

INSPECTION REPORT

MALMESBURY PRIMARY SCHOOL

Malmesbury Road

LEA area: Merton

Unique reference number: 132169

Headteacher: Mrs M Pretlove

Lead inspector: Eileen Chadwick

Dates of inspection: 24 – 26 November 2003

Inspection number: 256823

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	410
School address:	Malmesbury Road Morden Surrey
Postcode:	SM4 6HG
Telephone number:	0208 6483561
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Appropriate authority:	The governing body, Malmesbury Primary School
Name of chair of governors:	Mr R Reardon
Date of previous inspection:	Not Applicable

CHARACTERISTICS OF THE SCHOOL

This is a new primary school for pupils aged between 3 to 11 which opened in September 2002 as a result of the amalgamation of Malmesbury First and Middle schools. Pupils in Years 4 to 6 have attended a mixture of first schools as the middle school took pupils from several different first schools. There are 410 pupils on roll, including the 90 part-time children in the Nursery. This is lower than last year when there were four Year 6 classes due to the local admission procedures for amalgamated schools. The school is now a two-form entry in every year group.

Nearly all pupils come from the immediate area, which consists of a mixture of homes that are either rented from the local council or privately owned. The school serves a diverse community and the area contains pockets of significant social and economic deprivation that is often associated with inner city areas. Most pupils are white British although twelve per cent have English as an additional language. Most of these are at early stages of learning English and a small number are refugees who are mainly from Eastern Europe or Africa. Whilst many languages other than English are spoken, the main languages are Tamil and Arabic. The proportion of pupils known to be eligible for free school meals is above average, at 28 per cent. The proportion of pupils on the special educational needs register at 29 per cent is above average whilst the proportion with statements of educational need is above average. Most of these pupils have difficulties in speech, communication and literacy or have emotional and behavioural difficulties. A significant proportion has challenging behaviour. Pupils' overall attainment on entry is well below average. This includes the attainment on entry of pupils who enter into the Nursery or those who entered directly into other year groups as a result of the school's amalgamation.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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14347	Joan Lindsay	Lay inspector	
31029	Peter Thrussell	Team inspector	Mathematics Information and communication technology
12764	Wendy Thomas	Team inspector	Foundation stage English as an additional language History
30660	David Herbert	Team inspector	Science Geography Religious education
32517	Alison Bridge	Team inspector	Special educational needs Art and design Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness and the value for money it provides are satisfactory. The headteacher, together with the deputy headteacher and governors, have provided good leadership. This has helped the school to move forward since it first opened, after its amalgamation, just over a year ago. Pupils now have the right attitudes to learning and behave well. There is still, though, much to be done to improve the school further. Standards, especially in reading and writing, are still low by Years 2 and 6. Whilst teaching quality is satisfactory, and a half of all lessons are good, it is inconsistent through the school. This prevents standards being raised.

The school's main strengths and weaknesses are:

- Standards are above average in music through the school as a result of consistently good teaching.
- The quality of teaching in Year 5 is consistently good and this is improving pupils' achievement.
- Due to the headteacher's good leadership the school has made firm strides in developing a primary ethos and a strong team spirit amongst staff.
- Pupils behave well, and there is a high degree of racial harmony, because of the school's good provision for pupils' personal development, including their moral and social development.
- Extra-curricular provision is good. This enhances pupils' personal development.
- By Years 2 and 6 standards are well below average in reading and writing and in investigative science.
- The overall quality of teaching is satisfactory but it varies from very good to unsatisfactory. This variability prevents standards being raised in English, mathematics and science.
- Subject leaders are not yet having enough impact in checking and improving their subjects.
- Pupils' attendance is well below average. Too many parents take holidays during term time.

The school was opened in September 2002 and has not been previously inspected. Since then much hard work has led to good management systems for ensuring the school runs smoothly and pupils' behaviour improves. Overall, given the large amount to do the rate of improvement has been reasonable. However, there are some important weaknesses that now need to be tackled.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	N/a	N/a	E	E
Mathematics	N/a	N/a	E	E
Science	N/a	N/a	D	D

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

Pupils' overall achievement is satisfactory. Year 6 pupils who took their national tests in 2003 entered the school in 2002 with low standards. They had been at another school for the first three years of their junior education. Standards remained low by the time they took their tests in 2003. Inspection shows standards for the current Year 6 remain well below average in English and are below average in mathematics and science. Standards are average in religious education, ICT and physical education. Given pupils' well below average attainment on entry to the school their achievement is satisfactory.

In Year 2 standards are well below average in reading and writing, below average in mathematics and science and average in religious education, ICT and physical education. Pupils' overall achievement is satisfactory. Throughout the school pupils achieve well in music. Children's achievement in Nursery and Reception is satisfactory. However, they are on course to reach standards which are well below average in language and literacy, below average in mathematics and average in personal and social development. Pupils with special educational needs and those with English as an additional language are making satisfactory progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes to school are good and they often behave well. Pupils' attendance is poor although pupils' punctuality is satisfactory. Pupils' behaviour and attitudes to learning have improved considerably this year as a result of the school's strong emphasis on improving these areas. The school provides effective support for those pupils who enter with challenging behaviour.

QUALITY OF EDUCATION

The overall quality of education provided by the school is satisfactory. Teaching is satisfactory overall from Nursery to Year 6. Most lessons are interesting and pupils' work is generally well matched to their previous learning. However, the match of work is not always as effective for lower attaining pupils. The quality of teaching of reading, writing and mathematics is satisfactory from Reception to Year 6. However, in order to raise standards pupils need to be heard read more frequently and to be given more help with handwriting.

The curriculum provided is satisfactory from Nursery to Year 6 in English, mathematics, science and ICT. It is good in music and satisfactory in other subjects. A significant minority of pupils have difficulties with recording their work, for example in science, because of their poor literacy skills. The school takes care of its pupils with sound attention to their welfare and guidance. Links with the community are good whilst links with parents are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both good. The headteacher's pastoral leadership and management of the school are good. Together with her deputy she has engendered a good team spirit and a will to improve amongst staff. The direction for improving pupils' achievement is satisfactory. Governors' roles are developing well under the good leadership of a committed and informed chair of governors. The school fulfils statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mainly pleased with the education the school offers. A small minority are not as pleased with information about their children's progress. Pupils are pleased with the school and all that it offers. They enjoy being in school.

IMPROVEMENTS NEEDED

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

- improve standards in reading, writing, mathematics and science through the school;
- improve the quality of teaching from Foundation Stage to Year 6 so that all lessons are at least satisfactory and the majority are good so pupils' learning is consistently good;
- ensure subject leaders quickly develop their management roles and regularly check and support other teachers' work;
- improve pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' overall achievement is satisfactory. It is satisfactory in Nursery and Reception and in Years 1 to 6. The overall attainment on entry to the school, including that of pupils who entered directly into various year groups when the school first opened, is well below average. This was because there were significant proportions of pupils entering with very low standards in reading and writing and / or unsatisfactory personal development. The school has achieved much in improving pupils' attitudes to learning but still has much to do to improve standards. These remain low in the core subjects in much of the school. A major reason why standards are not rising rapidly enough in English is that provision for the high proportions of pupils with special educational needs, whilst satisfactory, is not rigorous enough in literacy to ensure standards rise. By the end of Reception, Year 2 and Year 6 a substantial minority enter the next phase of their education not well prepared in English and mathematics.

Main strengths and weaknesses

- Standards observed during the inspection were a little higher in mathematics than in 2003 tests in Year 2 which were well below national averages.
- Pupils with English as an additional language make good progress in English.
- Standards in reading and writing observed during the inspection confirmed the well below average standards reached in 2003 national tests.
- Provision in reading, writing and mathematics is only satisfactory from the Foundation Stage to the end of Year 2. This is not good enough to raise pupils' attainment from a low base.

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

Standards in:	School results	National results
Reading	14.3 (n/a)	15.7 (15.8)
Writing	11.8(n/a)	14.6 (14.4)
Mathematics	15.3(n/a)	16.3(16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year

- Standards observed in Year 6 in mathematics during the inspection are below average but a bit higher than the well below average standards reached in 2003 national tests.
- Pupils achieve well in Year 5 in English because the quality of teaching is consistently good.
- Pupils achieve well in Year 4 in mathematics as the quality of teaching is consistently good.
- Pupils with English as an additional language achieve well in English and mathematics and, by Years 5 and 6, are often found in average and higher English and mathematics sets.
- In Years 3 to 6 there are large proportions of pupils- more boys than girls- with low attainment in reading and writing. Their progress is only satisfactory. This is preventing the consistent raising of standards through the school.
- Pupils' handwriting and presentation of work is not always good enough.

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

Standards in:	School results	National results
English	24.5(n/a)	28.8(27)
Mathematics	25.1(n/a)	26.8(26.7)
Science	27.9(n/a)	28.6 (28.3)

Commentary

1. Year 6 pupils' standards in 2003 national tests were well below the national averages in English and mathematics as well as for similar schools. In science they were below the national average as well as for similar schools. The school's current low targets for Level 4 and 5 are satisfactory given pupils' current attainment. The school is on course to reach these for the current Year 6.
2. By the end of Reception children are likely to reach their early learning goals in personal, social and emotional development and in physical development. They are likely to reach well below average standards in communication, language and literacy. These include speaking and listening, reading and writing. Standards are below average in mathematical development, knowledge and understanding of the world and creative development. Children's achievement is satisfactory.
3. By Year 2 standards are below average in speaking and listening, mathematics, and science. They are well below average in reading and writing. Standards are average in ICT, religious education and physical education. In 2003, standards were over generous in assessments made by teachers for writing and mathematics compared with test results. This indicated teachers' insecure understanding of National Curriculum levels. Pupils' achievement is good in speaking and listening and music and satisfactory in all other subjects. Inspection shows pupils' achievement is only satisfactory in English, mathematics and science because:
 - School systems for hearing pupils read are only satisfactory. Pupils need to be heard more frequently for standards to rise.
 - Lower attaining pupils have limited phonics knowledge.
 - In mathematics and science, teachers have not received recent subject training and support. This is preventing their teaching being of a consistently high enough quality to enable standards to rise.
4. By Year 6 standards are average in speaking and listening. They are well below average in reading and writing and below average in mathematics and science. Standards are average in ICT, religious education and physical education and above average in music. Pupils' investigative skills in science are well below average. Pupils' overall achievement is satisfactory.
5. The reasons pupils are only making satisfactory progress and why school provision is not raising attainment are:
 - Pupils make better progress in English when they are set in ability groups because of a good match to their previous attainment. However, setting only occurs in Years 5 and 6 and then only twice weekly.
 - The large proportion of lower attaining pupils need a more rigorous curriculum in the smaller steps in reading, phonics and writing given their low/ very low starting points.
 - In mathematics the quality of teaching is only consistently good enough across the two Year 4 classes to ensure pupils' achievement is good.
 - Teachers have had little recent training in science and the need to improve investigative science has been targeted on the school improvement plan.
6. Pupils' limited competence in reading and writing is limiting their achievement in other subjects, for example in science and religious education. The wider curriculum is not yet used well as a vehicle for learning in literacy as the match of work is inconsistent for lower attaining pupils. Pupils apply ICT across the curriculum satisfactorily.
7. Inclusion is satisfactory. The inspection and school records show that all groups of ethnic minority pupils often achieve well in English and mathematics. However, there is a far higher

proportion of boys on the special educational needs register, especially pupils with low literacy standards or behavioural difficulties. Boys did particularly badly in writing in 2003

Year 2 national tests and in English in their 2003 Year 6 tests. Inspection shows that the lowest attaining pupils made only satisfactory progress in English lessons, when learning was often good for other pupils.

8. Pupils with special educational needs make satisfactory progress overall. Those with severe learning, emotional and behavioural difficulties make good progress. The lower percentage of pupils identified with behaviour, social and emotional difficulties this year is due to the success of the rigorous systems put in place by the school and the deployment of a behavioural support assistant. However, low and very low attaining pupils only make satisfactory progress in literacy and numeracy. School systems for raising attainment from very low in reading and writing are not yet rigorous enough.
9. Higher attaining pupils make satisfactory progress overall despite inconsistent progress in science and ICT. There was insufficient evidence to make a judgement about gifted and talented pupils.

Pupils' attitudes, values and other personal qualities

Attendance

Pupils' attendance is poor whilst their attitudes, values and personal development are good, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- The school has a systematic and very successful programme for promoting good behaviour.
- It very effectively promotes good relationships and pupils' responsibility for their own behaviour.
- The school provides good opportunities for pupils' spiritual, social, moral and cultural development.
- Pupils' good attitudes to learning and their good behaviour are reflected in the far lower number of exclusions this year compared with last year.
- The education welfare officer works closely with the school to monitor attendance.
- In 2002/3 unauthorised absence was above average and authorised absence was well above average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.5
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
281	46	0
4	3	0

Black or Black British – African	14	1	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

Commentary

10. Attendance figures have been adversely affected mainly by the high number of holidays taken, particularly in the autumn term, by the very high number of exclusions in the previous year and by the long-term absence of a small number of pupils. The school has satisfactory procedures to monitor and promote good attendance. A key factor is the weekly visits from the education welfare officer and the work she does with parents to encourage good attendance. Pupils are stimulated to attend through the use of certificates and class shields. However, the day-to-day recording of absence and lateness is not always accurate as some registers are returned to the office incomplete and occasionally pupils go straight to their class without reporting to the office when they are late. The school telephones parents on the first day of absence for those pupils with poor attendance although this is not yet extended to other absent pupils. The school's evidence shows that most other parents contact the school.
11. The very high number of exclusions in 2002/3 stemmed mainly from the very poor behaviour of mainly white low attaining boys, mostly from Year 6, who were disaffected and disruptive. During that year there was a very large Year 6 with 99 pupils and four classes. Due to the school's rapid improvement in behaviour, and pupils' attitudes to learning, the need to exclude this year has been very much reduced.
12. Pupils' interest in school life and the range of activities offered are now good. The great majority behave well in lessons and around the school. Behaviour in the playground is also good. In Year 6 pupils take responsibility as 'Playground Leaders', looking after equipment and supporting younger pupils. When Year 5 and 6 pupils use the gym at lunchtime for lively sports activities they know the rules and can adhere to them to maintain this privilege. The school makes good provision for pupils who find playtimes difficult. This includes supervised play for younger pupils who require this facility and an opportunity for older pupils who find the playground difficult to come together in a supported club activity. Pupils' behaviour in assemblies is very good. They are attentive, participate well in singing and can offer viewpoints when asked. When assemblies are taken by visiting Ministers they respond positively and can link religious and moral points to their own experiences. Pupils interviewed did not see bullying as a significant issue. The school has a clear and effective policy for dealing with incidents that may arise. There is a wide range of extra-curricular activities at lunchtime and after school which are well attended.
13. Pupils' attitudes to school are good. They listen attentively in class and respond positively to the reward system as part of the 'You Can Do It' programme. Confidence in answering questions and making contributions and persistence in applying themselves to work are actively encouraged. They work sensibly in pairs and small groups, planning and recording work together. The vast majority of pupils appear to want to come to school and enjoy the happy and orderly atmosphere.
14. The school works hard to stimulate a desire to learn in pupils and is successful in achieving this. The school was very effective in addressing some bad behaviour last year and putting rigorous systems in place to combat this. The teaching programme 'You Can Do It' is used consistently to reward their good application. There is an orderly atmosphere in classes which gives pupils the opportunity to learn well. The school has high expectations for pupils' conduct and helps them achieve these through the curriculum programme for personal, social and health education. All staff work together to create this success. Displays in the classrooms and corridors reinforce the school Code of Conduct and the values of the programme. Pupils' responsibility for the quality, organisation and presentation of their own work is not always good enough. Pupils do not always complete recorded work or present their work neatly.

15. Pupils have a good understanding of what is right and wrong. This is the result of the school's very good provision. Moral behaviour is often the focus of discussion in lessons for personal and social education. In these lessons pupils explore their feelings and likely behaviour in particular situations and work together to find positive ways of coping with them. As a result of extensive staff training, teachers are skilled at involving all pupils in these discussions and activities to make them constructive and valuable.
16. Pupils are encouraged to see the school as a community in which they, individually, have a central part to play. They are supported in their working and playing together and this promotes their social development well. The school council, which is expanding its role, has designed plans to improve the playground which the school hopes to use later in the year. Pupils are provided with good opportunities to learn about different cultures. Displays in the corridors and classrooms show key people in Black history and a multicultural evening attached to the Annual Meeting for Parents was well attended. At this evening pupils presented a range of dance and foods from around the world. The promotion of pupils' cultural development is good, drawing on the community within the school and the needs of multi-cultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The quality of teaching, the curriculum, the support and guidance of pupils and links with parents are satisfactory whilst links with the community are good.

TEACHING AND LEARNING

The overall quality of teaching is satisfactory. This applies to Nursery and Reception, Years 1 and 2 and Years 3 to 6. A half of all lessons are good and there is a similar amount of good teaching in the Foundation Stage, Years 1 and 2 and Years 3 to 6. However, teaching quality is not consistently good across both classes in many year groups. The wide variability of the quality of teaching from very good to unsatisfactory prevents standards being raised. There is no pattern to the unsatisfactory teaching amongst staff, with both unqualified and qualified teachers giving strong or weaker lessons on occasions.

Main strengths and weaknesses

- The quality of teaching of the literacy hour is good throughout Year 5 and, in Year 4, in the numeracy hour. This improves pupils' achievement in these years.
- The specialist teaching of music is good throughout the school because the teacher has strong subject knowledge and high expectations of pupils. This raises standards.
- The specialist teaching by the special educational needs co-ordinator is good for literacy and numeracy.
- Well-trained teaching assistants provide pupils with English as an additional language with good support.
- Teachers have not yet had enough support for improving their subject teaching and this has led to too much variability in the quality of teaching and a significant number of unsatisfactory lessons.

Commentary

Summary of teaching observed during the inspection in 59 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	6 (10%)	24(41%)	25(42%)	4 (7%)	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.

17. Most consistently good or better teaching was seen in the lessons of specialist teachers. This is because their subject knowledge is strong, they have high expectations of pupils and they expertly match pupils' work to their prior attainment. The school has not yet been able to establish systematic programmes for subject training, teaching by example and the rigorous monitoring of subject teaching for each teacher. Although there were systematic plans for the development of the literacy co-ordinator's role, her recurring absence impeded subject development. Additionally, the school has needed to urgently provide training for improving pupils' personal development and their behaviour. The school has been very successful in this provision.
18. The headteacher and deputy have monitored teachers' lessons, although subject co-ordinators have not yet monitored the quality of teaching and learning. School improvement planning includes appropriate plans to develop teachers' subject knowledge and co-ordinators' monitoring roles with a focus on literacy and numeracy in the current academic year. A major reason for the wide range in the quality of teaching and learning throughout the school is that monitoring and support of teaching has not been rigorous for each teacher.
19. In Nursery, there is a significant amount of good teaching. This is provided by the co-ordinator. In other classes throughout Nursery and Reception teaching and learning are mainly satisfactory. Relationships are good throughout and all staff work well together for the benefit of the children. Children with English as an additional language and those with special educational needs are well supported through specialist provision and assistant support and learn well. Staff provide well for pupils' personal and social development in the Nursery although this is only satisfactory in Reception. There are not enough taught opportunities for children to learn to play together, rather than side by side. Provision for speaking and listening is good in the Nursery and satisfactory in Reception. In Reception adults do not always encourage pupils to talk in sentences. Planning is satisfactory. In Reception, there is a structured phonics reading programme but children do not have enough opportunities to practise their writing. In mathematical development there is a need to provide more structured teaching. One unsatisfactory lesson occurred in Reception when the same level of questioning was directed to all, the pace of phonics teaching was slow and children were not given enough opportunities to develop reading skills through the shared text.
20. In the rest of the school in good or very good lessons these qualities are present:
 - teachers have good subject knowledge and inspire pupils to learn, as in music lessons;
 - planning effectively ensures all ability groups can achieve well throughout the lesson, as in a very good setted literacy lesson for Year 5 higher attaining pupils;
 - pupils are very well managed so they spend maximum time on learning;
 - pupils are given clear lesson purposes during lesson introductions and time is well balanced with enough opportunity for the pupils to complete their set tasks;
 - teachers use "Wilf" effectively (the system for ensuring pupils know their lesson purposes) and give time deadlines;
 - teachers manage classroom assistants' time effectively through all parts of the lesson and support by classroom assistants is of a high quality. This strongly develops pupils' learning;
 - lessons are relevant to pupils' daily life and there are enough high quality practical resources;
 - pupils' skills are systematically developed over a series of lessons.
21. The overall quality of teaching and learning in English is satisfactory. Teaching and learning - in English lessons seen - were often good in classes from Year 1 to Year 6 with all lessons observed satisfactory or better and nearly two thirds that were good. In literacy lessons in Years 1 and 2 there is much attention to teaching reading, phonics, spelling and writing skills. However, the overall quality of teaching is only satisfactory because provision for hearing pupils read is not rigorous enough given the high proportion with limited reading and writing

skills. Also the quality of provision in reading varies between the two Year 2 classes as

opportunities for pupils to master the key words and phonics are more carefully matched to pupils' reading levels in one class. Additionally, pupils' home/school reading books are occasionally not well matched enough to their prior attainment in Year 2.

22. In Years 3 to 6 the implementation of the literacy hour was mainly good. However, once again the systems for hearing readers, ensuring lower attaining pupils master the key words and gradually acquire the steps in spelling and phonics and writing are not rigorous enough given the low standards being reached by a substantial minority. In setted lessons for lower attaining pupils, their learning was good when taught by the special educational needs co-ordinator. However, in mixed ability lessons, whilst higher and average attaining pupils often learned well, lower attaining pupils' learning was only satisfactory. Teachers do not yet teach the same style of handwriting nor provide thorough instruction in how pupils should set out their work. As a result pupils are not learning to improve their presentation rapidly enough. Home reading books, for higher attainers, are sometimes too easy and expectations for the amount and quality of writing in Year 2 is inconsistent across the two classes.
23. Teaching and learning in mathematics are satisfactory in Years 1 to 6. The strongest teaching seen was across both classes in Year 4. In a very good Year 4 lesson the development of numeracy skills was very systematic for pupils of all abilities. Very good class management and a very good match of work to the needs of all abilities made this a very effective lesson because all pupils learned very well. In Years 1 and 2 planning is good for the development of numeracy for the range of abilities. However, in actual lessons teachers do not always match pupils' work well in different parts of the lesson.
24. In Years 3 to 6 teaching quality in mathematics ranges from very good (in a Year 4 lesson) to unsatisfactory (in a Year 3 lesson). Over two thirds of all lessons observed were good in Years 4 to 6. Whilst planning is good throughout, good lessons had a fast pace, were well matched to pupils' prior attainment and there were good opportunities for pupils to explain their thinking. In the unsatisfactory lesson observed lower attaining pupils were required to do too much recording and many pupils did not understand their purpose as the teacher had not explained this clearly.
25. Teachers often manage pupils well and this leads to a calm atmosphere conducive to learning. Support staff are also skilled in providing effective help in managing the significant proportion with behavioural difficulties. Most of the pupils with behavioural difficulties have low attainment in literacy and are mainly boys. The management of support staff by teachers is satisfactory. In some cases it is good and this leads to some very effective support in literacy and numeracy. However, time is not always well used when assistants spend too long listening to lesson introductions.
26. Teachers assess pupils' needs carefully. The use of assessment for matching pupils' work to their learning needs is better when pupils are taught in ability sets for English and mathematics. Teachers find it easier to match pupils' work to their prior attainment than when teaching unsetted lessons. In unsetted lessons the range of pupils' prior attainment is very wide and lower and higher attaining pupils occasionally underachieve in different parts of different lessons when work is too hard or easy.
27. A high priority is given to enabling pupils with English as an additional language to learn English. They are given good opportunities for developing their English when teaching assistants work with small groups and in class lessons. However, pupils' overall learning is satisfactory because of the variability of subject teaching through the school. The school's own analysis, as well as inspection observations, show that pupils from all ethnic minorities achieve at least as well as other pupils in relation to their prior attainment. These pupils are often found in average and higher sets for English and mathematics by Years 5 and 6.

28. The quality of teaching for pupils with special educational needs is satisfactory overall. Pupils are regularly withdrawn in groups of 5 or 6, by the special educational needs co-ordinator. The teaching they receive is good and is appropriate to their needs. Where lower attaining pupils are taught in sets for literacy and numeracy by the special educational needs co-ordinator the teaching is also good. However, this good match of pupils' work to their learning needs is not found in other lessons. This is why progress made is satisfactory and not good. The teaching assistants throughout the school all complete training soon after appointment. They often work effectively with pupils with special educational needs in class and in the specialist room. Teaching assistants are fairly distributed between classes. Throughout teachers and assistants, including the behavioural support assistant, provide good support for pupils with behaviour, social and emotional difficulties.
29. The quality of teaching and learning in ICT is satisfactory. It was good in the specific ICT lessons provided. However, in lessons other than ICT, teachers sometimes miss opportunities for using computers. In the ICT lessons observed, teachers' good subject knowledge was apparent in the way they confidently taught the necessary skills. However, in science and physical education lessons it was apparent that teachers' subject knowledge was mainly satisfactory and not as strong as for ICT or music. This is the major reason for pupils' satisfactory rather than good progress in these subjects. An unsatisfactory science lesson was seen in Year 2 when the pace of learning was slow and there was a low level of challenge, especially for higher attaining pupils. In Year 6 a physical education lesson was unsatisfactory when the teacher did not insist on a calm enough approach or provide enough skills instruction when pupils were learning jumping techniques on the apparatus.
30. Assessment systems are good in English, mathematics and ICT and satisfactory in other subjects. However, assessment is not yet used well enough by the school for planning improvements to overall provision, for example the need to provide more rigour in the teaching of reading in order to improve pupils' achievement. Homework is satisfactory.

The curriculum

Overall curriculum provision is **satisfactory**.

Main strengths and weaknesses

- The school has done well to ensure there is thorough planning for the range of the National Curriculum subjects, given its recent opening as a new school.
- There has been good strategic management for developing curriculum planning.
- Provision for personal, social and health education is good.
- Good use of visits, visitors and events helps to bring the curriculum alive. This is complemented by a good range of out-of-lesson clubs and activities.
- The accommodation and resources are good, and used effectively to support pupils' learning.
- There is no systematic programme for identifying and providing for gifted pupils.

Commentary

31. The school ensures all pupils from Nursery to Year 6 have a satisfactory range of learning opportunities. The curriculum in Nursery and Reception is well planned to cover the nationally recommended areas of learning for the Foundation Stage. In the rest of the school it meets National Curriculum requirements.
32. A full range of subjects is taught in Years 1 to 6. The curriculum satisfactorily meets the pupils' needs. Following amalgamation the focus has rightly been on establishing an orderly school community with a positive ethos for learning. To this end, a full and systematic programme has been established for personal, social and health education, which contributes to the good provision for pupils' personal development. The school has also worked hard to

ensure the full National Curriculum and the agreed syllabus for religious education have been implemented through good strategic planning. The National Literacy and Numeracy Strategies have been soundly implemented although the school has yet to rigorously monitor provision in order to improve achievement and standards. Schemes of work have been planned for all subjects and are now in place. These provide a secure foundation for teaching and learning. The monitoring of pupils' work has begun but this is not yet rigorous or used well enough to improve teaching and learning. For example, there are limited opportunities for pupils to take the initiative in their learning in areas such as problem solving in mathematics and investigative science.

33. The school supports the curriculum well through a good range of educational visits and visitors. For example, a visit to a Victorian operating theatre helped pupils to understand life in Victorian times. A residential visit for Year 6 helps their social development in a wider context than the school. Visiting speakers make a valuable contribution to personal, social and health education. Theatre and music workshops stimulate interest in the arts. Participation in events such as the Book Week and the Black History Week enrich the curriculum. There is a good range of clubs and activities that support pupils' learning in sport, the arts and other curriculum areas. Pupils have opportunities to take part in netball, football, general sports and aerobics; music is enriched with choir, recorder, bell plates and guitar groups. There are computer clubs for both older and younger pupils.
34. The original school building has been renovated to provide good accommodation for the new school. A computer suite, science laboratory and gymnasium, along with several rooms for withdrawal work, enhance normal school facilities. Resources are good, and have been checked and organised well to meet the needs of the schemes of work being followed.

Care, guidance and support

The overall provision for care, guidance and support is satisfactory.

Main strengths and weaknesses

- The "You Can Do It" scheme is used well to monitor personal development.
- Pupils are very confident in the support given by adults.
- Health and safety is given a high priority.
- Children readily settle well into the Nursery.
- Pupils with special educational needs are integrated well in class because their individual emotional and physical needs are nurtured and catered for.
- The school does not have written guidelines relating to the physical handling of pupils.

Commentary

35. Child protection issues are dealt with appropriately in the school with the designated co-ordinator having had formal training. All other staff, including support staff, have had some training, for example in signs to look for and steps to take if a pupil confides in them. The school uses the local authority guidelines for Child Protection. However, there are no other simpler written guidelines for staff for easy reference. Some staff, including the behavioural support assistant, have received training in physical handling of pupils and staff are clear about the procedures to be followed. However, there are no written guidelines yet. The school has a suitable policy relating to pupils' use of the Internet that has been sent to all parents.
36. Governors and the site manager play an active part in ensuring the premises are safe. Detailed records are kept of any accidents or illnesses in the school and an appropriate number of adults have first aid training.

37. Staff are well aware of pupils' specific personal needs whether they are behavioural, emotional or social and they provide good support. This includes running lunchtime clubs for specific pupils. The staff work well with outside agencies to provide targeted support such as counselling from Jigsaw or in-class help from the behaviour support assistant. All pupils feel very confident that they can speak to an adult about any concerns and they would be listened to.
38. Advice based on monitoring of academic achievement is satisfactory. Systematic assessment and electronic recording systems are now in place for tracking all pupils' progress in the core subjects. The school has begun to analyse the progress of different groups, for example that of different ethnic groups. However, this has not yet been extended to other groups of pupils or linked with an evaluation of the effectiveness of the school's provision. The school recognises this. Procedures for identifying and supporting gifted and talented pupils are not yet in place.
39. The school's "You Can Do It" scheme has been instrumental in monitoring how all pupils are developing personally and socially. The school also has good systems in place to monitor specific issues such as behaviour, tracking particular pupils as they progress through the day. This is used to put in support from within and from outside agencies. Systems for monitoring pupils' academic progress are satisfactory, pupils are aware of their targets and are involved in evaluating them. Children who join the Nursery settle quickly due to the system of home visits and a gentle, phased introduction to the start of their education. There are satisfactory systems in place for pupils who join further up the school as they benefit from a visit and then pairing with a "buddy" in their class.
40. The pupils are proud to be involved in the school council. Their views and suggestions, such as to start a lunchtime rota, are presented to the headteacher at a "tea party". This enhances their sense of importance and pupils also have the opportunity to canvass their classmates and report back. So far, the school has not used other formal methods to seek pupils' views such as regular questionnaires.

Partnership with parents, other schools and the community

Links with parents and other schools are satisfactory. The school has developed good links with the community.

Main strengths and weaknesses

- Parents generally have positive views of the school.
- Staff make themselves accessible to parents.
- There is a good range of visitors from the community.
- Pupils' home/school communication diaries do not give enough information about pupils' targets for key words, phonics, other reading targets or their progress.
- Some parents do not support their children in their homework and ensure they have good attendance.
- The school has no formal system to learn about parents' views.

Commentary

41. Parental satisfaction with the school, judged from the pre-inspection questionnaire, is generally good with parents particularly happy with how much their children like coming to school, how approachable the school is and the expectations on their children to work hard. A minority of parents had concerns about standards of behaviour, information about their child's progress and how much the school seeks parents' views. Inspection evidence shows that pupils' behaviour is mainly good. Pupils with very challenging behaviour are well managed and supported.

42. Pupils' progress reports are satisfactory overall with some good aspects particularly in relation to Year 2 pupils' results in national tests. Other years do give satisfactory information in the text about progress. However, they do not use National Curriculum levels to help parents track progress. Parents have the opportunity to attend three consultation evenings each year, they receive regular curriculum information and teachers make themselves accessible on a daily basis to deal with any minor concerns. Pupils' home/school communication diaries do not give enough information about pupils' targets for key words, phonics, other reading targets or progress.
43. Overall, parents make a satisfactory contribution to their children's learning. However, few volunteer to help in school on a regular basis though one parent has recently started up an after-school aerobics class for older pupils. There is no formal system to seek parents' views via a regular questionnaire although if concerns are raised, such as a request for pupils to have water bottles in class, the school will listen and act if possible. The school has won the confidence of all communities and this is demonstrated by parents' positive response to the Ofsted questionnaire.
44. There are good community links for pupils with English as an additional language. A worker from the local Tamil association has recently led a session for teaching assistants on Tamil family life and culture. She is due to make further visits to the school to work with parents and will help the school with translations when required.
45. Pupils benefit from visits from local members of the clergy and other visitors, such as theatre companies, the fire brigade and the road safety officer add substance to the curriculum. Pupils talk about visits to farms and to places such as Hampton Court enthusiastically. The community does not make any use of the school premises.
46. There are satisfactory links with local secondary schools. These include visits from staff to talk to pupils and taster days before Year 6 pupils move on to the next stage in their education. The school has developed beneficial sporting links with one of the schools. Football and netball teams take part in inter-school matches.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. This applies to the leadership and management provided by the headteacher and the deputy headteacher. The leadership and management by other senior staff and subject managers are satisfactory. The governance of the school is good.

Main strengths and weaknesses

- The headteacher provides strong pastoral leadership and has identified the right priorities for raising standards. In a short space of time she has developed good management systems to enable the school to run smoothly and for improving pupils' attitudes to learning and their behaviour.
- The deputy works in close partnership with the headteacher and provides effective support.
- The chair of governors provides good leadership and has enabled the governing body to function as an effective team. Both the governors' supportive and critical friend roles are developing well.
- In a short space of time, management has developed a primary school ethos, a good team spirit amongst staff and a quest for improving pupils' achievement.
- The school has put electronic systems in place to enable it to evaluate and improve its own progress in raising standards.
- Subject co-ordinators' monitoring roles are not yet developed though there are good plans for this, especially in English and mathematics.

- The school improvement plan does not focus enough on specific criteria for success with numerical targets.

Commentary

47. The headteacher has provided strong pastoral leadership, good management systems and a sound quest for high achievement. The headteacher's good leadership has ensured that two schools have successfully merged as one. Senior staff and subject co-ordinators have clear roles and responsibilities and they provide sound support to the headteacher and deputy headteacher. Management systems and school routines, appropriate to a large school, are functioning smoothly. The headteacher and the deputy headteacher have provided a very clear focus for ensuring the pupils behave well. This was an urgent priority because of the many disruptive and disaffected pupils, particularly in older classes, at the start of the last academic year. The headteacher and deputy headteacher put rigorous training programmes in place for staff for behaviour management and for pupils' personal, social and health education. This high investment was successful because of the way senior managers ensured training had a positive impact in the classroom.
48. The headteacher and her senior managers have been very successful in ensuring the staff work together as a team and there is a common sense of purpose for improving pupils' achievement. School improvement planning is a team effort. The improvement plan rightly places much emphasis upon improving standards in English and mathematics with appropriate timescales. However, criteria for subject improvement are not specific enough. The lack of numerical targets on the school improvement plan, for improving standards, limits the ability of the school to systematically use the plan to check the effectiveness of its actions on raising standards.
49. The programme for monitoring the academic progress of pupils was satisfactory last year given that this was a new school and the priorities the school needed. The headteacher, with her performance management leaders, has done most of the monitoring of teaching and learning. Although the deputy has monitored teaching her main emphasis last year was managing the curriculum and ensuring the programme for devising and implementing school policies and curriculum guidelines plans was systematic. This was effective. The programme for monitoring and supporting teaching has not, however, been rigorous for each teacher and this has led to wide variations in the quality of teaching. These variations are mainly due to the lack of monitoring by subject co-ordinators. The school was unable to develop the literacy co-ordinator's management and monitoring role last year because of her return from maternity leave part time and subsequent further maternity leave. The school has prioritised developing the literacy and numeracy co-ordinators' monitoring roles in the next academic year. There is a need to develop these as a matter of urgency, including lesson monitoring, the rigorous sampling of pupils' work and monitoring pupils' progress against National Curriculum levels.
50. The governing body has made a good contribution to the development of the school this year. The chair of governors is well informed and is a regular visitor. He has provided good support in helping to steer the direction the school takes, especially in improving behaviour. The governors' committee structures are securely in place and several are linked with curriculum areas. They exercise their statutory responsibilities satisfactorily. They are not afraid to act as a critical friend and are concerned to ensure standards in literacy, especially, improve as fast as possible. They carry out informal monitoring visits and report back their findings to the governing body. These visits help to give the governors a good awareness of what is happening and what the school needs to do to improve. However, the effectiveness of the governing body is mainly due to the hard work of a significant minority of governors. The school has good plans for involving all governors in an active role and for ensuring all governors attend training linked to school improvement.
51. The performance management system is securely in place and integral to the school development cycle. However, the lack of development of subject co-ordinators' monitoring roles means that teachers' individual subject needs have not always been identified.

52. The school has a commitment to providing equality of opportunity for its pupils. The special educational needs co-ordinator is a member of the senior management team. She provides good leadership and sets a strong example by her own quality of teaching. Special educational needs systems are in place and the paperwork is well organised. Support assistants' training is systematic and, where teachers use assistants appropriately, they are having a good impact on pupils' learning. Management of provision for pupils who speak English as an additional language is also good. Staff are given a very clear understanding of the needs of individual pupils. The co-ordinator has a good overview of the needs of pupils and the results of national tests are analysed to track the progress of pupils with English as an additional language. The co-ordinator meets regularly with teaching assistants who support pupils with English as an additional language and arranges professional development for them. She has begun a programme of monitoring and observation.
53. The school has put a computer based system in place this year for recording and analysing pupils' progress and achievement. The school has begun to monitor the progress of different groups, for example ethnic minority pupils, and to evaluate the impact of provision on pupils' progress.
54. Numerical targets have been set for all teachers as part of the performance management process. Overall, the school's procedures for evaluating its own performance are satisfactory, given this is a very recently amalgamated school and there has been much to do in this last year.
55. Financial planning is good, with a planned programme of spending linked to the school improvement plan. The school's budget is monitored closely by governors and the school uses specific grants well for their purposes. For example, most of the school's special educational needs budget is spent on supporting pupils with statements of educational needs. This funding is well spent as is the funding for pupils with English as an additional language. Governors also examine priorities for improving the school before agreeing major spending decisions. For example, when the school significantly increased the number of teaching assistants this year, governors evaluated the impact of this expenditure on improving pupils' behaviour. This is one example of how the school makes sure that money is spent wisely by researching and making decisions about goods and services that represent best value. Governors are fully aware of the need to evaluate the efficiency of the school's literacy provision, and the high spending on special educational needs on raising standards.
56. The carry forward budget was very large at the beginning of the 2003/4 academic year. This was because of two reasons. Firstly, the school carried forward 10 per cent of its own budget at the end of the last academic year because only two-thirds of a year of financial planning year were included as pupils were only in school from September. The large carry over was planned so that teaching staffing levels could be preserved during the initial stages of its development. Secondly, the school was only allocated the carry forward money from the two amalgamated schools at the end of March 2003.
57. The very large contingency fund is being used to supplement the budget from the local education authority which has not been as generous this year. The school, along with other Merton schools, pays inner London weighting although it is only funded for outer London weighting. The predicted carry forward figure at the end of April 2004 is 3 per cent of its total budget.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	899,062
Total expenditure	805,029
Expenditure per pupil	£1587

Balances (£)	
Balance from previous year	*46,812
Balance carried forward to the next	£140,845

*this was the contingency fund for the two amalgamated schools and was not allocated until March 2003

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children start in the Nursery after their third birthday and attend part-time. Children whose fifth birthday falls between September and February join the Reception Class full time in September and the remainder start full-time school in January. The children's overall attainment on entry is well below average. The management of provision for the Foundation Stage is satisfactory, though the curriculum leader has an action plan which identifies the need to develop monitoring of teaching and learning and for supporting teachers who are new to the Foundation Stage. The curriculum, the quality of teaching and children's achievement are satisfactory overall though some good practice was seen in the Nursery.

Personal, social and emotional development

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

Main strengths and weaknesses

- Induction procedures are good and help children to settle happily into school.
- Adults have good relationships with children and provide good role models for them.
- Children with English as an additional language and those with special educational needs are well supported and make good progress.
- Further opportunities are needed to develop children's collaborative play.

Commentary

58. Most children are on course to meet the expected standards by the end of the Reception year. Teaching is good in the Nursery and satisfactory in the Reception classes. Relationships between adults and children are good. The nursery staff carefully assess the children's personal development and use the information gathered to plan further learning opportunities. The information gained from home visits before children start school is very helpful in enabling children to settle well in school. Good assessment in the Nursery enables staff to plan good support for children with English as an additional language and those with special educational needs. In the Reception classes teachers have introduced the school scheme for personal and social education. This is a recent development and not yet well established. Planned activities provide good opportunities for children to learn to share and take turns. However, there are not enough planned opportunities to encourage children to play together rather than alongside one another.
59. Nursery and Reception classes have their own assemblies which enable them to get used to being part of a larger group so that they are happy to join in school assemblies when they start in Year 1. When they start school, many children's social development is below expected levels.

Communication, language and literacy

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

Main strengths and weaknesses

- In the Nursery adults model language well for children enabling them to make good progress.
- Children at the early stages of learning English make good progress because of the focus on language activities.

- Children enjoy looking at books and have good opportunities to practise writing in a range of play situations.
- Adults do not always help children to respond in sentences but often accept single words or gestures in response to questions.
- Role-play is used effectively in the Nursery to develop children's speaking skills.
- In the Reception classes teachers do not provide enough opportunities for children to practise writing in a range of situations.

Commentary

60. Children are on course to reach standards that are well below average by the end of Reception. However, there is considerable variation in their attainment. Many of the children have English as an additional language and, whilst they make good progress, their skills in speaking, reading and writing are below average. Most children do not have a well-developed vocabulary and their sentence construction is limited. The overall quality of teaching and learning is satisfactory in both Nursery and Reception. Adults model language well for children as seen in the Nursery when children enjoyed a 'teddy bears' picnic'. However, on several occasions adults accept nods or gestures from children without encouraging them to express their needs in sentences. Children enjoy books and, during the inspection week, stories about 'Elmer the patchwork elephant' were well used in a range of activities. Children are taught to identify first letter sounds and in the Reception classes a structured phonics programme is introduced. Children still find difficulty in relating sounds to the written letters. In the Reception classes children do not have enough opportunities to practise writing in a range of purposeful play activities such as writing lists, cards or invitations.

Mathematical development

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children's counting and number recognition skills are below average.
- Children's mathematical vocabulary is limited.
- There are not enough focused activities for promoting children's mathematical development in Nursery and Reception.

Commentary

61. Children are on course to reach below average standards by the end of the Reception year. The quality of teaching is satisfactory in both Nursery and Reception. A small number of children have a sound understanding of number and in Reception higher attaining children were able to identify and name 3D shapes, such as cone, cylinder, prism and cuboid. However the limited skills of a significant minority limit the proportions attaining average standards. When playing a game of 'snakes and ladders', some children can recognise the numbers on dice and move the correct number of spaces but many still find this difficult. Staff provide activities to encourage children to sort different objects in a number of ways but children do not always choose to visit this. There are not enough mathematical games to help the children to develop their understanding through play. Staff have identified the need to provide more structured, adult-led activities to promote mathematical development.

Knowledge and understanding of the world

Provision for this area of learning is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for children to use ICT as a tool for learning
- There are good opportunities to promote children's cultural and religious understanding throughout.

Commentary

62. Children are on course to reach standards that are below average. The quality of teaching and learning is satisfactory overall. Children have regular opportunities to use computers. They enjoy using the paint programme to make pictures and know how to print their work. They have sound ICT skills because they have regular opportunities to use the class computers. In the Nursery children's inquisitiveness and investigative skills are promoted well through a range of interesting activities both indoors and out. In the Reception classes this aspect of learning is less well developed. In their free choice of activities there is not enough questioning to develop children's skills of enquiry and exploration.

Physical development

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children are on course to reach average standards by the end of the Reception.
- The range of opportunities for physical development in the outdoor learning area is good.

Commentary

63. Children are on course to reach average standards by the end of Reception. The quality of teaching is satisfactory overall in both Nursery and Reception. There is good planning for outdoor learning and this area provides a good range of activities to help children climb, balance and use wheeled toys. In the classrooms provision for manual dexterity is satisfactory. The children use pencils, crayons and other small tools with increasing skill, though they find it difficult to manage scissors. Children manipulate a satisfactory range of construction toys such as Lego bricks and make models from plasticine and playdoh. Children are aware of space and enjoy moving rhythmically to a range of recorded music. The outdoor learning area is well used and children enjoy the stimulating and varied range of opportunities for movement.

Creative development

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Opportunities to develop imaginative role play are limited in Reception.

Commentary

64. Children are on course to reach standards that are below average by the end of the Reception. Teaching and learning are satisfactory overall in both Nursery and Reception. In the Nursery children have some good opportunities to engage in imaginative role-play such as the 'Teddy Bears' picnic' but these are more limited in the Reception classes. The limited speaking skills of many children limits the proportion of children reaching average standards. Children enjoy singing and sing a range of songs from memory. They are given satisfactory opportunities to paint and make collage pictures, using a range of materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for pupils to develop their speaking skills.
- Most teachers implement the literacy hour well.
- Setting, according to ability, in Years 5 and 6 improves pupils' learning.
- Throughout the school lower attaining pupils' learning in unsetting lessons is only satisfactory and not as good as that of other pupils.
- Systems for hearing pupils read and developing phonics need more rigour and consistency across each year group and through the school.
- Systems for teaching handwriting need to improve.
- Pupils' home/school communication diaries do not show targets for success or the progress pupils are making in learning to read.

Commentary

65. Inspection findings show that overall standards in Years 2 and 6 are well below average. Pupils' achievement is satisfactory in Years 1 to 6 considering their low starting point. Pupils with English as an additional language make good progress throughout and achieve well. This is due to effective planning and support for these pupils during class literacy lessons. Most of these pupils are in average or higher English sets by the upper juniors.
66. Pupils' speaking and listening skills are below average by Year 2 and average by Year 6. They make good progress in speaking and listening. By Year 2 pupils are often attentive and listen carefully. Most have a satisfactory vocabulary and can answer questions in reasonable detail. However, few pupils were observed to be above average in their ability to hold detailed discussions or use a wide and expressive vocabulary. A significant minority talk in simple sentences and still use a narrow range of words. By Year 6 the pupils have often developed a satisfactory vocabulary. In class they listen attentively and answer questions confidently often expressing themselves clearly and accurately. They listen carefully to others' opinions and take account of their views. Teachers provide good opportunities for speaking and listening through suitable opportunities for discussion through paired or small group work.
67. Standards of reading are well below average by Years 2 and 6. Pupils' overall achievement is satisfactory. By Year 2 most pupils have a satisfactory understanding of phonics but a significant minority of pupils, about one third, are below or well below average in this respect. These lower attaining pupils have also been slow to master the key words and have not yet made a satisfactory start on reading. Whilst the match of reading books and the development of reading skills, including phonics, is satisfactory overall, it is better in one Year 2 class than the other. Implementation of the literacy hour was observed to be good in both Year 2 classes. However, the match of home/ school reading books and mastery of basic phonics and key words was not as effective in one class. This limits the progress pupils are making. Pupils make satisfactory progress in Year 1 and their progress is good overall during literacy sessions. However, throughout, whilst the school-based systems for hearing pupils read are satisfactory, they are not frequent or rigorous enough to raise pupils' attainment from their low starting point.
68. By Year 6, about two-thirds are competent readers. Teachers introduce pupils to a good range of literature and this helps pupils to extend their interest and enjoyment in books. However, by Year 6 one-third of all pupils reach at least below average standards in reading and about one fifth of all pupils reach very low standards. These pupils started at the school,

just over a year ago, with very low standards. Although these pupils are now making satisfactory progress their progress now needs to be at least good if their attainment is to be raised. Systems are not yet rigorous enough to make this happen. Pupils with very low attainment have not mastered all the key words and do not have adequate understanding of how to build words using phonics. Overall, in Years 3 to 6 higher and average attaining pupils are making good progress in developing their reading ability. However, the progress of lower attaining pupils is only satisfactory. The teaching of reading for these pupils is only satisfactory because the teaching of key words, phonics, and the regularity of hearing pupils read needs more rigour if standards are to be raised. These pupils were seen to make good progress when taught in sets by the special needs co-ordinator but during unsorted lessons their progress was only satisfactory.

69. Standards of writing are well below average by Years 2 and 6. By Year 2 most can write simple sentences and are beginning to use simple punctuation. A few higher attaining pupils can write short accounts, using a wide vocabulary with accurate spellings. Lower attaining pupils have often not made a start on writing independent sentences and can only write simple words and phrases. Examination of Year 2 pupils' work indicates expectations, match of work and presentation are better in one class for all pupils. These inconsistencies limit the raising of standards across the year group. By Year 6 average and higher attaining pupils write expressively or factually for different purposes. Their spelling is mainly accurate. However, their writing is untidy and pupils do not always join their letters. Pupils have not made enough progress in developing their handwriting in the past and there is much to do to raise attainment. In sorted lessons the teaching of the skills of writing, including grammar and punctuation, is often good and teachers match work well to pupils' prior attainment. However, setting is only in Years 5 and 6 at present and occurs only twice weekly. In unsorted lessons, lower attaining pupils mark time when class instruction, although very suitable for other pupils, is sometimes hard for them.
70. The overall quality of teaching is satisfactory. The way teachers implement the literacy hour is often good but there is not a systematic approach to teaching handwriting through the school and the lack of very rigorous school systems for hearing pupils read limits overall provision. Teaching was good in both Year 2 literacy lessons when pupils learned to write instructions for making a pizza. Pupils had previously made pizzas so pupils wrote for a real purpose. Teachers paid good attention to teaching phonics and modelling writing with the whole class in both classes. In Years 3 to 6 teaching is often more effective when pupils are taught in ability sets because there is a better match to pupils' prior attainment. In a very good Year 5 literacy lesson for higher attaining pupils the teacher built pupils' letter writing skills over several lessons before asking the pupils to write a letter about a school holiday from the perspective of a pupil or a teacher. There was a very good balance between instruction in grammar, punctuation, spelling and opportunities for creative thinking. Teaching in Year 5 is more consistently good in both classes in sorted and unsorted lessons and this is raising pupils' attainment. In the Years 4 and Year 6 unsorted lessons observed higher attaining and average pupils generally made good progress but the progress of lower attaining pupils was only satisfactory. Although work was adapted to lower attaining pupils' learning needs in each lesson the curriculum does not rigorously and systematically build the steps in reading, phonics and spelling over a period of time that these pupils need.
71. Pupils with special educational needs are only making satisfactory progress and, as a result, their attainment is staying low. A significant number of older pupils entered this school in the juniors with very poor standards in reading and writing, unable to read the key words and with little phonics knowledge. Whilst these skills are being taught, opportunities are not frequent enough to rapidly raise pupils' attainment.
72. Pupils' home/school reading diaries are usually kept up-to-date. However, they do not provide enough information for parents about the progress their children are making, nor indicate how parents can best help. Assessment procedures are good and used satisfactorily for planning

work. However, there is no long-term guidance about how teachers can teach the small steps in reading and writing to enable lower attaining pupils to catch up.

73. Leadership and management of the subject are satisfactory. The two temporary co-ordinators set good examples by their own quality of teaching of English. The headteacher and deputy headteacher have monitored English lessons though, because of the priorities of this new school and the literacy co-ordinator's absence and subsequent maternity leave, monitoring has not been frequent for each teacher. The school is prioritising raising standards in reading and writing and is tracking pupils' progress against predicted levels. The school is also prioritising the use of several additional support programmes for improving lower attaining pupils' attainment. There are also English sessions for extended writing each week. However, the lack of rigorous monitoring of lessons and pupils' work means that implementing a whole school based handwriting scheme and the need for more rigorous systems for hearing readers and teaching phonics have not been identified.

Language and literacy across the curriculum

Pupils are given satisfactory opportunities to apply their literacy skills across the curriculum but the limited quality of their literacy skills, including their handwriting and presentation of work, impairs their learning in other subjects

MATHEMATICS

The provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching in Year 4 numeracy lessons is good.
- Planning is good throughout.
- Setting in Years 5 and 6 is helping to improve pupils' achievement.
- There is insufficient monitoring of teaching and learning and this leads to variability in the quality of teaching.
- There is insufficient emphasis on problem solving and the use of numeracy in other subjects.
- Work is sometimes poorly presented, unfinished and not always corrected.

Commentary

74. Standards in both Year 2 and Year 6 are below average. Pupils' overall achievement is satisfactory. Inspection shows standards are higher than the previous year when they were well below average by Years 2 and 6. Evidence from pupils' work and observations of teaching showed pupils are mainly making satisfactory progress. The new school is only in its second year and it is not possible to attribute pupils' overall achievement by Year 6 to provision in this school. Throughout the school the ability of different year groups varies considerably. For example, in Year 4, it was found to be higher than in the rest of the school. Pupils, including those with special educational needs and those with English as an additional language, achieve satisfactorily overall. Setting arrangements in Years 5 and 6 are helping to raise pupils' achievement. Boys and girls are currently making similar progress.
75. The overall quality of teaching and learning in Years 1 and 2 and Years 3 to 6 is satisfactory. All lessons seen in Years 1 and 2 were satisfactory and one good lesson was seen in Year 1. In Years 3 to 6 the quality of teaching was more variable and ranged from very good to unsatisfactory with most lessons being at least good. Where teaching is good or better, questioning is stronger and encourages pupils to explain their thinking and give reasoned responses. This not only furthers pupils' understanding but also enables teachers to assess this. There is also a good match of work to pupils' prior attainment.

76. In a very good Year 4 lesson in a mixed-ability class questioning of all abilities helped pupils establish the link between the 2 and 4 times tables, and to reinforce their understanding of number and place value, when halving and doubling numbers. The good pace of the lesson kept pupils interested and enthusiastic. Work was well matched and challenging for all abilities. In good lessons in Year 6 for average and upper ability sets the clear planning, good pace, match of work and the teachers' good explanations and questioning ensured pupils learned well in each lesson. In a satisfactory Year 6 lesson for a lower attaining set, work was well planned and pupils were well managed but more opportunities for pupils to understand basic vocabulary and to explain their thinking were needed. In satisfactory lessons, as in the two Year 2 classes, pupils were not so well organised and did not work at such a good pace as they did in good lessons.
77. Throughout, lessons are generally well planned within year groups. Weekly targets are displayed and shared with different ability groups, and sets, and act as a measure of achievement for pupils. They are also shared with parents. However, planning to meet these targets does not always take sufficient account of the learning needs of lower attaining pupils, including those with special educational needs, or adequately challenge higher attaining pupils. In an unsatisfactory lesson in Year 3 the pace was slow and activities were not introduced clearly enough. As a result pupils were confused about what they were trying to achieve. Marking does not always provide constructive comments to inform pupils how well they have done and what they need to do to improve.
78. Not enough opportunities are planned for pupils to apply their skills to problem solving situations, to help them see the practical relevance of mathematics and allow them more independence in their learning. The use of ICT to support classroom learning is satisfactory. Some pupils make regular use of an ICT skills training program, which assesses their responses and then moves them on to higher levels or provides further reinforcement.
79. Subject co-ordinators have developed good planning systems but have not yet monitored the quality of teaching. This is leading to inconsistent teaching and learning throughout the school and also within year groups. Subject management, of necessity, has been more focused on organisation than on improving the quality of teaching and learning. End-of-year assessments help to inform future ability groups within classes and setting in Years 5 and 6. Tracking procedures, however, have not been in place long enough to fully monitor individual progress. The subject improvement plan shows that the school has identified the areas to be developed and, through monitoring pupils' work, priorities identified include: the need to provide subject training; developing pupils' reasoning and problem solving; consistency in marking.

Mathematics across the curriculum

80. There is not enough planning for mathematics to be used in other subjects, especially in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Accommodation and resources for science are good.
- The school has a strategic plan for developing pupils' investigative skills.
- Higher attaining pupils do not have enough opportunity to learn at higher levels.
- The recording of work needs to be more consistent in the way it is organised, presented and completed.

Commentary

81. By Year 2 standards are below the national average. Pupils' achievement in lessons is satisfactory and they apply themselves well to the questions they are exploring. Pupils can identify both sources of electricity and electrical appliances around the school, but find it difficult to suggest ways of grouping those appliances by their function or purpose. They know that batteries store electricity and that they need to be inserted in a particular direction to work. Pupils are able to use computers to consolidate their understanding of the subject.
82. By Year 6 standards are below average although pupils' skills in planning and carrying out scientific investigations are well below average. Pupils' achievement is satisfactory. The school has identified the development of pupils' investigative skills as a key area for improvement. With support, pupils are able to design a fair test to determine how folding or scrunching a piece of paper will affect its speed when falling to the ground. They are able to make simple predictions about the outcome, though these are sometimes based on incorrect assumptions, thinking that the paper will get heavier if folded. There is little attainment at higher levels due to the nature of tasks set for classes. One pupil was able to predict that whilst 'a piece of paper was heavier than a paperclip it had a larger area and therefore had more upthrust acting on it'.
83. Teaching and learning in Years 1 to 6 are satisfactory. The planning of lessons is satisfactory. Learning objectives are made clear at the beginning of lessons. A broader range of activities needs to be provided so that the more able pupils can make more progress. At present there is little difference between the standards of work from the more able and average pupils due to the limited tasks set. Teachers' subject knowledge is satisfactory overall, but needs to be developed at the higher levels to ensure pupils have a secure understanding of scientific principles. Teachers have high expectations of pupils' behaviour and application in lessons. The recording of work in books needs to be more consistent in the way it is organised, presented and completed so that it consolidates pupils' understanding of science. Teachers use a variety of teaching methods appropriately. The use of questions at the beginning of the lesson to consolidate previous learning is often good. Year 4 pupils are able to recall the need for a complete electrical circuit to light a bulb and could make one. Year 6 pupils could name a range of forces and knew that a Newton was a measure of force. Teaching assistants are used well in the classroom to support pupils who find reading or recording their work difficult. There are no significant differences between the achievement of boys and girls. Homework is not used consistently to support pupils' learning.
84. Subject leadership and management are satisfactory. The co-ordinator is new to the post. The priorities for improvement have been identified appropriately and there is a strategic plan for the subject for the year, focused on developing the quality of teaching, learning and standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There are good facilities and resources for the subject.
- Teaching and learning in the lessons seen were good.
- There has been insufficient monitoring of the subject.

Commentary

85. Standards by Year 2 and Year 6 are average. Pupils, including those with special educational needs, achieve satisfactorily. A lack of precise assessment procedures, both to identify the full range of ability within classes and to more effectively plan for it, limits overall achievement.
86. The quality of teaching and learning in the three lessons seen, in Years 1, 2, and 6, were good. They were well planned and demonstrated the teachers' good subject knowledge. The lessons were well introduced using a smart board and enabled most pupils to make good progress in their learning. They were challenging. Some Year 6 pupils were working at above average levels, adding action buttons to their PowerPoint presentations. Although mixed-ability pairings provided some support for lower attaining pupils, it detracted from the challenge set for higher attaining pupils. Classes were well managed, resulting in good behaviour and positive attitudes to learning. A teaching assistant, trained in ICT, provides good support for pupils working in the suite.
87. Evidence from lessons, displays and past work shows that all elements of the curriculum are being taught. The use of ICT to support learning in other subjects is satisfactory, and is a target in the current school improvement plan. The facilities are good. The computer suite enables skills to be effectively taught and applied; Years 3 to 6 have a bank of lap tops that can be moved from room to room, with radio access to the Internet. Computer clubs for both younger and older pupils enrich the provision. Although planned, there has so far been little monitoring to evaluate the effectiveness of the provision.

HUMANITIES

In humanities work was sampled in history and geography but due to the inspection timetable no lessons were seen. It was, therefore, not possible to form an overall judgement about provision in either of these subjects. However examination of planning and pupils' previous work indicates the full range of National Curriculum is taught.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils cover a broad curriculum which meets the requirements of the agreed syllabus.
- Pupils are limited in their recording because of their low standards of writing.

Commentary

88. No teaching in religious education was observed. The curriculum meets the requirements of the agreed syllabus in Years 1 to 6. Scrutiny of pupils' work shows that standards are satisfactory by the end of Year 2 and by Year 6. Some reflective work was seen in Year 6 where pupils were able to suggest ten personal values that would form the basis of their individual sense of 'Creation'. These included sensitive proposals for peace and good relationships. The subject is co-ordinated well. There is a clear focus on religious education in the School Improvement Plan to further develop the quality of pupils' experience. As part of the Collective Worship policy, a rota of local Clergy visits the school on Tuesday mornings to take assemblies. The pupils respond very well to the religious, moral and social points made. In lessons the pupils are increasing their knowledge of different faiths and beliefs to extend their understanding of society.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In Years 1 to 6 four music lessons were seen and four gymnastics lessons were seen in physical education. No lessons were seen in art and design and design and technology because of the inspection timetable. In addition to observing lessons, inspectors spoke to subject co-ordinators, to pupils, examined curriculum plans and pupils' previous work. In design and technology, pupils' work this term, in Years 3 to 6, showed the pupils had sound practical skills and understanding of mechanisms through focused practical tasks. However, there was little indication of designing skills except in Year 6. Curriculum planning indicates that a satisfactory range of materials is used.

In art and design looking at displays and talking with the co-ordinator responsible for art and design indicated there is a need to complete the art and design policy. There is a weekly Art Club for Years 1 and 2 but not for Years 3 to 6. Art and design in classes relates to the curriculum subjects and covers National Curriculum requirements. There is a good supply of art materials available for staff to use in their class. The art and design covers a range of experiences including in Reception 'Grandpa's handkerchief', a row of colourful printed shapes on white cotton squares hanging from a washing line; to Year 2, extending the perimeter of photographs through drawing. By Year 5 well crafted brightly coloured paintings feature shapes and names.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- The music teacher is a specialist in the subject and provides music lessons throughout the school.
- The quality of teaching is good throughout the school.
- There is good class management and teaching is well adapted to the needs of the class.
- There is comprehensive planning with clear objectives for all classes.
- Music has a high profile and is part of the wider curriculum with systematic curriculum provision throughout.

Commentary

89. Standards are above average by Years 2 and 6 and pupils achieve well through the school in all aspects of music. By Year 2, pupils use their voice expressively, perform with others, use instruments and have begun to understand notes and rhythm. When learning to count beats, pupils were used as 'notes' to demonstrate as the class sang two lines of the tune, 'Twinkle, twinkle little star' using 'de' instead of the words. This enabled pupils to begin to understand notation.
90. By Year 6, pupils can sing using performing skills such as rounds and canons and have good composing skills. Some good teaching was observed in Year 6 when pupils, in groups, were guided through composing a piece of music that sounded similar to a river using a variety of instruments. All the pupils were absorbed in their composing and competently performed their piece in turn, using the instruments appropriately and giving constructive feedback to each other.
91. All pupils observed enjoyed the music and the music-making activities using a variety of instruments skilfully such as xylophones, keyboards and percussion instruments. The pupils' singing is good. There is weekly singing practice for Years 1 to 6 taken by the music co-ordinator.

92. The overall quality of teaching is good. Four lessons were observed. These were in Years 1, 2, 5 and 6. There was a good pace to all the lessons, a variety of techniques were used and each lesson was well matched to the needs of the group. For example, a potentially difficult Year 2 class was successfully taught with taped music to enable the teacher to devote her full attention to the pupils. The teacher divided a Year 5 class into ability groups to enable all pupils to achieve their potential. All the pupils knew the rules and procedures expected during the lessons and behaviour was good. Clear explanations were always given to pupils and they all responded accurately, composing effectively with the instruments, singing enthusiastically and enjoying the lessons. Where a teaching assistant attended the lesson they were actively involved and worked well with the pupils.
93. Subject management is good. The music co-ordinator is a specialist and takes all the music lessons in the school. Class teachers do not join in with music lessons although those interested participate in clubs. One teacher attended the bellplates club and another teacher is learning to play the guitar. Planning is comprehensive across both key stages and music is part of wider life of the school with clubs and performances throughout the year which pupils often practise for at the beginning and end of lessons.
94. Pupils are given good opportunities to develop their musical skills outside the statutory curriculum. For example, pupils from Year 3 have started learning the keyboard, pupils from Years 4, 5 and 6 attend lunchtime recorder clubs and some pupils from Year 5 are learning the guitar and bellplates. The school choir practises regularly each week and attracts both boys and girls. There are regular performances during the school year particularly at festive events. For example, music and dance featured in the Black History week and a good performance by the upper juniors was observed.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator is keen to move the subject forward.
- There are good facilities and resources.
- Pupils are enthusiastic but at times need to be managed more carefully.

Commentary

95. It was only possible to see gymnastics lessons during the inspection. In this aspect of the subject, by Years 2 and 6, standards are broadly average. Pupils achieve satisfactorily.
96. The quality of teaching and learning is generally satisfactory. Lessons are well planned and prepared. Pupils enjoy their lessons and generally follow instructions well. However, occasionally, in some lessons, their enthusiasm gets the better of them so that they fail to listen carefully and do not think enough about what they should be doing. Few opportunities were seen in lessons for pupils to observe each other and evaluate performance in order to improve their own.
97. The co-ordinator has recognised the need to review the scheme of work, currently based on different ones from the schools that amalgamated. This will help to ensure greater continuity and progression in learning. She is involved in a 'sports' co-ordinator programme that is helping to raise the school's interest in the subject. Some lesson planning has been monitored and lesson observations are planned with a view to improving the consistency and quality of teaching and learning and raising standards. Weaker areas of the subject have been identified and some training, including modelling of lessons, organised through strong links with the secondary school. There are good facilities for teaching the subject. The

school has good resources and improves these through Tops training programmes. Pupils have opportunities to take part in competitive sport in, for example, rounders, football and general sports' skills. Good extra-curricular opportunities also enrich provision for the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a systematic programme of personal, social and emotional education which enables pupils to develop well.
- Subject leadership and staff training are good.

Commentary

98. The school considered that a programme for personal, social and emotional education was central when the school was opened in September 2002. This was implemented and has been maintained since then. It is an effective programme that has enabled pupils to develop well, creating a positive environment for learning. The school has invested in considerable staff training. The co-ordinator has clear plans for maintaining and improving the subject and monitors the impact effectively.
99. Teaching and learning in personal, social and emotional education are good. Pupils are challenged with questions and scenarios that test their responses and lead them to reflect on their own behaviour. They understand the values of the programme and apply them in their day- to-day relationships. For example, pupils in Year 6 are able to articulate 'angry' thoughts in response to sample situations and can work together to change these thoughts into alternative, more tolerant responses. They appreciate that they have choice about how to respond and responsibility for their own behaviour. The programme is reinforced by effective displays in classrooms and in the corridors, including topics such as 'Getting Along', 'Compliments' and 'A Healthy School'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	N/a
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

