

INSPECTION REPORT

NENE VALLEY PRIMARY SCHOOL

Peterborough

LEA area: City of Peterborough

Unique reference number: 133537

Headteacher: Mrs M Weldon

Lead inspector: Susan Walker

Dates of inspection: 10th – 12th November 2003

Inspection number: 256992

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: 5 –11
Gender of pupils: Mixed
Number on roll: 38

School address: Sugar Way
Peterborough
Postcode: PE2 9RT

Telephone number: 01733 897517
Fax number: 01733 898451

Appropriate authority: Governing body
Name of chair of governors: Mrs M Taylor

Date of previous inspection: The school has not been inspected before as it only started taking pupils in January 2003.

CHARACTERISTICS OF THE SCHOOL

The school is situated on a new housing estate and the vast majority of pupils come from this estate with the school permitted to take a very small number from elsewhere. This much smaller than average primary school, is slowly growing and there are now 38 pupils based in two classes. This is a slower rate of growth than was expected. Pupils of all ages enter school throughout the school year. There is a wide range of ability, but a significant number of pupils are below what might be expected for their age on entry to the school. The school is generously staffed to cope with an influx of pupils in any age group and so pupils in Years 3 and 4 are taught separately from pupils in Years 5 and 6 in a few subjects. It also enables the children in the reception class to be taught in another classroom for some of the time in many lessons.

Socio-economic circumstances are better than average as no pupils are eligible for free school meals. The majority of pupils are from British white ethnic origins, but with about 20 per cent of pupils from mixed-race heritage. The vast majority speaks English as a first language at home. Approximately 16 per cent of pupils are on the register of special educational needs, which is below average, but none have a statement of special educational needs.

The school is working towards the 'International Dimension Award', which is sponsored by the British Council. It is part of a national pilot for primary ICT. As numbers in each year group are very small, especially the number who took the national tests in 2003, none of the usual tables comparing performance with national averages, will be included in the report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21678	Susan Walker	Lead inspector	Special educational needs English as an additional language English Information and communication technology Humanities.
1329	Kevern Oliver	Lay inspector	
11704	Peter Williman	Team inspector	The Foundation Stage Mathematics Science Creative, aesthetic, practical and physical subjects

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is effective. This is because the headteacher provides very good leadership for the school, and good teaching and learning have led to good pupil achievement. Value for money is satisfactory at present.

Strengths and weaknesses in order of importance:

- Achievement of pupils is good.
- Governance, leadership, and management are all good.
- Teaching, learning, and systems for assessment are good.
- Provision for spiritual, moral, social and cultural development is good, as are pupils' attitudes and behaviour.
- The curriculum is good.
- The accommodation, staffing, and resources are very good.
- There are very good arrangements for looking after pupils' care, welfare and health and safety.
- Standards in handwriting and spelling are not satisfactory because pupils have not been in the school long enough to be taught effectively.

STANDARDS ACHIEVED

Pupils achieve well whatever their age or abilities because they have skilful individual attention, and this improves their progress. However, all pupils have been in the school for less than 12 months and some for very short periods of time. This has not allowed the impact of good teaching to raise standards above the national average. Pupils have good opportunities to use their literacy, numeracy, and information and communication technology skills (ICT) in other subjects and this helps them to make good progress in their learning. The very good quality of accommodation and the very good quantity and quality of the resources available give pupils good learning opportunities.

Standards are average. In the 2003 national tests the very small number of pupils in Years 2 and 6 did as well as predicted by staff and the school achieved its targets. The small number of children in the reception class is in line to attain the expected standards by the time that they reach Year 1. Standards are above average in mathematics and in speaking skills, because children experience a rich curriculum where they have every opportunity to practise such skills.

Pupils in Year 2 are attaining standards that would be expected of pupils age seven in reading, writing, and mathematics, but there is little evidence of pupils working above this level. Pupils in Year 6 are largely attaining the standards that would be expected of pupils aged 11 years, in English, mathematics and science, but there is evidence of more able pupils working at a higher level. Standards in all other subjects are as you would expect for pupils of their age.

Pupils' personal qualities, including provision for spiritual, moral, social, and cultural; development is good.

Pupils' attitudes, values, and personal development are good and their relationships are very good. The school successfully fosters pupils' self-awareness and understanding of the world around them. Pupils' attendance and punctuality are very good. The headteacher prioritised creating a positive ethos in setting up the school and her success is evident in pupils' attitudes and behaviour.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good throughout the school. The purpose of lessons is shared well with pupils so that they know what they have to learn. Teachers use electronic whiteboards effectively to excite and motivate pupils and to teach them skills. All adults use questioning effectively. The nursery nurse and teaching assistants are employed well to help pupils to learn in small groups. Homework successfully builds on what pupils have learnt

in class. Assessment is good. Teachers mark pupils' work well so that they know what they have to do to improve.

The curriculum is planned effectively and includes good opportunities to learn more about life in other countries than is usual. Excellent arrangements ensure that pupils spend their days in a safe, secure and healthy environment including very good arrangements for child protection. The school has very good formal and informal arrangements for advising and guiding pupils, so that they make progress and have very trusting relationships with all the adults who work with them. The school seeks and responds effectively to pupils' ideas and views. There are very good arrangements for settling new pupils into their class. Parents receive very good information about their children's progress and achievements. The school has developed effective ways for parents to help their children to learn and to encourage their willingness to become involved in school life. There are good and growing contacts that the school has developed with other schools in the area and in the wider community.

LEADERSHIP AND MANAGEMENT

Leadership of the school overall is good, but the leadership of the headteacher is very good and has enabled the establishment of good standards of teaching, learning and achievement early in the school's development. **Governance is good**. The leadership of the chair provides effective leadership and gives clear direction to the work of the governing body. The governing body comply with statutory requirements. The new governing body has effective roles and responsibilities and a well-structured committee system to focus the workload effectively. The effective school development plan gives the school a firm steer with an appropriate focus on the quality of teaching and learning. **Management is good**. The school runs smoothly on a day-to-day basis. The deputy headteacher makes a good impact on the life of the school in those areas where he has responsibility. There is good induction and training of staff to underpin teaching, learning, and achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very positive.

There are very good arrangements for gathering parents' ideas and opinions about developments and the way that the school operates.

Pupils' views of the school are very positive.

Pupils enjoy school, approve of what it has to offer and feel that they belong, even though they may have only been at the school for a short time.

IMPROVEMENTS NEEDED

- In partnership with the local education authority, the school requires more pupils in line with its projected growth.
- The standards in handwriting and spelling.
- The production of policies and future planning in line with the school's improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good**. Standards at ages seven and 11 years are as might be expected nationally.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well because of the high level of support available.
- Achievement is boosted by the way pupils have the opportunity to reinforce their skills when learning about other subjects.
- Standards for reception children are better than average in mathematics and speaking skills.
- Standards in handwriting and spelling are below the national average.

Commentary

1. As a result of pupils of all ages entering the school throughout the year, there is a very wide range of attainment on entry to school, with a significant minority of pupils who are below average according to the school's initial tests.
2. At the time of the 2003 national tests there were exceedingly small numbers of pupils in both Years 2 and 6. In all cases pupils did as well as was predicted by staff in English, mathematics and science and the school met its targets in English and mathematics.
3. The small number of children in the reception class is in line to attain the expected standards by the time that they reach Year 1. Standards are better than usual in mathematics and in speaking skills, because of the wealth of opportunities children are given to practise essential skills in lessons.
4. Inspection findings in all subjects show that pupils in Year 2 are generally attaining standards that would be expected of pupils aged seven, but with little evidence of pupils working above this level. This is because there are a number of pupils with mild special educational needs in this age group. Pupils in Year 6 are largely attaining the standards that would be expected of pupils aged 11 years, but there is evidence of more able pupils working at a higher level. They benefit from being taught in small groups away from the younger pupils for English, mathematics, and science. Pupils have not been in school long enough to benefit from the good teaching in order to raise standards.
5. Pupils achieve well in English. They speak clearly and with confidence. They are beginning to develop a reasonable written vocabulary and their writing is well spaced and conveys meaning. Most pupils are beginning to read accurately at a level suitable for their age. Pupils' listening and speaking skills are developing well in Year 6. The most able pupils have good writing skills, they use paragraphs to organise their writing, using a good range of interesting language and punctuation accurately. Teachers have not yet had time to establish a school handwriting style or to iron out inconsistencies in spelling and so overall standards are below average.
6. Pupils achieve well in mathematics. Pupils in Year 2 are satisfactorily learning with the fact that number facts can be written in different ways. Pupils in Year 6 know their tables and can apply number facts very quickly.
7. Pupils achieve well in science and standards are satisfactory. Pupils in Year 2 are establishing appropriate skills in observing, gathering information and making records, for example, in identifying light sources, their purposes and control. Pupils in Year 6 use scientific terms and

they make simple hypotheses such as the effect of differing lengths of copper wire on the efficiency of a circuit and they use equipment effectively to prove their ideas.

8. Pupils' achievement is good in relation to their capabilities, regardless of gender or ethnicity, because they are taught in such small groups that adults have time to give them skilful individual attention, and this improves their progress. Staff are used flexibly so that pupils are always taught in a small group by a known person. Pupils have good opportunities to use their literacy, numeracy, and ICT skills in other subjects, which help them to learn. The very good quality of the accommodation and the quantity and quality of the resources give pupils good learning opportunities.
9. Pupils with special educational needs make good progress in relation to their capabilities because there are sufficient adults to help them improve their basic skills and to explain tasks to them. Activities are well-matched to the targets in their individual education plans.
10. Although the school has about 20 per cent of pupils from mixed-race heritage, the vast majority speak English as their first language. On the rare occasion a pupil does not understand a specific phrase, adults are quick to sort out the misunderstanding and to move learning forward.
11. School staff know which pupils have the greatest abilities in certain subjects, for instance ICT, and ensure that they are offered different and more challenging tasks to carry out. However, the school is aware of the need to set up a register of gifted and talented pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values, and personal development are **good**. The school's provision for pupils' spiritual, moral, social and cultural development is **good**. Pupils' attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils value their time at the school and enjoy coming each day. As a result their attendance and punctuality are very good. Pupils participate in lessons and activities and behave well.
- Boys and girls of all ages and abilities collaborate and co-operate well together.
- There are very good relationships between all members of the school community
- The school has very good arrangements for ensuring that pupils attend school and arrive on time every day.
- The way that parents ensure that their children attend school and arrive on time.

Commentary

12. Pupils enjoy their school, approve of what it has to offer and feel that they belong, even if they have only been in the school for a short time. They are confident to participate in lessons and offer their ideas because teachers deal with them fairly. There have been no exclusions.
13. Children in the reception class are well on the way to achieving their goals in this aspect. They listen carefully when sitting on the carpet and take turn in discussions. Children follow the good routines that enable everyone to settle quickly to their chosen activities. They know where to access equipment, share well in small groups and are keen to display to other children and adults what they have done.
14. The development of pupils' spiritual, moral social and cultural values is good and embodies the ethos of the school. Assemblies play a full part in enabling pupils to reflect and gain moral values. Lessons have moments, which amaze and perplex pupils who want to understand the

immediately unexplainable. For example, the electrical flashes and patterns within a plasma globe mesmerized younger pupils.

15. The school successfully fosters pupils' self-awareness and understanding of the world around them. Pupils develop an effective set of values and principles through applying the school's 'golden rules'. They know right from wrong. They behave well at lunchtime and in the well-planned attractive playground, because adults provide them with very good role models of how to interact together. While there are few opportunities developed as yet for significant individual responsibilities outside the classroom, pupils carry out their duties conscientiously. Thanks to good and improving provision for cultural development, pupils gain good knowledge, for example, of artists in a range of times and cultures. The school is making effective plans to enrich pupils' cultural horizons through its curriculum planning for the 'International Dimension' *(a project which enables pupils to study the cultures of more countries than is usually found in most primary school's curriculum)* and its forthcoming 'European Week'.
16. Nene Valley's registration and attendance record systems are very good. Since the school opened in January 2003 attendance levels have been well above the national averages. Pupils arrive in good time for the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	96.1	School data	0.0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good and ensures that learning is effective. The curriculum is good. There are excellent arrangements to ensure that pupils learn in a safe environment and provision for their support, guidance and welfare are very good. The school's links with parents are very good.

Teaching and learning

Teaching and learning are **good**. Assessment is **good**.

Main strengths and weaknesses

- The purpose of lessons is shared well with pupils.
- Teachers use questioning effectively to identify what pupils know and to encourage them to think things through.
- The effective use of resources motivates pupils to learn.
- The nursery nurse and teaching assistants are used well to help pupils to learn.
- Marking is used well to show pupils how to improve.
- There are good systems in place for assessing what pupils know and understand.
- The good provision for teachers to attend courses to improve their skills means that they make the best use of resources to improve pupils' learning.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	18	4	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. The purpose of the lesson is shared with pupils in language that they understand so that they know what they are to learn. Teachers often use their electronic whiteboards effectively to bring up pictures and images that they have used in previous lessons to enable pupils to recall what they studied. They use the boards well to demonstrate to pupils the techniques they will need in the lesson to complete the tasks set.
18. Teachers and other adults use questioning effectively. They use questions focused at pupils of varying abilities to ensure that they understand specific points, for example mapping skills. This enables all pupils including those with special educational needs, to contribute to class discussions.
19. The nursery nurse and other teaching assistants are used effectively to support pupils' learning. These extra adults allow pupils to work in even smaller groups with tasks matched to their specific needs, and allow pupils to take work at a slower pace or to receive teaching in basic skills.
20. The school has a collection of very new and attractive resources that help teachers to make effective teaching points. For example, in a music lesson, the remote control of a CD player enabled the teacher to remain in the centre of the class activity but to make teaching points quickly by replays without interruption to the flow of the lesson. The very good quantity and quality of resources motivate pupils to try hard and to do their best.
21. Homework is used well to support pupils' achievement in lessons. In addition to the expected provision in mathematics and English pupils get imaginative opportunities to consolidate their skills in other subject areas. For instance, by interviewing grandparents in history or by acting as estate agents searching real data to carry out a task in ICT.
22. Work is well, and sometimes very well, marked. It specifically tells pupils what to do to improve. Procedures for assessment are good. The school has put a priority on establishing these systems so that they can check what pupils know and understand on entry to the school. The small size of teaching groups means that it is relatively easy for adults to carry out day-to-day assessment of what pupils can do, almost as a matter of course. This means that there is a secure link between what pupils learn in one lesson and what they will be asked to do next. This aids their achievement.

The curriculum

The quality of provision of the curriculum to meet pupils' needs is **good**. The school's provision for enrichment, including extra-curricular activities is **satisfactory**. The quality of the accommodation and resources is **very good**.

Main strengths and weaknesses

- The very generous number of staff to the small number of pupils ensures high levels of inclusion in learning for all pupils and this leads to good achievement.

- The school has an innovative curriculum that is well-planned over time.
- Pupils enjoy participating in the satisfactory range of extra-curricular activities.
- The very good resources, especially in ICT, facilitate good teaching and learning.

Commentary

23. The curriculum is interesting and relevant and enables children in the reception class and pupils in the rest of the school to achieve well. The school has given proper priority to initially establishing policies for all subjects as soon as is practical. Good use has been made of national strategies and curriculum guidance to establish a secure basis for teachers' planning.
24. The curriculum is well-planned over time to ensure that pupils do not repeat work, but undertake work suitable to their age and stage of progress. Pupils' work is often planned to bring together two or three subjects, but without affecting appropriate learning of each subject, and this benefits pupils' learning and understanding. Pupils are given ample opportunities to apply their skills of numeracy, literacy and information and communication technology in a wide range of subjects.
25. The curriculum is particularly innovative in that pupils of all ages have an opportunity not only to be taught and motivated with the support of ICT, but, to use it as a daily tool in their activity and learning. Pupils subsequently attain high levels of confidence in their own skills with the technology. The introduction of the 'International Dimension' initiative is in its early stages. It reflects the school's priority to take advantage of new opportunities to broaden the curriculum and equally to develop social understanding, for example about Poland and Australia. Good advantage, too, has been taken of small pupil numbers to enable all pupils beyond the Foundation stage to have swimming lessons.
26. The school has begun to establish an appropriate range of extra-curricular activities, which are enthusiastically supported by pupils. The science club is effectively used to act as a booster to learning for pupils in Year 6 who have joined the school late in their primary schooling, and may consequently have an interrupted curriculum. A pattern of visits to the local and wider area is emerging to support a richer curriculum.
27. The accommodation is well planned internally and provides a light, airy and spacious setting for learning. The provision of a large dedicated area as an 'outside classroom' has rich potential for enriching pupils' learning. Resources are of very good quality because they are new and have been carefully chosen for their purpose in sufficient quantity. A good quality library has been reviewed by the schools' library service to ensure comprehensive coverage. The ICT resource has been well planned to anticipate the introduction of wireless technology, so that classes are not reliant on a centrally timetabled facility.

Care, guidance and support

The school has **very good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **very good**. There are **good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Excellent arrangements for ensuring that pupils spend their days in a safe and healthy environment.
- Very good arrangements for child protection.
- Very good arrangements for monitoring, advising and guiding pupils, so that they make progress.
- The variety of good ways in which the school gathers and responds to pupils' ideas and views.
- Very good arrangements for bringing new pupils into school.

Commentary

28. The school has a strong ethos and is a very caring community. Health and safety arrangements are excellent and this is vital because the school is situated in the midst of a building site. There are regular safety and security inspections of the whole site. The risk assessment system, which covers trips and in-school activities, is a model of best practice. First aid arrangements are excellent and pupils are very well supervised at break times, at the beginning and end of the school day and during trips. The headteacher is in charge of the very good child protection arrangements. There are proper links with all the relevant local agencies.
29. Pupils are very well cared for and procedures for monitoring and supporting each pupil's achievements are very good. Pupils with special educational needs are well looked after. The headteacher and staff go out of their way to find out pupils' ideas and views on how to develop and improve the school. They use their suggestions whenever practicable.
30. The headteacher and staff have very good arrangements for introducing pupils to their new school and assessing what they already know. As a result of these arrangements, pupils settle quickly with parents confirming that their children "*cannot wait to get to school*".

Partnership with parents, other schools and the community

The school's links with parents are **very good**. Its links with the local community, schools, and colleges are **good**.

Main strengths and weaknesses

- The very good information that parents receive about their children's progress and achievements.
- The very good approach to communication with parents.
- Very good arrangements for gathering parents' ideas and opinions about developments and the way that the school operates.
- The good ways in which parents help their children to learn and their willingness to become involved in school life.
- The school is developing good contacts with other schools and the local community.

Commentary

31. The majority of parents confirm that they are kept well-informed about how their children are progressing. The end of year reports are comprehensive. There are regular newsletters, a good prospectus and information about the curriculum. Termly formal meetings are well attended.
32. Parents are given a warm welcome when they 'drop in' to the school office. The beginning and end of the school day is always an opportunity for parents to chat to teachers. The overwhelming majority of parents who filled in the pre-inspection questionnaire thought that the school took their views into account. Parents helped to draw up the home-school agreement.
33. Parents are very willing to help out with trips and one-off events and the recent inaugural meeting of the Parents' Association was very well attended.
34. Nene Valley's links with other local schools are good and teachers take part in a good range of activities. The school building acts as a centre for teacher training days and other meetings. Local businesses contribute finance, time and talents.

LEADERSHIP AND MANAGEMENT

The quality of governance is **good**. The quality of leadership and management is **good**.

Main strengths and weaknesses

- The leadership of the headteacher is very good and has enabled the establishment of good standards of teaching, learning and achievement early in the school's development.
 - The effective leadership of the Chair of governors who gives clear direction to the work of the governing body.
 - The effective induction of a new governing body to clear roles and responsibilities.
 - A well-structured committee system to focus the workload effectively.
 - The effective school development plan gives the school a firm steer.
 - Good induction and training at all levels of staff to underpin teaching, learning, and achievement.
35. Although the school has only been in existence for ten months, the headteacher working closely with the staff and governors, has established a strong foundation for secure development. While pupils' standards reflect the national average, the effective leadership and management of the school and its' teaching have enabled achievement to be consistently good.
36. A secure basis has been established for the school to develop as a result of good governance. The governing body complies with statutory requirements. The Chair of governors has a good understanding of her role and has implemented effective inclusive management in working practices, which gives a clear steer to the new governing body. The governing body has set up an effective committee system with well-defined delegation and reporting systems. The work and development of the governing body itself is anchored well in the school development plan. Priority has been given to establishing policies, including statutory requirements, to give a clear direction to the work of the school. The innovative formation of a strategic committee, both clarifies future issues for the whole governing body, and allows it, importantly, to concentrate on priorities. The governing body fully recognises the challenges it must address in the face of growth.
37. Leadership overall is good. The headteacher sets a very good example of sense of purpose, enthusiasm, and reflection through her chosen style of leadership. She knows her management challenges, her staff and her pupils well, and this a strength of her leadership. The underpinning principle of the school established by the headteacher is that high quality should be the criteria in all decisions. She is ably assisted by the deputy headteacher. A good set of values has been established and these translate to a strong school ethos of very good relations, determination for success and hard work, which the staff and pupils demonstrate and which has produced good pupil achievement. In another dimension, resources are well chosen to reflect the best of traditional with the cutting edge of new technology, which is well applied to teaching and learning.
38. Management is good. The headteacher used her time well in setting up the school to ensure decisions were well founded. She sought the advice and practice of others to reinforce her own knowledge. The vital decision to integrate ICT into all classes rather than a computer suite has proved most effective to teaching.
39. The school development plan is detailed, challenging, well-focused, and effectively conveys the school's vision. It links analysis, values and priorities well. The headteacher monitors its progress appropriately and links this to the work of governors and to her day-to-day management. The evidence of the inspection is that the plan is well on course and is moving the school forward.

40. Performance management procedures are at the expected stage of progress with planning in the school development plan anticipating actions for extension of skills and expansion. There is clear evidence of improvements to practice as a result. The school is in a fortunate position of having been able to introduce national plans for workload reduction due to the high number of staff and current small number of pupils.
41. The school has a conundrum to resolve in managing its finances. The local education authority has provided generous funding to set up the school, but growth has been slow and numbers are not yet as up to the anticipated level. The headteacher and the governors have a realistic understanding that the school must balance a commitment to maintain the staffing, structures and values that are currently in place, currently, against the management issues of growing the school roll, whilst also balancing its costs. While this transition is taking place, the school will inevitably have high staffing ratios and higher than average costs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the Foundation Stage is **good**. Children in the reception class are sometimes taught alongside the pupils in Years 1 and 2. Adults take care to involve them well, they achieve greater confidence and receive the challenge of broader ideas and language. Day-to-day work is well managed by the nursery nurse. She takes every opportunity to ensure that the full potential of the early learning goals is achieved by a well-planned stimulating, curriculum of related activities, which are well-matched to the childrens' levels of understanding.
43. Most children are working at least at the expected levels for their age at the stage of the year and some pupils achieved above this in their mathematical development in the lessons observed. By the time that they reach Year 1, children should be at least in line with national requirements and a proportion may exceed this level. Children achieve well because of the quality of the close support they are able to receive from their teacher and nursery nurse, because of small numbers, caring relationships, the imaginative stimulus of their teacher's delivery of well-planned lessons, and the good opportunities they have to make choices in activities.
44. Good provision in the reception class gives children stimulating and lively opportunities in all areas of the early learning goals. The well-planned and balanced provision for structured learning, choice, experimentation and imagination, develops children's confidence well and their skills in personal management. The well-planned indoor accommodation, outdoor provision and the range of resources matches children's needs well. The division of the indoor space into a flexible range of activity areas functions well for the currently small number of children. The outdoor area facilitates a wide range of physical and imaginative play and has the asset of two garden areas for investigation.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well.
- Relationships are very good and children enjoy coming to school.
- Teaching is good.

Commentary

45. Good teaching ensures that children are carefully introduced into the classroom and good account is taken of their feelings and those of their parents. Consequently children demonstrate confidence and assurance in managing themselves. They feel secure in their environment. They learn well because the curriculum is planned effectively. Children follow the set routines of the classroom well and gain confidence, security, and good working relationships from the opportunities they have for choosing their activities. They respond to the clear expectations of their teachers and behave well. Adults encourage the children very effectively by talking to them patiently and managing problems in relationships whenever they arise. For example, when a child was continually upset, the teacher helped the other children to know how to be supportive, but not intrusive, in helping the child to regain her confidence.

Children develop good concentration by taking part in well structured practical and group activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults take every opportunity to develop children's skills in spoken language, and in early reading and writing skills throughout the school day.
- Teaching is lively and shows good understanding of the needs of small children.

Commentary

46. Children are achieving well because of the effective teaching and well-planned curriculum. Most children are making progress at a rate, which suggests that they should attain the expected levels by the end of the school year, with a strength in speaking skills. The teacher and knowledgeable nursery nurse engage children well through lively conversation, brightly presented explanations, well-focused questions, and careful paraphrasing to improve understanding. As a result children listen intently and participate confidently in discussions even when working with groups of older pupils. Children discuss stories and matters of interest well, they infer from the information they have been given, and provide each other with good evaluations of what they have done in lessons. Reception children enjoy books and take them home regularly. They follow the sequence of the well-chosen stories read to them, closely. They are confident to describe what they see and explain why characters in stories are acting as they are.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teacher and nursery nurse plan a wide range of activities, which can be used flexibly in lessons or throughout the school day to enable the children to achieve well.
- Practical activities are planned well and enable children to succeed in their mathematical development.

Commentary

47. Teaching and learning are good. The teacher and nursery nurse take every opportunities to reinforce children's skills and knowledge of mathematics in other lessons. As a result, children's counting skills and their secure knowledge of shapes are above the level expected of their age. Most children recognise numbers to 12 on a calendar. In one session, children counted individually, as a group and round the class with confidence to 30, which gave both practice and a good opportunity for the teacher to assess their progress. Most children recognise shapes such as cubes and cylinders, and are beginning to build up a sound knowledge of their properties through the teacher's encouragement of close observation and the use of accurate mathematical language. Children enjoy the good range of resources which benefits their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The teacher and nursery nurse make very good use of resources, including ICT, to improve children's learning.
- Teaching and learning are good.

Commentary

48. Children are given good opportunities to develop their knowledge and understanding of the world using a range of directed and free choice activities. Effective and imaginative teaching meant that children were amazed and enchanted when they joined older pupils to see projected pictures of firework and lighting displays and a demonstration of objects that emit and reflect light. Children's learning increased when they were given the opportunity to choose and attach real lights to the front and rear of their bikes and vehicles in the outdoor play area. This led to much discussion about usage, safety and issues of fixing as well as where they were going in the dark in their imaginative play. Displays indicate children are working on their family trees. Children's skills in using ICT are good. They have gained good manipulative skills when controlling the mouse, and are confident when using the computer, for instance they can 'drag' objects, draw and print.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The teacher and nursery nurse make good use of the very spacious accommodation inside and out to help children to learn effectively.
- Well-planned activities ensure that teaching is skilfully matched to the needs of the children.

Commentary

49. Children achieve well in their physical development. They have a good awareness of the importance of space and understand the importance of safety during physical activities. One child recognised the walls as a restriction as opposed to the proximity of other children. They recognised the impact of exercise on breathing and heart rate. Working from a class theme of 'owls and mice', the nursery nurse created stories for children to enact which enabled them to demonstrate control of their shape, changes of pace and stopping power. Their learning was improved because the nursery nurse demonstrated what she expected children to do in the lesson. Children manage their large outdoor toys with a similar good level of control.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- This curriculum is full of imaginative activities to promote children's learning.
- Teaching is good.

Commentary

50. Activities and displays seen during the inspection illustrate that children achieve well because of the well-planned lively curriculum and good support they receive for creative development. Because of teacher's imaginative planning, creative activity contributes well to all strands of the early learning goals. For example, following a very lively and expressive reading by the teacher of '*Mouse Painting*', children experimented and clearly improved their knowledge of mixing primary colours. The imaginative insertion of red and yellow culinary colourings into a bag of

shaving foam gave pupils a surprising and indeed spiritual moment of wonder as the orange emerged.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good and so pupils achieve well, regardless of gender or ability.
- The quality of the resources is very good and motivates pupils to read and write.
- ICT is used very well to support teaching and learning and is well integrated with traditional teaching methods.
- Assessment is good.
- Standards in handwriting and spelling are below average. Teachers have not had sufficient time with pupils to address previous weaknesses.

Commentary

51. Pupils in Year 2 achieve well and are on course to achieve the standard expected of seven-year-olds, but with few pupils working at a more advanced level. They have very positive attitudes to the subject and this helps them to learn. They speak clearly and with confidence. They are beginning to develop a reasonable written vocabulary, but their spelling is erratic. Their writing is well spaced and conveys meaning. Their handwriting is legible, but with inconsistencies in the letter size. Most pupils are beginning to read accurately at a level suitable for their age and are gaining a satisfactory knowledge of character and plot.
52. Pupils in Year 6 achieve well and are on course to achieve the standard expected of 11-year-olds, with some pupils working at a more advanced level. Pupils listening and speaking skills are developing well in Year 6. Pupils get lots of opportunities to discuss issues amongst themselves and with adults. The most able pupils are writing at length, using paragraphs to organise their writing. They use a good range of interesting language and can use a range of punctuation effectively. Average and less able pupils do not develop these features in day-to-day writing. The weakest elements of pupils' writing skills are their handwriting and spelling. In reading, pupils have good research skills, know a reasonable range of authors, and can discuss how books are organised by type. The most able pupils read accurately, using punctuation and expression to make their reading interesting. Other pupils have not mastered all of these skills. Pupils' attitudes and behaviour are very good in lessons.
53. The following positive features of teaching and learning were noted:
 - The small numbers of pupils in each teaching group allows individual help and so pupils achieve well. Pupils get to grips with what they are expected to do and finish the tasks set.
 - Teachers make effective use of the electronic whiteboards, for instance to teach pupils how to make notes and this improves their learning.
 - Texts are well-chosen to interest pupils and are read in an animated manner and so pupils want to read.
 - Teaching assistants are used well to support younger or less able pupils.
 - Pupils understand and can discuss the targets they have to meet in order to improve.

- Work is well marked, so that pupils know what they have to do to improve. Marking often refers to pupils' targets, or the purpose of the lesson, and whether pupils have achieved what was intended. This is effective feedback on their learning.
 - Homework is used well to follow up skills and ideas, which pupils have begun to learn about in class.
 - There is a good range of systems in place to check what pupils can do, both on a day-to-day basis and to see how pupils improve over time.
54. The leadership and management of the subject are **good**. The main task has been to purchase resources and to set up the library and this has been carried out effectively. The library is now a bright airy room that is well-organised and attractive to pupils of all ages. It is used well to develop pupils' pleasure in reading. The books have been chosen with regard to improving pupils' knowledge of other countries and cultures and so English makes a good contribution to pupils' cultural development.

Language and literacy across the curriculum

55. The use of language and literacy across the curriculum is good. This is because teachers create effective opportunities for this to happen in lessons. Pupils' discussion skills are developed well in all subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because of good teaching and learning, regardless of gender.
- ICT is used very well to support teaching and learning and is well integrated with traditional teaching methods.
- The monitoring and assessment of pupils' progress are good.
- Leadership and management are good.
- The very good relationships between pupils, and teachers and pupils promote teaching and learning.
- The very good quality resources motivate pupils to learn.
- Some opportunities are missed to challenge more able pupils.

Commentary

56. Standards at Year 2 and Year 6 are average. Most pupils will gain the expected national grade with a smaller proportion gaining the higher levels, particularly at Year 2. While pupils achieve well, they have not been in the school for sufficient time for their attainment to reflect the good teaching they receive. Pupils in all year groups achieve well in numeracy, because of well-structured teaching and the benefits of close attention which small class sizes provides. For example, the thorough preparation in counting and counting groups of objects in the younger years is matched by pupils in Year 6 applying their good knowledge of tables to a range of strategies for multiplication, using whole numbers and decimals to two places. It is evident that pupils have a sound knowledge of all aspects of mathematics.
57. Scrutiny of pupils' exercise books shows that teachers have high expectations of careful work and, as a result, pupils present their work neatly and clearly. Teachers' comments are both encouraging and indicate points for pupils' attention. Pupils are supportive of each other in lessons. They listen carefully to their teachers and other pupils. They help each other, for example, with resources and work with consistent concentration.
58. Teaching and learning are good overall. The significant strengths are:

- The teachers stimulate their pupils by their lively style of presentation and manner of teaching. For example, Year 1 pupils drew 'Oddersaurus' and 'Evenasaurus' to count and understand odd and even numbers to well over twenty.
 - Careful and detailed planning, which meets the requirements of the national strategy and the needs of pupils in mixed-age classes.
 - Clear and well-structured explanations of new work, which give pupils confidence and good understanding.
 - Younger pupils benefit from working with older ones because they are stretched.
 - The good questioning which challenges all pupils, including those with special education needs.
 - The very good use of ICT to engage pupils closely and to illustrate new concepts, including individual pupil's use of laptops.
 - The active involvement of pupils in whole class and small group sessions.
 - The effective use of teaching assistants who are fully briefed and engaged in both teaching and assessment.
59. Leadership and management of the subject are good. The co-ordinator has ensured that the national strategy is applied effectively and teachers are confident in their work. She has a good knowledge of pupils' attainment across the school because of the small numbers and the opportunity to monitor lessons. Good assessment systems are in place for teachers to monitor pupils' progress through the curriculum and to enable pupils to know what they should concentrate on next in their learning. For example, older pupils have clearly defined learning targets in their exercise books, which are colour coded to the work undertaken to achieve them. A star rating against the target in turn identifies the pupil's level of success.

Mathematics across the curriculum

60. Mathematics is applied appropriately across the curriculum. Teachers plan good opportunities for pupils to use their skills such as constructing graphs in science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Lively and imaginative good quality teaching enables pupils to achieve well.
- Good relationships underpin teaching, learning, and pupils' personal development.
- Resources are of very good quality, sufficient quantity and well-matched to the curriculum needs.
- ICT is used well in both teaching and learning.
- The small number of pupils enables close attention from teachers and this promotes learning well.
- Assessment procedures are underdeveloped.

Commentary

61. Standards are in line with national expectation in Year 2 and Year 6. Most pupils are on course to attain the expected levels in national assessments. Pupils respond enthusiastically to the well-planned work they receive and think carefully about the tasks that they are set, which helps their learning. Pupils in Year 2 are establishing appropriate skills in observing, gathering information and making records. Pupils in Year 6 use scientific terms such as '*conductor*' and '*insulation*' accurately in the course of conversations about their work. They make simple hypotheses and use equipment effectively to prove their ideas.

62. A significant strength of the good teaching is that pupils are effectively challenged by the teaching they receive and that there are clear expectations for the pupils to use appropriate scientific methods. This leads pupils to achieve well.
63. Significant strengths in the teaching include:
- Lively and imaginative introductions to lessons to engage pupils' attention and interest.
 - Good use of questioning to challenge and explore all pupils' understanding.
 - Good planning, preparation, and use of resources, particularly ICT.
 - Well-directed use of teaching assistants to support learning and to note issues to follow up.
 - Pupils are given plentiful opportunities to use their literacy skills.
64. The introduction of a lunchtime science club provides good opportunities to boost the learning of pupils in Year 6 who have not had the benefit of continuity in their learning. Pupils are enthusiastic to take part and it is well supported by older pupils.
65. The co-ordinator has just taken responsibility for the subject and is providing sound leadership of the subject. Assessment procedures are developing, but teachers know pupils well because of the small numbers and there is a satisfactory match of work to pupils' needs. The co-ordinator recognises that assessment systems need further development, as the subject becomes a school priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- The use of ICT to support learning in other subjects is considerably better than in other schools.
- The leadership and management of information and communication technology are very good.
- Pupils achieve well both because of the individual attention they receive and the opportunities they are given to work independently.
- The direct teaching of skills is good, because staff have been well-trained.
- Resources are very good.

Commentary

66. Standards are about in line with what would be expected for pupils of their age in both Year 2 and Year 6. Pupils have only been in the school a short time and whatever their previous experiences, have adapted well to using networked laptops. Teaching and learning are good. The ratio of adults to pupils means that they get individual help in improving their skills and so their achievement is good. Pupils who are more familiar with using the technology are quick to share their expertise with others.
67. No specific lessons were seen in Year 2, however, from evidence seen in other lessons pupils are competent in their keyboard skills. Their word processing skills are satisfactory, for example, they are able to move the arrow keys satisfactorily in order to insert words into text, and they can delete letters as needed. They take pride in printing off their work and independently collecting it from the central printer.
68. Pupils in Year 6 type quickly and efficiently. They are competent in keyboard and technical skills, for example, they use a variety of fonts, colours, and letter sizes to improve their work. More able pupils use their literacy skills well to organise their work into paragraphs. Pupils are at home on the Internet and move back and forth between screens to access the required information.

69. All teachers demonstrate a confidence and effectiveness in using ICT following the training they have received and this is evident in the quality of their teaching work.
70. The most effective aspects of the good teaching are:
- The specific teaching of computer skills helps pupils to focus on what they need to do in lesson in order to increase their understanding and to achieve well.
 - The very good use of electronic whiteboards and notepads allow teachers to demonstrate skills effectively.
 - The much better than average resources let pupils work on imaginative tasks such as designing a virtual reality classroom.
 - Pupils enjoy using the laptops, and are becoming increasingly confident and this helps them to learn.
71. Pupils are eager to use laptops and other ICT equipment to find out information and to present their work in any subject. As a result pupils learn well and this is why their achievement is good.
72. The leadership and management of ICT are very good but the co-ordinator's skills and knowledge have not yet raised standards because pupils have not been in school for long enough. The co-ordinator has purchased the very good resources with an eye to good value for money and carefully introduced them into classrooms. He is aware of the standards attained, because he not only teaches some lessons himself, but also teaches alongside staff. Assessment is beginning to come on stream with the compilation of a booklet of skills, which is easy for both teachers and pupils to use.

Information and communication technology across the curriculum

73. Information and communication across the curriculum is considerably better than in most other schools. The school was built and resourced, so that electronic whiteboards, notepads, and laptops are easily accessible to pupils and staff alike. Teachers routinely plan for this aspect in lessons.

HUMANITIES

74. Work was sampled in **history** and no judgement can be made about provision. Pupils in Years 1 and 2 use their literacy skills effectively in history, as when they interviewed their grandparents to help them complete a family tree. Pupils in Years 3 to 6 used their word processing skills well to present information about Henry VIII and his wives. They know how to deduce information from artwork about the clothes and customs of the time.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Pupils' achievement is good.
- There is very good use of ICT to aid pupils' learning.
- Geography makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Leadership and management are good.

Commentary

75. Teaching is good and pupils enjoy their lessons, work hard, and behave well and this helps them to learn. ICT is used very well to allow pupils to research facts and figures and to present their work to their fellow pupils. Teachers make very good use of electronic whiteboards to present information to the class in a form that they can easily understand. Standards are in line with what might be expected of pupils of their age. An effectively planned lesson based on a visit to a nearby village allowed pupils in Years 1 and 2 to compare life on a new housing estate with life in an established village. Pupils were successfully introduced to essential geographical skills such as drawing a map, and more able pupils found out how to draw a 'key' (symbols *to represent buildings*) to their map. Teachers of older pupils plan a good range of opportunities for pupils to compare life in steadily increasing number of European countries. Pupils satisfactorily develop the necessary skills to do so. Homework is used effectively to extend pupils' learning. Pupils' achievement is better than might be expected, because the generous amount of staff means that pupils of all ages and abilities get individual support in their learning. Resources are good and have a high profile around the school, so that pupils are constantly improving their knowledge and understanding of where countries are in the world.
76. Leadership and management are both good due to the expertise of the co-ordinator. The school is part of a national project to improve the use of ICT in the curriculum. The inspection shows that the school is succeeding in making ICT an essential part of geography lessons.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education contributes well to pupils' spiritual, moral and cultural development.
- Good use of artefacts to aid pupils' learning.

Commentary

77. Standards of attainment are broadly in line with the expectations of the locally agreed syllabus for religious education and pupils' achievement is satisfactory. Religious education is largely taught through discussion and debate and talking to pupils confirms the judgement.
78. Teaching and learning is satisfactory. Pupils and adults contributed a good collection of artefacts to enable everyone to understand the importance of baptism. The electronic whiteboard was used effectively, for example, when appropriate religious images of baptism are shown to set the mood. The teacher created effective opportunities for pupils to reflect and this helped their spiritual development.
79. The management of religious education is satisfactory, as the subject is not a current school priority. There are sufficient resources available to cover Christianity and social and moral issues; more will be purchased as the pupils prepare to study other religions in depth.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Only one lesson of art and design and one lesson of music could be observed. None were observed in design and technology or physical education. No overall secure judgement about provision in these four subjects.
81. In the one lesson observed in art and design, pupils were effectively challenged to research how artists represent feelings and to begin to draw together resources for their own representations. The stimulus of good teaching led to pupils using their own bodies as models, directly and through the use of digital photography. They used good quality library books about the work of modern and classical artists to supplement their ideas. Younger pupils followed the

style of Andy Warhol in drawing self-portraits. This work was imaginatively extended, by colouring photocopied reductions of the original to create different moods.

82. Resources and accommodation for design and technology are good. A dedicated area for food technology offers significant potential to the curriculum. Samples of model vehicles show that older pupils are able to design and build successfully using a suitable range of materials and that through their models they have explored forms of propulsion and movement. The standard of work is at the level expected for their age. Work in this area often correlates to work in art and design. Pupils clearly undertook careful research of chairs and their construction, prior to creating their own themed chairs. This work demonstrates good use by teachers of national guidelines to underpin teaching.
83. Equipment and musical instruments are very good. The library is used effectively to teach music lessons. Teachers successfully introduce pupils to technical vocabulary such as '*pulse*' and '*beat*' and as a result they distinguish regularity or change in a beat. The standard of work is at the level expected for their age. In assembly, pupils demonstrate good pitch and tone overall and show that singing skills are nurtured well. Outside of lessons there are only limited opportunities beyond a recorder club for pupils to develop instrumental skills.
84. There are good indoor and outdoor facilities for physical education. The large hall is airy, light, and equipped to a high standard. Hard and grassed areas provide ample space for the full range of movement and sporting activities. All pupils, except children in the reception class, have weekly access to swimming. In discussion, pupils said they have improved their skills and have appropriate opportunities for developing survival skills. Pupils value the provision of the football club regardless of gender.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- Teachers' sensitivity in dealing with issues.
- Well-planned lessons that involve pupils in co-operating and collaborating in order to achieve the tasks set.

Commentary

85. Very close and supportive contact due to the small numbers is a positive factor in provision for pupils' personal, social and health education. Statutory policies underpin the good practice in the school in this area.
86. Teachers present very good role models in their relationships. As a result pupils learn how to treat each other with respect. They are effectively encouraged to be sympathetic and learn how to manage themselves in sensitive or difficult situations.
87. The school interweaves provision for pupils' personal, social and health education into the curriculum as well as providing separate lessons. At present there is no school council because numbers are too small, but the ethos of the school encourages all pupils to become effective citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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