groups. This ensures that ideas are shared and that all pupils in the year group benefit from the subject matter covered and the activities planned. This has a strong impact in the school's strategies to ensure equality of opportunity. Pupils benefit a great deal from careful lesson planning. It helps lessons go briskly and pupils get through a substantial volume of work. Teachers have an extensive range of subject knowledge and they use it well, keeping pupils' interest levels high. Although occasional lessons start after the designated time, once the lesson is in progress, time is used very well. Teachers and pupils use the available time productively. Although learning support assistants are not present in all lessons, where their skills are available they are very well targeted and their time is planned effectively. They frequently support the learning needs of pupils who find the work difficult and often give intensive language support to those learning English as a new language. They are also skilled at supporting the needs of pupils from a refugee and asylum seeker background who bring to the school a diversity of home languages. The activities planned by teachers support pupils' interests and abilities well. They are frequently planned at different levels so that all pupils are challenged by the work they have to do. This is good support for the progress and achievement of all pupils.
- The school maintains a strong focus on the development of skills. This begins with the basic skills of literacy and numeracy, which are well taught. Pupils are encouraged to capitalise on these skills by developing good study skills as young scientists, historians and geographers.

The use of pupils' ICT capability is seen in many lessons, although this is not a strength in mathematics and science when tabulating, graphing, recording and interpreting data from investigations. There is a particular strength in the positive relationships between teachers and pupils. An air of mutual confidence among teachers and pupils supports a calm and orderly atmosphere for learning. Teachers manage pupils well. Pupils respond by behaving well and working hard. Only occasionally, where a lesson has less pace or the demands of the task are not well matched to prior learning do a few pupils find concentration, focus and behaviour more difficult.

13. The overall quality of support to those learning English as a new language at the initial stages of English language acquisition is good. Pupils' are suitably assessed for their new language needs, and specialised support to meet their needs is allocated. A community counsellor provides good support on a part time basis and links with Somali community of the school. Elsewhere in the school, most pupils on early stages of English language development are supported as part of the whole class by the class teachers themselves. Teachers provide good general support and pupils' responses are suitably supported and extended. There are insufficient resources such as story props and tapes in different languages. The amount of time available for the English as an Additional Language co-ordinator in classes is often not enough to give more specific, quality and well-planned support to targeted individuals. The quality of teaching, as judged in lessons where more focused support was given, is mostly good. Teachers keep good records of pupils' progress and set appropriate literacy and numeracy targets. Pupils' home languages within the whole school are generally well supported and there is good evidence of promoting pupils' mother tongue in displays around the school.
14. Overall, teachers assess pupils' work well, both through effective strategies for challenging questioning and through marking. Good support for marking is provided through a well thought out policy for marking and feedback to pupils to encourage them and to identify what needs to be learned next. However, there is some inconsistent practice through the school. Whilst examples of very good practice are to be found, there are also examples of work not marked or marked with a cursory tick and no feedback comment. For pupils learning English as a new language there are clear and useful formal 'whole school' procedures for monitoring attainment and progress. These procedures support the monitoring of the progress of all pupils Teachers' continuous assessment in literacy and numeracy as part of monitoring the progress of the whole class is mainly good and well used. This is sufficiently informed by the demands of the levels of attainment of the National Curriculum. As part of whole class monitoring, targets for raising pupils' achievement are carefully identified on the basis of their prior attainment or used effectively to inform the grouping of pupils, and for tracking their progress. Class teachers produce detailed written reports for all pupils at the end of the year.

The curriculum

The curriculum is sound. It fully meets requirements. A rich range of experiences outside the classroom lends great enhancement. Staffing is good. Resources and accommodation are sufficient to enable the curriculum to be taught well.

Main strengths and weaknesses

- The curriculum meets requirements in all subjects of the National Curriculum and religious education.
- There are good procedures for planning, especially in the identification and sharing of learning objectives.
- All areas of the curriculum have adequate time allocations with an appropriate emphasis on literacy and numeracy.
- Considerable improvement has been made in provision for science and ICT.
- Good opportunities are provided for visitors to school and visits out of school to enrich pupils' experiences.

- The school runs a good number of clubs that meet out of school hours.
- The accommodation has some disadvantages in pupils' access to the library and the computer suite.

Commentary

15. All subjects of the National Curriculum are provided for. This includes provision for citizenship for pupils in Year 7 and personal, social and health education throughout the school. This includes education for sex and human relationships, drug and alcohol use and abuse. Pupils' rich mix of cultures and faith backgrounds are very well accommodated through collective worship. The direction of subjects is well supported by policies and long-term plans for subjects and year groups. This ensures good coverage of all aspects of the curriculum and that learning is continuous, in the interests of pupils' progress. Planning by teachers in year groups is strong. Pupils in parallel classes get similar curriculum experiences. A particular strategy used throughout the curriculum is the identification of learning objectives, which are consistently discussed with pupils and returned to as a way of checking up on learning. This has a positive impact on the continuity of learning. The timetable ensures adequate time for all subjects and the way it is organised is a considerable support to the rhythm and routine of the school day. The basic skills of literacy and numeracy have a suitable emphasis, ensuring that pupils acquire a good understanding of how English and mathematics can be used to promote learning across the curriculum. Science and ICT were areas identified for development at the previous inspection. The provision for both subjects is now good, the result of enhanced resources and a refreshed sense of purpose and direction. Much of this is the result of the work of previous and present subject leaders and managers. The outcome has been in significantly higher standards of attainment. Achievement in these subjects is now much better. The school is very aware of the learning needs of its considerable numbers of pupils with learning difficulties and those for whom English is not the language of the home. Provision for these aspects of learning is good and only the funding available restricts its quality. At the same time, the activities planned provide good opportunities to challenge the achievement of higher-attaining pupils. A particular focus of many subjects is the development of study skills. This is most noticeably the case in science, history and geography.
16. There are good opportunities for curriculum enrichment. Visitors to school enhance curriculum provision. This is particularly the case with the regular visits of the community police officer and the railway police who give good support to personal, social and health education. There are numerous good examples of visits out of school, some to places of worship and others to places of historical interest. The school provides opportunities for personal and social development through residential visits, most recently to France. The school regards these visits as a strength in the development of pupils' growing maturity. There are opportunities beyond the school day for pupils to develop their skills in music and sport. Computer clubs are run for pupils who need extra support because they have no computer at home. There are some good examples of pupils completing projects in history and geography from home, some of which are presented through the use of ICT skills.
17. Opportunities are provided for pupils learning English as an additional language to participate in all curriculum-related tasks. The planned activities, the quality of support and teachers' interventions ensures equality of access to the curriculum. The good quality of support to most pupils effectively prepares them to fully access the available curriculum. The co-ordinator for English as an Additional Language carefully analyses the language demands of the curriculum for targeted pupils. In-class support is also given in other subjects as appropriate, particularly in developing the new subject-related vocabulary. Individual needs including the special needs of pupils learning English as a new language are adequately met. A clear distinction is made between pupils learning English as a new language and those with special educational needs. The school is committed to the inclusion and integration of pupils learning English as a new language in all school activities.

18. Learning resources are adequate and well used. The school maintains a good ratio of teaching and classroom support staff per pupil, although support staff are not available in all lessons in all classes. However, the level of staffing available has a considerable positive impact on the quality of pupils' learning. The accommodation is satisfactory enabling the full curriculum to be taught efficiently. It benefits from a good hall for collective worship and physical education, a music studio, library and computer suite. There is no school field and the swimming pool is at some distance from the school. There are some disadvantages in the positioning of the library; ready access is difficult. All pupils have the advantage of weekly access to the computer suite. However, it is not possible for pupils to have easy access to computers to support learning in a range of subjects. There are few resources for English as a new language. There are sufficient books of range and quality, but insufficient dual text or dictionaries in different languages.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **satisfactory** overall and support pupils' learning appropriately. The provision of support, advice and guidance based on monitoring is **good**. The involvement of pupils in the school's work through seeking, valuing and acting on their views is also **good**.

Main strengths and weaknesses

- Effective arrangements for following locally agreed child protection procedures.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.
- The school effectively monitors pupils' academic progress through the school.
- There are some weaknesses in the monitoring of health and safety.

Commentary

19. The staff know how to deal with any situations that may arise on child protection issues and who to report to in the school if necessary. Several staff have attended appropriate courses and others receive guidance from senior staff. The school also follows the correct procedures for looked-after children. The arrangements for first-aid are good with a full-time welfare assistant, and staff know about pupils' allergies and dietary requirements. The headteacher and site supervisor regularly tour the school to carry out hazard monitoring. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. Nevertheless, senior staff have not had any recent training in health and safety and the school has no written risk assessments in place.
20. Pupils consider that they are supported well by the staff and know who they would go to if they needed help. Their self-esteem is raised by the way they are supported by the staff and by the range of rewards such as praise and team points. In particular, pupils consider that they are well supported when moving into the school on transfer from the first school. The school does a great deal to measure the progress pupils make. The performance of pupils of all abilities and backgrounds is carefully monitored. The school is aware of the value it adds to pupils' progress and achievements. This is done through regular checks on work in the classroom, through the analysis of data from National Curriculum tests and a range of other tests. There are good procedures for keeping check on the progress of pupils with special educational needs. All pupils are aware of their targets and get good support in working towards targets. Targets are discussed with teachers and parents at consultative meetings. Good strategies are in hand to monitor the progress made by pupils from different backgrounds. The school is determined that all its pupils, whatever their abilities and potential and whatever their background and origin, should be included and make progress.

21. Pupils are encouraged to influence what happens in the school. In the Ofsted questionnaire the great majority of respondents consider that the teachers listen to their ideas. The school council meets several times each term with representatives from all classes. The representatives are elected by their classmates and discuss the agenda with them before the meeting. In the classroom they hold discussions during circle time. Pastoral care of pupils learning English as a new language is a high priority within the school and the success can be observed in the confident way these pupils become happy members of the school community.

Partnership with parents, other schools and the community

Links with parents are **satisfactory** overall. Links with the local community are **good**. Links with other schools are **good**.

Main strengths and weaknesses

- Parents hold the school in high regard.
- The annual reports provide very good information on their children's progress.
- Links with first and secondary schools are good.
- Opportunities for informal contact between teachers and parents are limited.

Commentary

22. The high, positive, response to the Ofsted questionnaire showed that parents are pleased with what the school provides. They consider that their child is making good progress and that they are kept well informed about how their child is getting on. The inspectors confirm that the annual reports on progress are very good, outlining how well the pupils are doing in the various attainment targets for each subject area. In addition there are formal meetings each term where the parents and pupils discuss their individual targets for improvement. The school sends home a newsletter each term supplemented with termly class letters that outline what is to be taught. The school has staff who can interpret two of the main community languages. However, taking into account the wide range of community languages in the school, the school provides very few documents that are translated. There are effective procedures for dealing with parental concerns and complaints.
23. Apart from the formal consultation meetings, parents have few opportunities to see the teachers. For example, although the headteacher and deputy are present, the classteachers do not normally come into the playground at the end of the day. Nevertheless the school is encouraging parents to become more involved with, for example, invitations to class based assemblies, productions, and family literacy classes. The school also requires parents to sign the homework diaries and reading records. Nevertheless, apart from a small group in the parents' association, few parents help out in the classroom or around the school.
24. The good links with the local secondary school help to ensure a smooth transfer for the older pupils. The staff in Year 8 meet their opposite numbers in Year 7 and there are several opportunities for the Year 7 pupils to visit the secondary school. In addition year 10 pupils in the secondary school are given guidance on how to support the pupils when they arrive in September. Headteachers visit the school too. Pupils throughout the school also benefit from the links. An advance skills teacher of science is helping to develop the teaching of that subject. In addition the secondary school is arranging a conference and training sessions for teaching assistants. Nearly all of the pupils in Year 4 transfer from the first school, which is on the same site. The good arrangements between the two schools leads to pupils in the middle school confirming that they consider they were well supported when they made the move. In addition the regular meetings between all the subject co-ordinators ensures continuity in the teaching of the curriculum. The support of parents whose child is learning English as a new language is effectively sought. The translators and translations can be arranged if and when needed. The ongoing interaction between school and home in supporting pupils' learning is well developed.

25. The benefits gained from the involvement of the local community are discussed elsewhere in the report.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The good leadership of the headteacher is supported by the effective leadership of other members of staff. Governors have a full role and a play a good part in the running of the school. Efficient management ensures that the school runs smoothly and calmly.

Main strengths and weaknesses

- The leadership of the headteacher and other senior staff is good.
- The school is fully committed to the inclusion, progress and development of all its pupils.
- The school has good strategies for its management.
- Team work is very good.
- Subject managers and leaders play a full part in checking on planning and standards.
- The school knows its strengths and areas for development well.
- Governors bring to their role a wealth of experience and expertise.
- Standards vary a good deal from year to year.
- Although risk assessments are carried out, the results of these are not formally recorded.
- While the school has supportive policy documents to give direction and add impetus to teaching and learning, marking policy is not adhered to rigorously.

Commentary

26. The governing body plays a full role in the life and work of the school. It knows the strengths and areas for development well. Governors are experienced and bring a broad range of knowledge and skills to their work. They are aware of their legal obligations and these duties are fulfilled, except in one regard. Although there is a strategy for undertaking risk assessment, these assessments are not formally recorded. Governors are determined that all pupils, regardless of ability or background, will achieve well. They are successful in this.
27. The headteacher's role is well defined. There is a well-communicated sense of vision, purpose and drive. The headteacher and deputy headteacher work very well in close partnership, sharing ideas and understanding, each bringing a range of appropriate skills and talents to bear on the work of the school. An experienced senior management team supports them very well and share their view of what the school should be like. Throughout the school, teamwork is very good. Year group leaders have strong strategies for planning. They identify the good induction of new staff as strength of the year group structure. Subject leaders do their job well. They have good subject knowledge and they put this to good use in supporting curriculum development. Their role includes checking on plans, analysing the outcomes of lessons through seeing pupils' books and managing a budget. This full role is now being completed by opportunities for all subject leaders to observe lessons in different parts of the school. Other areas of school life managed and led by members of staff include the school's provision for special educational needs and learning English as a new language. Both these roles are very well led and managed. The work in these areas has a strong impact on pupils' progress and on the standards of the school. There is relatively little movement of staff. The school manages to retain its skilled and experienced teachers well. There are also good strategies for the recruitment of staff when necessary. Teachers have good support and good opportunities to extend their professional skills.
28. School improvement planning is thorough, involving all members of staff and taking governors into consultation. Priorities are carefully identified and current priorities are appropriate to school needs. Wise staffing appointments and prudent budgeting have ensured that the school has continued to make improvements since the previous inspection. These improvements include rapid progress in science and ICT, building modifications and a

significantly improved quality of teaching and learning. The monitoring of what happens in the classroom plays a major part in the school's arrangements for performance management. The school is very committed to making opportunities for the professional and personal development of its teaching staff. A very high profile determination on the part of all staff ensures equal opportunities and the inclusion of all pupils.

29. It is a priority for both governors and the management of the school to ensure pupils achieve the highest standards of which they are capable. A secure curriculum, good teaching and learning, well-used resources and a calm and purposeful learning environment support this priority. It is surprising therefore that standards vary a great deal from year to year. This is the result of great variations in the potential and prior experience of different year groups of pupils. In recent years results have sometimes been below average. School tracking shows that this is because barriers to learning have not successfully been overcome despite very specifically targeted support for special needs and English as an additional language. However, in other years, the positive factors supporting learning have combined well together to promote above average standards. This is still apparent in the pupils currently in the school. The standards and provision of the school are well supported by a range of policy documents well placed to ensure efficient management. However, although the school has a very good policy for marking pupils' work, different year groups have different ways of approaching the marking of pupils' work and the feedback they get. Within year groups there are some inconsistencies in marking. This does not help the overall sense of direction taken.
30. The school has secure arrangements for the management of its finances. Budget procedures are proper and governors play a full role in setting and monitoring the budget spend. The school has more money to spend per pupil than is usual for most schools. Given the context of the school this is appropriate. A considerable budget carry forward is a calculated part of school forward planning. Finances have been set aside for further accommodation and resources developments and to protect staffing in the light of possible reduction in pupil numbers. This is prudent financial management. More money is spent on staffing than in most schools. This makes a significant contribution to the good achievement of pupils and to the well-managed learning environment. Senior managers and governors are quick to point out how the school adds value to pupils' progress and development and how they endeavour to get value for money. The governing body and senior management team are aware of the need to use the principles of best value. Overall, the school is successful in giving good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,028,097	Balance from previous year	88,629
Total expenditure	1,024,592	Balance carried forward to the next	92,134
Expenditure per pupil	3,040		

COMMUNITY PROVISION

What is the effectiveness of Community Provision?

31. The school provides education for adults in the community. This provision is directed specifically to parents, although where possible opportunities are offered to others beyond the parent body. **The provision is good.** Classes are operated for adult literacy and for the development and extension of skills in ICT. Additionally, in partnership with the first school that shares the school site, a toy library is run. In ICT adults work towards nationally recognised qualifications. **The progress they make and their achievement is good.** In literacy, adult students rapidly acquire new understanding and skills. However, it is difficult to judge

standards acquired or the impact on the way parents are enabled to support their child at school, a stated aim of the provision. **Curriculum provision is good and the teaching is good, at times very good.**

Main strengths and weaknesses

- Those attending the classes show enthusiasm and interest.
- The appropriate content of lessons.
- The very good quality of teaching and students' subsequent learning.
- There is a relatively small uptake of those who would benefit from the lessons, in part limited by the school's capacity.

Commentary

32. Both the adult literacy work observed and the ICT session seen were characterised by lively and enthusiastic application to tasks, Students relate well to the tutors and there is always a vigorous buzz of discussion and application to task. Because the content of what is being taught has been carefully calculated to be relevant to students' needs, there is a very high level of interest and concentration. There is also a good deal of well-focused fun and laughter. In ICT, students are interested to find ways applicable to their personal life to apply their skills, for example in using spreadsheets to keep a tally of domestic bills and to help in shopping. In adult literacy lessons, students learn the vocabulary of the home and social life and garner the language necessary to cope with shopping and other everyday needs.
33. The teaching is provided by a local college and funded through the school. It is provided by well-experienced and well-qualified tutors. Their subject knowledge is extensive. This gives very good support to the quality of learning that results. Tutors are confident and enthusiastic and this breeds confidence and enthusiasm in students. A high level of interaction, tutor to student, is possible because numbers in classes are small. This gives students instant feedback about how well they are doing. Because this is done in a supportive and helpful manner, students are keen to do well, to make further progress and improve the quality of their work. In the ICT class students work well and successfully towards nationally recognised qualifications in the subject.
34. The number of those participating is small. The ICT class takes as many as the school's computer suite will allow. The course is currently full. However, numbers are limited to twelve. The adult literacy classes are attended by about 16 mothers in total, most of whom are at an early stage in developing skills in English. This is a relatively small number of potential participants, although it stretches the school's ability to provide to the limit. Student's success in national qualifications in ICT shows that these lessons have a big impact on their competency in using computers. The impact of adult literacy lessons is harder to assess as this can only be measured by what happens in individual homes. However, the enthusiasm and enjoyment of those participating in adult literacy lessons implies that there are good personal and social results from the lessons. Lessons give parents a greater insight into what their child is learning in school.
35. The toy library is a valuable piece of provision. Particularly for the first school, it provides an opportunity to encourage structured play in potential pupils. But overall, and this has impact on the middle school, it has an effect on the opportunities for parents to relate socially and to feel confident in the working atmosphere of the school.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2 AND YEAR 7

ENGLISH AND FRENCH

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils with special educational needs and those for whom English is an additional language (EAL), are supported well, so that they make good progress.
- Good quality of teaching and learning is successfully promoting pupils' achievements.
- Strong leadership and management of the subject co-ordinator results in good impact on provision.
- Insufficient opportunities to write at length, creatively and independently.
- A need to improve the quality of writing, through greater use of adventurous vocabulary and its inventive application.
- Greater consistency in marking would help pupils to improve their work.

Commentary

36. Standards for the current Year 6 are below average in speaking, reading and writing, despite consistently good teaching. For pupils in Year 7, the overall standards are in line with what is expected for their age. In all year groups, pupils' listening skills are broadly around expected levels. Given their below average attainment on entry to the school, pupils achieve well and make good progress over their time in school. The 2003, as yet unpublished, National test results for pupils in Year 6 show a very significant improvement over 2002, and a greater proportion of pupils achieve to a higher level. This reflects the concentrated efforts which the school has made in the past year in raising standards in English. However, the school's assessments of this year's Year 6 pupils predict a lower percentage of pupils achieving average and above average grades in all aspects of English; a significantly higher number of these pupils have specific learning difficulties.
37. Methods for assessing pupils' progress are good and this represents a good improvement since the last inspection. Teachers make satisfactory use of their findings when they plan work that meets the needs of individuals. While there is some good practice in the marking of pupils' work, some marking is done insufficiently to promote pupils' further progress.
38. Pupils' listening skills are better than their speaking skills by the time pupils reach the end of both Years 6 and 7. This is due, in part, to good relationships between pupils and teachers and effective and consistent management of behaviour. Many pupils enter the school with little or no English and lack a wide vocabulary. Pupils enjoy listening to stories and listen well to explanations and instructions. In some group sessions, with or without a teacher, pupils' speaking is generally satisfactory. In one Year 5 lesson, pupils used drama and focused on supporting friends and giving advice. All pupils, including those learning English as a new language, showed growing confidence and expression in speech and extended their vocabulary. In another lesson, pupils discussed aspects of Shakespeare's 'Romeo and Juliet' in a very confident manner. Pupils need prompting in the initial discussion to find the appropriate language but generally respond well to answering questions in lessons. Pupils lack confidence to speak audibly, for example, in assemblies or in front of the whole class. The school has appropriate plans to promote development of pupils' ability to speak at length.

39. In Year 6, some pupils read fluently and expressively. In general pupils' reading is stronger than their writing. Pupils discuss plots and characters; they know that there are different types of books, like fantasy and adventure, but they are not skilled at explaining what they like or dislike about books. The higher-attaining pupils can express opinions about some of the books they have read. Lower-attaining pupils read competently at word-by-word level. They demonstrate knowledge of a good range of strategies to read unknown words. Pupils are good at understanding the feelings and motives of characters in the books that they read. However, their ability to identify meaning beyond the text is limited. Year 7 pupils show good progress in reading, as a result of school's particular focus on improving the structure and quality of their guided reading sessions. Pupils read a wide range of text expressively and show good understanding of the significant ideas.
40. For the current Year 6, standards in writing are below expected levels, although several pupils are on course to attain the expected levels for their age, with a few others working at a level higher than that normally expected. Handwriting through the school is neat and legible. However, not all teachers insist sufficiently that skills learned in handwriting practices are used at other times. Pupils do not consistently use joined script to write fluently. Spelling is developing well from the early use of phonetic strategies to the understanding of regular patterns in complex words. However, owing to the high proportions with English as an additional language and with special educational needs, many pupils' progress expressing their ideas is slow at first, even though support is often of high quality. Pupils' knowledge and correct use of punctuation increases well as they move through the school. By Year 6, pupils write for a satisfactory range of purposes, but very few pupils show adventurous use of vocabulary and fluency of style in their work. There are insufficient examples of pupils' good quality extended writing. Year 7 pupils progress well with their skills of writing for a wide range of purposes. In one lesson, pupils made very good attempts at writing the introductory paragraph of a legend, using good choice of words and fluency of style.
41. The quality of teaching is good in Years 4 to 6 and very good in Year 7. This clearly represents an improvement since the previous inspection. The good teaching is raising both the standard of pupils' responses to their lessons and the quality of their learning. Over half the lessons seen during the inspection were good or better. The most noticeable feature of the best lessons was the fact that it raised pupils' achievement in understanding and using descriptive language to improve writing. The teacher expected pupils to be mature, and consequently they learnt to be so. Teachers prepare themselves well in order to use their knowledge to help pupils learn accurately. It is in the teaching of speaking and writing that expectations are sometimes low. Teachers take too few opportunities to urge pupils to speak at length and to initiate ideas. When holding class discussions, they often do not include those who are reluctant to speak.
42. Pupils are not sufficiently guided to use computer technology to record their poems and stories and to illustrate these with pictures collected from electronic files. The library is under-used by pupils. There are enough books in school but the range available in the library is narrow. Teachers effectively use other subjects to promote literacy, for example, when making investigations, such as in science and humanities.
43. Co-ordination of the provision to develop pupils' skills in reading and writing in all subjects of the curriculum is good. The subject leader checks closely the performance of teachers and pupils as well as of the subject as a whole. She gives very clear educational direction and takes necessary action, assisted by subject development plans, which have very appropriate and clear priorities.

Language and literacy across the curriculum

44. Throughout the school pupils make good use of their language and literacy skills. Teachers provide good opportunities to extend the use of spoken language through structured opportunities for discussion and debate, frequently in pairs, as a stimulus to thinking about the

next written activity. Teachers intentionally plan tasks that use and extend pupils' reading and writing skills. This makes very effective use of the skills pupils develop through the school's time devoted to literacy lessons.

French

Overall provision is **good**. A very competent and experienced teacher takes regular French lessons in Years 5, 6 and 7.

Main strengths and weaknesses

- Pupils attain standards expected for their age and show good progress.
- Good teaching of basic oracy, reading and writing skills in French.
- Good relationships between teacher and pupils.
- Very good promotion of the French language in classes and around school.
- Insufficient opportunities and encouragement to pupils to converse and speak audibly.

Commentary

45. Pupils in Year 6, acquire good competence in French by the end of the year. By the time pupils leave the school the quality of their French is good. Their pronunciation varies in accuracy but improves as they increase their fluency and their range of vocabulary. Pupils apply simple grammatical rules carefully and understand the use of different tenses and expressions.
46. Pupils expand their vocabulary in a variety of ways, for example through the mastery of numbers, colours, members of family, names of items of fruit, subjects studied. In a Year 7 lesson, pupils worked on a timetable for different subjects and in another lesson, pupils learned about members of family and worked on a 'family tree'. Many pupils are slightly self-conscious at the beginning of the lessons, but gain in confidence as the lessons progress. Pupils learn new aspects of language with ease through enjoyment of simple games and use of visual prompts. The effective use of these resources effectively supports the teaching of French. The teacher has very good command of the language and is a very good role model for the pupils. She has high expectations of pupils and good awareness of each pupil's ability. Pupils have good opportunities to read and write and present work neatly. In lessons, pupils are attentive and respond well. They enjoy songs and rhymes in particular and these reinforce earlier learning effectively. They work hard and stay on task throughout the lesson.
47. The curriculum is broad and well planned. Opportunities such as yearly visit to France and the School French Café on Fridays, timetabled for use by all classes, enhance the learning of French extremely well.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Year 7 but below average for the current group of Year 6 pupils.
- Achievement is good; many pupils come from below average attainment on entry to school and achieve standards at or above the expected level.
- Teaching and learning are good.
- Relationships are very good.
- There is good use of classroom support when it is available.
- While some marking is good, its quality is inconsistent.

- The subject is well led.
- Pupils lack confidence and the understanding necessary to solve word problems.
- Pupils' information and communication technology skills are used inconsistently in mathematics.

Commentary

48. Standards were below average in the Year 6 National Curriculum tests for 2002. However, the percentage of pupils achieving Level 4 or above in the unpublished tests for 2003 greatly increased and more pupils than in most schools achieved Level 5 (above the expected level). In 2002 the boys still achieved better than the girls although the difference between them narrowed. Pupils who have English as an additional language achieve as well as their peers. Those with more experience of English as a new language are among the highest attaining pupils in the school. Standards in the National Curriculum tests since the last inspection have fluctuated from average in 1998 to below average in 1999 gradually rising to above average in 2001, only to fall again in 2002. The ability of each cohort varies considerably on entry to the school, as does the number of pupils with special needs. These factors can often have an adverse effect on standards.
49. Evidence from the inspection shows that standards are below average in the present Year 6 and that pupils will struggle to achieve the targets set. This can be explained by the increase in the number of pupils with special educational needs in this year group and the number of pupils joining the school later than is usual. In 2003, pupils had similar difficulties and the school provided additional support. The raising of standards is a priority already identified by the school and arrangements are in hand to provide additional support to try to achieve current targets.
50. Overall, pupils make good progress and achieve well. They enter school with below average attainment and many eventually achieve the expected level. Some make better progress and achieve standards above those expected for their age. This is the case with the current group of Year 7 pupils. Pupils for whom English is an additional language make similar progress to the others. Those pupils with special needs often make very good progress as they too frequently achieve the nationally expected levels. Pupils develop their skills in number but find solving word problems more difficult because they do not always understand what the question is asking them to do.
51. The quality of teaching is good overall with some very good lessons and is similar to the findings in the previous inspection. Teachers' enthusiasm and knowledge help to motivate pupils to succeed. Questions are used effectively to extend or reinforce pupils' knowledge. Praise and encouragement give them confidence to explain their method of arriving at the answer. Where pupils are set by ability, planning shows tasks are carefully matched to their needs. In lessons where there are additional classroom assistants good support is provided, which has a positive effect on the learning of those in their groups. Relationships between pupils are very good and they work together, sharing resources. An example was observed in a Year 7 class where pupils were investigating area of shapes using cubes and helping each other when someone was unsure of the task. Pupils enjoy the quick-fire mental activities at the beginning of most sessions. Lessons' objectives are shared and checked to see if they have been achieved in the final session. Pupils have a chance to say for themselves whether or not they feel they have been successful. Most lessons are brisk and provide appropriate challenges for the pupils.
52. The results of the tests are analysed and this information is used to help teachers plan future work. For example, pupils find problem solving difficult especially when the questions are in words. Investigations are planned across the school to encourage pupils to explore ways of finding the answers.

53. There is an enthusiastic and knowledgeable subject leader who, although only recently in post, has already identified areas for improvement. These will inform the priorities for future development.

Mathematics across the curriculum

54. There is evidence of mathematics being used in other areas of the curriculum such as data handling in science and geography, measuring in design and technology and in science. However, an area for development is the use of information and communication technology particularly to give more support to data handling and learning in the classroom.

SCIENCE

Provision in science is **good**. Attainment is in line with expectations at the end of Year 6 and above expectations in Year 7. Teaching and learning is good, ensuring that all pupils make good progress. Overall, achievement is good.

Main strengths and weaknesses

- Standards of attainment are above average in Year 7.
- The development of skills in investigative and practical work is good.
- Teaching is good and pupils make good progress.
- The subject has made very good improvement since the previous inspection.
- While good use is made of literacy and numeracy skills, not enough use is made of pupils' ICT skills in data handling.
- While the marking of some work is very good, marking overall is inconsistent.
- Although it has strategies to compensate, the school does not have dedicated science facilities for its older pupils.

Commentary

55. Inspection findings show standards of attainment in Year 7 are above those expected of pupils of similar age. Standards match expectations in Year 6 when pupils are eleven. This is in line with the results of the National Curriculum standard tests for 2003. Since the previous inspection, when standards were below expectation, the results of tests have improved year by year and most recently stand above average. Almost all pupils gained the level expected for their age and more than nationally expected gained the higher level. Pupils complete a good volume of neat and tidy work with a high level of competent and well-informed tasks. Much of the work they do is deeply rooted in direct observation of scientific phenomena and the investigation of chemical and physical changes. Pupils throughout the school have a good and increasingly sophisticated understanding of the principles of scientific investigation. As they pass through the school they are expected to understand and use the notion of fair testing, how to conduct a controlled investigation, and they learn a precise scientific methodology. They make predictions and test their hypotheses. Added to this is the teachers' increasing insistence that they devise their own experiments.
56. Teachers make very good use of scientific subject knowledge. They plan very well. This helps lessons to be taught confidently. As a result, they are interesting and challenge pupils well in their learning. A good relationship exists between teachers and pupils. An atmosphere of mutual trust encourages pupils to be good learners, to concentrate and to get through a good volume of work. Teachers manage pupils well, often with praise where this is merited. As a result, pupils behave well and have very positive attitudes to the work they do. This has a beneficial effect on progress and achievement. There is a common characteristic in the work seen of good and tidy presentation. The progress pupils make is good. They have a thirst for knowledge and this supports their good achievement. Good support is given to pupils who have learning difficulties. Tasks are frequently modified to help their understanding. Pupils learning English as a new language are also given good support. A consistent theme of the

teaching is the teacher's encouragement for the use of subject-specific vocabulary that helps pupils understand the scientific concepts. There are some inconsistencies in the way work is marked and that pupils' endeavours are celebrated.

57. The subject is very well led and managed. Much of the improvement in standards is the result of more complete organisation of the curriculum, monitoring of teachers' plans and the outcomes of work. The subject budget has been well managed. There are no shortages of resources, although there are restrictions in science facilities. The observation of lessons across the school to identify strengths and areas for development is about to begin. There is a very good sense of direction to the way the subject is taught. Pupils make good use of their literacy and numeracy skills in science, for completing tasks, for recording findings and presenting data. However, there is little evidence of pupils using their computer skills to present work, record findings or to handle and interpret data. There is evidence of computers being used for research through CD-ROMs. Year 7 pupils were fascinated by the use of ICT to sense and log data about the temperature, sound and quality of light in their classroom. This was very good use of ICT. However, the school has no specialist science facility. This is compensated for in some measure by visits from staff at the school to which most pupils transfer to take lessons with specialist equipment and for older pupils to visit the high school to use laboratory equipment. The school is determined that pupils' standards will not drop because of a lack of facilities and it is successful in meeting its aspirations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**. Pupils are well taught, make good progress and their attainment meets national expectations at the end of Year 6 and in Year 7.

Main strengths and weaknesses

- The quality of teaching and learning is good. Pupils achieve well.
- Pupils have a very good attitude to their work and behave well.
- The subject is well led and managed.
- Assessment procedures are good.
- ICT is not always used effectively to support learning in other subjects.
- Keyboard skills are weak.
- While there is some good use of computers based in classrooms, this is not yet consistent.

Commentary

58. Pupils at the end of Year 6 and by the time they leave the school in Year 7 reach standards that are similar to those found in schools nationally. All aspects of the ICT curriculum are taught to help pupils build successfully on their skills and knowledge as they move through the school. Pupils of all abilities make good progress and work confidently with ICT equipment and on the Internet. Those pupils with special educational needs make good progress because they are well supported in lessons by their class teachers, learning support assistants and their classmates. Keyboard skills are relatively weak and few pupils are able to write text at an acceptable rate. This frustrates pupils and limits their output in the allocated time.
59. The quality of teaching is good and no unsatisfactory teaching was seen during the inspection. Two very good lessons were taught by very skilled and knowledgeable teachers who inspired their pupils and presented the work clearly and in logical steps. All teachers manage their pupils well and create a good working atmosphere in which pupils can concentrate and produce good quality work. Pupils thoroughly enjoy ICT work and are very proud of their efforts, particularly their PowerPoint presentations in Years 6 and 7. These are of good quality and thoughtfully produced. The Year 7 pupils seen adding sound clips to their presentations about themselves did so with great enthusiasm and skill. The two lunchtime clubs, organised

and run by teachers and learning support staff, are proving most effective in helping pupils improve their ICT skills, especially those who have limited access to computers outside school.

60. The subject is well led and managed. Previous ICT leaders and the current leader have worked hard to ensure that the provision is successfully meeting pupils' needs. There are firm plans, with funding in place, to improve the school's ICT resources even further so that the provision will be more effective. Assessment procedures are good and teachers have a good knowledge how each pupil is progressing. Using a program to test pupils in the various aspects of their learning has proved to be most effective in highlighting the areas of strength and those requiring further input. Samples of work are kept to enable the subject leader to monitor the provision in each class as well as the standards reached. Most classrooms have a computer that is not linked to a network. The use of these computers varies considerably.
61. There has been a good improvement since the last inspection. Standards in Year 7 now meet expectations and the quality of teaching has improved with four out of five lessons being good or very good. National expectations have risen since the last inspection and the school has successfully kept pace with all the new demands and initiatives. Using sensors to monitor events is now taught successfully with useful support from a local secondary school.

Information and communication technology across the curriculum

62. Although ICT is used on occasions to support work in other subjects there is still scope for improvement. Links are not always identified or planned to help pupils improve their learning in both ICT and the other subjects. This is particularly so in mathematics and science. For example, pupils invariably draw graphs by hand in mathematics and science lessons when the use of ICT would improve and reinforce learning in both subjects. There are some good links made subject such as literacy, art and history. Pupils use their word processing skills to write for a range of different purposes and search the Internet to research aspects of history and to find out about art in other cultures.

HUMANITIES

Geography and history

Provision in geography and history is **good**. Pupils achieve well because the teaching is good. The subjects are led and managed well. Standards match those expected for pupils of a similar age at the end of Year 6 and exceed expectations in Year 7.

Main strengths and weaknesses

- Good standards of attainment when pupils are in Year 7.
- The quality of teaching and learning and the response of pupils to their lessons and activities are a strength.
- The range of features enhance the curriculum.
- School insistence on learning from firsthand experience.
- The subjects are well led and managed.
- Marking is inconsistent.
- There is a relative lack of consistent use of pupils' ICT skills to promote learning in the subjects.

Commentary

63. Standards attained in both geography and history in Year 7 are above expectation and those for pupils at the end of Year 6 are typical of those of pupils of similar age. Achievement is good overall. Standards have been maintained since the previous inspection.

64. Pupils acquire a broad range of knowledge of where they live and what life is like for people in places far away. Of particular relevance to the context of the school are studies on life in India. As well as their class work, pupils complete projects based on their own research at home and school. There is consistent teaching about the importance of the use of study skills. The nature of their tasks frequently demands that they read around the topic and then create their own language in response to the information they discover. Good examples were seen of pupils researching using computers, particularly in finding out from CD-ROMs. They are conscientious about their work, presenting it neatly and tidily. Pupils use the local environment to explore land use and to study environmental factors.
65. Pupils learn to put contemporary society in its historical context. They study society of the past, both the distant past and the more recent past. Through time lines they acquire a good understanding of chronology. Very good use is made of artefacts. For example, pupils in Year 6 investigated a fascinating collection of articles from the Second World War, including an original letter from an airman to his wife and ration books. Some of the artefacts, such as the light-restricting hood from a car's headlamps left them both intrigued and puzzled. Very good use is made of historical sources. Pupils are quick to point out which are primary sources and which are secondary, and further refine their skills by assessing how much reliability can be placed on different sources of information. Again, some good use is made of computers to access information.
66. The teaching is good. Common planning in year groups ensures that good ideas for activities and resources are shared and used well. Because the planning is good, lessons go with a swing and both pupils and teachers feel confident about what is being learned. A particular strength is the insistence on the use of study skills. Teachers encourage pupils to be young historians and to understand what it is to be a geographer. This, allied to the confidence between teachers and pupils that makes for good behaviour and positive attitudes to learning, has a strong impact on what is learned and how well it is learned. Tasks are frequently modified to take account of pupils' different learning needs. This gives good support to those who find learning difficult and to those who are learning English as a new language. Within the strengths of the teaching, some marking is very good, praising the pupil where appropriate, acknowledging how well the learning objective has been achieved and explaining what needs to be done to make further progress. However, this is not the consistent practice across all year groups and within all classes. Some marking is cursory.
67. The subject is well managed. There are good layers of planning allied to effective policy making that gives a good sense of direction to the subjects. The subject leader manages the budget allocation and has ensured that both subjects have ample, if not generous, resources to support pupils' learning. Classroom observations have not yet happened but this is an imminent part of the subjects' action plan. Other areas of monitoring – checking on plans, auditing resources, looking at the work pupils do – are all securely in place. Because good opportunities are offered to all pupils, frequently giving recognition to cultural origins, the school ensures that pupils feel included in the work of the subjects and that all pupils benefit from what is offered. Particularly in history, there are good opportunities for relevant visits to places of historical interest. Work produced after these visits, shows that pupils clearly enjoy the range of experiences available. While there are good examples of pupils using computers as a means of research, there is no evidence of pupils using word processing or data handling skills to support their work in history and geography. The exception is that some pupils present their topic work using computers at home. The school needs to be aware that a few pupils' topics consist of work copied directly from other sources, rather than using pupils' own understanding of the information and creating their own language to present it.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- The depth of pupils' appreciation and positive attitudes towards other faiths is a strength.
- Use of assembly themes enhances pupils' understanding of the main religious festivals.
- There is a good range of artefacts for the different religions studied.
- The coordinator is enthusiastic and knowledgeable.
- More opportunities are needed for pupils to extend their literacy skills.

Commentary

68. As few lessons were observed during inspection, judgements about the standards achieved are based on work scrutiny and talking to Year 7 pupils. By the end of Year 6 standards are in line with the expectations of the Locally Agreed Syllabus. Standards are similar in Year 7. However an interview with a group of Year 7 pupils showed how much they know about other religions. They are very aware of the importance of religion to many people and how it affects their lives. They can compare various rites of passage: for example wedding ceremonies or welcoming a new baby in different religions. They are keen to express their opinions and to share their faith with others. The younger pupils have many opportunities to record their thoughts and opinions. There are interesting thoughts about what being a Christian means and some lovely pictures to illustrate the Creation Story. Although the younger pupils utilise their literacy skills, Year 6 written recording is limited; this is an area for development, extending pupils' literacy skills.
69. Pupils' understanding of important events in the different religions is enhanced through assembly themes when celebrations like Rosh Hashanah, Divali, Christmas, Harvest and Easter are included.
70. There is a wide range of artefacts to support pupils' learning and these are well used: for example a Puja tray for a lesson on Hinduism. Pupils are encouraged to talk about their own beliefs and ceremonies and this provides the class with some firsthand knowledge. Visits to places of worship also help pupils appreciate how others pray.
71. During the inspection one lesson was observed so the quality of teaching cannot be judged. However looking at pupils' work, they make good progress in developing an understanding and appreciation of religions, indicative of good teaching.
72. The subject leader is knowledgeable and enthusiastic. Plans have been amended to meet the needs of the pupils and additional artefacts purchased. However, as the subject is not a school priority no lessons have been observed by the subject leader, although pupils' work has been checked. Assessment is inconsistent and new formats are being proposed that will enable teachers to be aware of the pupils' successes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

73. Two lessons, both in Year 5, were seen in design and technology and four in art and design in Years 4 to 6. No lessons were seen in either subject in Year 7. Teachers' plans were studied and discussions held with pupils. Displays, sketchbooks and a small amount of completed work kept from previous years were looked at.

74. The evidence shows that all aspects of art and design are taught throughout the school although the depth of the coverage varies. Pupils' sketchbooks in some classes have only a few pieces of work in them. In others, such as in Year 4, there is good evidence of successful design planning and practising of different techniques, such as colour tones and mark making, to be used in creating attractive work using a range of media. Pupils do not always put the date on their work and, as the sketchbooks are going on with them to their next class, it can be difficult to know when a particular piece of artwork was created. Little evidence of three-dimensional work was seen. The teaching seen in art and design lessons in Years 4, 5 and 6 was consistently good and the pupils thoroughly enjoyed their work. Some particularly good work was seen in Year 6 classes using oil pastels to create designs based on the Hindu art seen in the pictures, fabrics and artefacts used in the lessons. Teachers plan lessons together in their year groups and this enables them to share ideas and expertise so that pupils learn the same skills to a similar depth. The school keeps some work but as it is rarely dated it was impossible to use this evidence to judge current standards.
75. Planning shows that all aspects of design and technology, including food technology, are taught throughout the school. Unfortunately, the school has kept very little pupils' work from last year for any judgement to be made on standards. Pupils' design sheets with self-evaluation and photographs of completed products are also not always kept to show coverage and attainment. The two Year 5 lessons seen in design and technology were good and the pupils learned new skills in measuring, cutting and joining wood. These skills will be used in future lessons to make a frame to display a Tudor picture they will paint in art. For many it was the first time they had used a saw or a glue gun and their skills were underdeveloped. Some design sheets from last year in food technology and some of the models of wheeled vehicles displayed showed that pupils were not encouraged to design for themselves but all made very similar products to a set design.

Music

The provision for music is **good**. Standards have been maintained since the previous inspection.

Main strengths and weaknesses

- The quality of teaching is good overall.
- Good use is made of teachers' expertise and knowledge.
- Pupils cooperate well.
- Effective links are made with other subjects.
- The school provides a good range of instrument tuition.
- The range of extra-curricular activities is good.

Commentary

76. Standards in music in Year 6 and in Year 7 are in line with expectations. Pupils are beginning to demonstrate a good understanding of music terminology and how to use percussion instruments effectively to create a sound picture. Year 6 pupils ably illustrated this as they played their compositions to represent a "sad" planet. Pupils appraised each other's efforts and were able to give helpful comments. Younger pupils explore rhythm patterns and keeping the beat, which most can do. Year 7 pupils listen to an example of medieval music and identify ways in which it is different the music they usually listen to.
77. Music specialists take lessons and because of their expertise pupils are interested and keen to succeed. Questions are used effectively to extend pupils' knowledge and reinforce their understanding. Tasks are challenging and expectations are high particularly when, for example, Year 6 pupils tackle a composition using a keyboard and untuned percussion to represent a "sad" planet. Pupils work very well together, sharing ideas and listening carefully

to each other. Consequently the standard of these compositions is good and they really do create the impression of sadness. Teachers have a good relationship with their pupils and because of this younger pupils are confident to sing on their own.

78. Music is planned to link with others areas of the curriculum such as history and English. For example Tudor music when pupils study Henry VIII, or using rhythm to create the impression of robot, like "The Iron Man" – a book used for English in Year 4.
79. A good range of instruments is taught – strings, woodwind, brass, percussion, tabla and harmonium. Both the band and the orchestra offer opportunities for pupils to play together. There is also a choir, which makes a very pleasant tuneful sound. It is a school priority to get a high proportion of pupils playing an instrument. Currently there are about 80 pupils involved.

Physical education

Provision in physical education is satisfactory overall, although the school finds it difficult to provide sufficient experience in swimming. Standards by the end of Year 6 and Year 7 are in line with expectations but below expectations in swimming.

Main strengths and weaknesses

- Pupils make satisfactory progress overall.
 - Pupils with special educational needs and those who speak English as an additional language learn well and make good progress.
 - There is good provision for pupils with special educational needs to ensure that they have full access to lessons.
 - Pupils are well motivated and have good attitudes towards their work, and teachers manage their classes well.
 - Teaching and learning is satisfactory overall.
 - Subject leadership and management are good.
 - More needs to be done to use assessment, on a day-to-day basis or when used to contribute to longer term curriculum planning.
 - Provision for swimming is unsatisfactory.
 - Satisfactory progress has been made since the previous inspection.
80. Pupils receive a reasonably well-balanced programme of work, which includes gymnastics, dance, games and athletics. There is limited provision for swimming lessons and many pupils cannot swim the required length of 25 metres by the time they leave school. Swimming is limited to Year 5 pupils and for one term only. There are constraints of time and pupils only have half an hour in the pool, once a week.
 81. Most pupils achieve a satisfactory standard in physical education activities. The physical education curriculum is improved by activities outside school hours, which at present provide a modest number of choices, principally for pupils in Year 6 and Year 7. Pupils with special educational needs are well supported, and where necessary, activities are modified to suit their individual needs. There is no specific provision within the usual curriculum for pupils who have special talents. The School Sports Co-ordinator Scheme and links with Middlesex Football Association as well as Middlesex Cricket Club, enhance pupils' skills in physical education.
 82. Teaching and learning are satisfactory overall. It was good in a Year 5 and Year 7 lesson. The specialist teacher effectively taught pupils in Year 7 from the local high school and pupils in Year 4 were observed being taught by the coach from the local football club. Pupils were being well taught about the techniques of kicking the ball accurately and develop competence in the skill. Teachers have sound subject knowledge and confidence and they are appropriately supported by the expertise of the co-ordinator. Where good teaching was observed in a Year 5 class, it was characterised by good technical knowledge, where the

teacher was able to use progressive activities in an athletics lesson. Through technically correct practice, support and encouragement, pupils were able to achieve a basically sound technique of transferring from one bridge position to another.

83. Pupils have a good understanding of the benefits to health of exercise and they show, by their response to questions, that they understand the physiological effects of vigorous exercise and the need to change into appropriate clothing for their lessons. As a general rule, teachers also change for physical education lessons, even if it is only their footwear.
84. The subject manager of physical education has worked hard and enthusiastically to maintain and even improve the quality of provision. He has expertise and some ambitious plans to develop the range and quality of physical education, particularly in terms of extra-curricular activity.
85. Accommodation for physical education is generally good. There is plentiful hard surface area for outside games. Much of the fixed and portable apparatus is regularly checked for safety.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and in citizenship is **good**. The school has a well-established programme of study. Samples of work seen and the limited teaching seen suggest that learning is good and the areas studied are well taught. Pupils achieve well as they reap the benefits of an understanding of their own personal development and their rights and responsibilities in society.

Main strengths and weaknesses

- The programme of study is good.
- Teachers are well informed and use their knowledge effectively.
- Pupils learn well because they find much that is relevant to their personal life and there is much in the content of the programme of study to interest them.
- No weaknesses are identified.

Commentary

86. Personal, social and health education is taught to all pupils throughout Years 4 to 6 and citizenship is taught as a statutory subject to pupils in Year 7. The provision is good, providing comprehensive coverage of all essential elements. It shows great respect for cultural backgrounds and is a significant factor in the school's strategies for equality of opportunity and the inclusion of all pupils. The resulting benefit to pupils is that the provision is a significant part of their personal development, their understanding of themselves and how they can grow and mature as responsible members of society. Few lessons were seen, but those observations, and the evidence of the work seen, indicate that teachers have good knowledge of what they need to teach and that they teach with enthusiasm, using their knowledge well. The lessons seen were good in quality, approaching the subject matter with sensitivity and determination. In one lesson, a pupil questionnaire had been completed about attitudes to school. The teachers skilfully took negative self-image and enabled pupils to turn these around encouraging pupils to be positive and confident about their potential and skills as learners. In another lesson, older pupils had good opportunities to identify the rights and responsibilities of individuals, comparing the rights and responsibilities of a baby with those of a mature and responsible adult. Good levels of questioning in these lessons were a positive encouragement to pupils' learning.
87. The programme of study is well calculated to be relevant to pupils' current life and to the development of their life in future. Because of this, pupils find a great deal to interest them and stimulate their understanding. The topics covered in the lessons seen engage pupils at all stages of development and at all ability levels in a great deal of debate and discussion. The

sensitive approach of teachers encourages all to be good participants. Good classroom strategies ensure that those with learning difficulties and those learning English as a new language are included in classroom debate and information finding.

88. The work in these areas is well organised and effectively managed and resourced.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	4
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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	4
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	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).