

INSPECTION REPORT

SANDY LANE PRIMARY SCHOOL

Bracknell

LEA area: Bracknell Forest

Unique reference number: 133619

Headteacher: Mrs Elisabeth Norris

Lead inspector: Mrs Joyce Cox

Dates of inspection: 6th – 9th October 2003

Inspection number: 257407

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 432

School address: Sandy Lane
Bracknell
RG12 2JG

Telephone number: 01344 423896
Fax number: 01344 861273

Appropriate authority: The governing body
Name of chair of governors: Mr Ian Begg

Date of previous inspection: N/A New school from September 2002

CHARACTERISTICS OF THE SCHOOL

Sandy Lane Primary School opened in September 2002, following the amalgamation of Sandy Lane Infant and Nursery School and Sandy Lane Junior School. The 432 pupils come from a well-established urban housing estate and a new housing development. The school is larger than most primary schools and is situated in one of the more established parts of Bracknell. The pupil population is predominately white with 12 per cent of pupils from other ethnic backgrounds. Only one pupil is at an early stage of learning English. There is an above average proportion of pupils with special educational needs who mainly have moderate learning difficulties. Six pupils have statements that cover a range of learning difficulties, some pupils have emotional and social needs too. Prior to the amalgamation between 6 and 40 per cent of pupils left or joined the school over the course of a year, mainly between Years 2 and 3. In addition, a considerable number of higher attaining pupils did not transfer from the infant school to the juniors, but chose to attend other local schools. Since the new school opened, the school population has been much more stable. Parents state that they are now much happier with the education that the school provides. There have been considerable staff changes since 2002 and many of the teachers have only recently begun working at the school. For instance, five new teachers joined the junior staff in September 2003.

At the time of the inspection there were 52 children attending part-time in the nursery. The children's skills and knowledge when they start in the nursery have been below the expected levels in the past but are currently the same as those of other four-year-olds.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25074	Joyce Cox	Lead inspector	Foundation Stage, English as an additional language, art and design, history, religious education
9163	Geoff Humphrey	Lay inspector	
31068	Lynn Marshall	Team inspector	English, geography
26945	Sylvia Gatehouse	Team inspector	Mathematics, information and communication technology, music, special educational needs
20097	John Griffiths	Team inspector	Science, design and technology, physical education

The inspection contractor was:

ALTECQ Education Ltd
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a rapidly improving school, which provides a satisfactory quality of education within a very supportive, caring ethos that succeeds in including every pupil in all aspects of school life. Pupils' achievement is satisfactory overall and good in the Foundation Stage. Standards in English, mathematics and science are improving and are currently in line with the national average. The school is very well led by the headteacher, who receives very good support from the deputy and the governing body. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- The commitment, energy and vision of the headteacher, deputy headteacher and the governing body inspire the school community. They provide very good leadership.
- Provision for pupils with special educational needs is very good, as is the leadership of the special educational needs co-ordinator.
- Standards in information and communication technology are not high enough.
- The school's use of assessment is not sufficiently rigorous to ensure all pupils are sufficiently challenged at all times. This particularly affects higher attaining pupils in some subjects.
- Children in the nursery receive a good start to their education and achieve well.
- The school takes very good care of all its pupils.

Sandy Lane has only been a primary school since September 2002, when Sandy Lane infant and junior schools amalgamated. Under the leadership of the new headteacher there has been very good improvement to all aspects of the school's work and standards in English, mathematics and science are rising.

STANDARDS ACHIEVED

Pupils' achievement is satisfactory. The attainment of the current Year 2 and Year 6 pupils in English, mathematics and science is average.

The unvalidated results of the national tests in 2003 show that Year 2 and Year 6 pupils' attainment was below average in English, mathematics and science. Inspection findings are that the attainment of pupils currently in Year 2 and Year 6 is average. The group of pupils entered for the tests in 2003 included over 40 per cent who had joined the school at times other than the normal starting time. Over 34 per cent of the pupils in this group had special educational needs, and this was not a typical Year 6 group of pupils. An analysis of pupils' results shows that girls often perform relatively better than boys, particularly in writing. The school is taking effective action to remedy this and during the inspection no difference was noted between the attainment of boys and girls.

The youngest children in the nursery achieve well and are successfully on course to meet the goals they are expected to reach by the end of reception. Junior and infant pupils attain average standards in all subjects inspected apart from information and communication technology where achievement is unsatisfactory. Pupils with special educational needs achieve satisfactorily overall. They achieve particularly well when they are taught in small groups by the co-ordinator and the special educational needs teacher. The 12 per cent of pupils from minority ethnic backgrounds achieve as well as other pupils. During the inspection no discernible difference was noted between the attainment and achievement of boys and girls.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. The school makes good provision for pupils' moral and social development, which is leading to considerable improvements in many pupils' attitudes and behaviour.

Pupils' attitudes and behaviour are satisfactory, as is their attendance and punctuality. In some junior classes, there is a minority of pupils who sometimes are disinterested in lessons. They do not disrupt lessons but they make very little attempt to participate or to answer teachers' questions.

QUALITY OF EDUCATION

The quality of education provided is satisfactory overall.

Teaching is satisfactory. The quality of teachers' planning is a strength. Teaching assistants make an invaluable contribution to pupils' learning. **Teachers make satisfactory use of assessment information but tasks are not always matched to pupils' ability, particularly for the higher attaining pupils.**

The curriculum is satisfactory and there is very good provision for extra-curricular activities, but the work in ICT does not promote skills systematically enough. **Pupils receive very good care and support,** and the provision for pupils with special educational needs is very good. **The school has a good partnership with parents and links with the community and partner schools are good.**

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership by the headteacher, deputy headteacher and governing body is very good because of the highly skilful way in which they have evaluated all aspects of the school's work and put carefully thought out strategies in place to improve pupils' attainment and achievement. They work effectively with the highly committed and hard working staff team to make substantial improvements. The impact of these strategies is evident in the improved standards achieved by the current Year 2 and Year 6 pupils. Curriculum leadership by other staff is satisfactory because some have only been at the school for a very short period of time. New roles for subject co-ordinators and the senior management team empower all staff to contribute and develop a shared view of the way forward. The school development plan is very good. It is based on accurate information and sets out very clearly what will be done and is precisely focused on raising standards and the quality of provision in the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They feel that teaching is good and their children are making good progress. They are rightly confident that the school is well led and managed and can see considerable improvements since the amalgamation.

Pupils like school and enjoy having lots of friends. If problems arise they know exactly what to do and are confident in the school's ability to sort things out quickly.

IMPROVEMENTS NEEDED

The school has made many improvements in the last year and the school improvement plan sets out a very clear path for improvement.

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

- improve standards in ICT, both in direct teaching of IT skills and in developing these skills as part of the pupils' everyday learning in other subjects;
- develop pupils' mathematical skills in other areas of the curriculum;
- use assessment information more effectively to raise pupils' attainment and achievement
- ensure that in all subjects the level of challenge for higher attaining pupils is consistent, as identified in the school 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 satisfactory in Years 1 to 6 and good in the Foundation Stage.

The children attain the Early Learning Goals in all areas of learning by the time they start in Year 1. Standards are rising and are currently average in English, mathematics and science by the end of Years 2 and 6.

Main strengths and weaknesses

- Standards attained by the current Year 2 and Year 6 pupils are higher than the 2003 test results as a result of improved teaching.
- Standards in ICT are not high enough.
- The school has set challenging and aspirational targets for pupils to achieve in the 2004 national tests.
- Pupils attain above average standards in singing.
- Higher attaining pupils are not sufficiently challenged and do not achieve their full potential in all subjects.
- Pupils with special educational needs achieve particularly well in many lessons because of the good support they receive.

Commentary

1. Children enter the nursery with average skills when compared with children of a similar age. Their achievement is good because they are taught well and are on course to achieve the expected levels in all the areas of learning by the end of the reception year. Higher attaining children attain above the expected levels in communication, language and literacy. They write simple sentences unaided.
2. Pupils in Years 1 and 2 attain average standards in English, mathematics and science. They attain above average standards in singing. Their achievement is satisfactory in other subjects apart from information and communication technology.
3. In national tests in 2003, Year 2 and Year 6 pupils attained below the expected levels in English, mathematics and science. These results have not yet been validated. Over 40 per cent of the 2002/3 Year 6 pupils had joined the school at times other than the normal starting time and over 34 per cent had special educational needs, which makes statistical analysis unreliable.
4. Standards are average in religious education, art and history and below average in information and communication technology (ICT). Standards in music are average overall and above average in singing. Attainment and achievement in art and design, design and technology, geography and physical education was not a focus of this inspection.
5. Pupils in Years 3 to 6 attain average standards in English, mathematics and science. Their achievement in all subjects inspected is satisfactory, apart from information and communication technology. Across the school, pupils' achievement in ICT is unsatisfactory because pupils do not have enough opportunities to practise, consolidate and extend their skills, knowledge and understanding in other subjects. Some teachers lack confidence and frequent equipment failures make it difficult for whole class learning to take place.
6. The school has correctly identified pupils' writing as an area for improvement. Higher attaining pupils are capable of achieving more in English, mathematics and science. Work provided is

not sufficiently challenging in some lessons. Pupils' achievement in singing is good because of the good teaching they receive from the music specialists.

7. Pupils with special educational needs attain average standards in English, mathematics and science. Their achievement is good in the lessons when they are motivated and excited by their learning; they become suitably animated and are eager to learn. The 12 per cent of the school population who come from minority ethnic backgrounds achieve as well as other pupils.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory. Pupils have satisfactory attitudes and behaviour. Pupils' spiritual and cultural development is satisfactory. Their social and moral awareness is well developed.

Main strengths and weaknesses

- The school has been successful in improving attendance to satisfactory levels.
- The school works hard to stimulate pupils' interest in their learning and to create an ethos of high expectations.
- This is an inclusive school and the promotion of racial harmony, good relationships and equality of opportunity is very good.
- Pupils' social and moral awareness is well developed.
- Attitudes are satisfactory overall, but a significant minority of pupils lack commitment and do not always engage well in their learning.
- Opportunities for the exploration of other cultures are limited.

Commentary

8. The school has rigorous procedures for promoting attendance and punctuality and these have been successful in improving both during the last year. Behaviour is satisfactory. The implementation of the behaviour policy is consistent and effective. The school deploys a wide range of positive behaviour and motivational strategies to create an ethos of high expectations and stimulate pupils' interest in their learning. In spite of these endeavours a significant minority of pupils lack focus and commitment and do not engage well in their learning or meet the school's high expectations for behaviour.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.1
National data:	5.39

Unauthorised absence	
School data:	0.47
National data:	0.45

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	390	10	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	8	0	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	1	0	0
Chinese	3	0	0
Any other ethnic group	2	0	0

9. The school is inclusive and very effectively promotes equality of opportunity, mutual respect, good relationships and racial harmony. Pupils show care and consideration towards each other and are courteous and polite to adults and welcoming towards visitors. Pupils have the confidence to report any incidents of bullying or anti-social behaviour because they know that their teachers will respond with fairness and sensitivity. Pupils consider that their views and opinions are taken into account informally and are looking forward to the formation of a school council, which is imminent, so that they can have a formal role through which to contribute to the work and life of the school.
10. Pupils with special educational needs mostly behave well in lessons and try hard. Occasionally one or two need further support that is usually promptly provided by teachers and their assistants.
11. Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. There are satisfactory opportunities for the older pupils to show initiative and take responsibility.
12. Pupils are given satisfactory opportunities to explore their own values, feelings, beliefs and emotions through circle time, assemblies and the religious education syllabus. The school sets a clear moral code and pupils respond by developing their own principles and by becoming aware of the consequences of their actions. Pupils have good opportunities to explore their own cultural origins through music, art, literature and drama, but the opportunities for the exploring and understanding other cultures are limited.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. The overall quality of the teaching and learning is **satisfactory**. The school provides a **satisfactory** curriculum, which is enriched by a **very good** range of activities outside the normal curriculum. The staff provide a **very good** level of care for the pupils. The school's links with parents, the local community and other schools are **good**.

Teaching and learning

Teaching is satisfactory overall and ensures that pupils' learning is sound. Teachers make satisfactory use of assessment information but tasks are not always matched to pupils' ability, particularly for the higher attaining pupils.

13. Teaching is satisfactory overall and ensures that pupils' learning is satisfactory. Teaching is good in the nursery and in some literacy, numeracy and science lessons, where expectations are high and learning proceeds at a good pace. The quality of learning is satisfactory. The high level of staff turnover during 2002/3 has been a barrier to more effective teaching and learning, but now the school has a permanent and highly committed staff.

Main strengths and weaknesses

- Teaching is satisfactory overall with good qualities that promote good achievement in the nursery and in some literacy, numeracy and science lessons.
- The quality and use of teaching assistants is highly effective in supporting all pupils.
- Teachers make satisfactory use of assessment information but tasks are not always matched to pupils' ability, particularly for the higher attaining pupils.
- Too little use is made of information and communication technology to support pupils' learning in some subjects.

Commentary

Summary of teaching observed during the inspection in 60 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8 (13%)	27 (45%)	21 (35%)	4 (7%)	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.

14. Teaching and learning for the children in the Foundation Stage are good. The teacher has a confident understanding of the needs of young children and a warm, engaging manner that generates good relationships and promotes learning well. Children make good progress and they are confident to talk and sing in front of the class. Work is planned carefully to meet the needs of all abilities with effective challenge for children who learn quickly and sympathetic support for slower learners and those with special educational needs. The nursery nurse and teacher work together well and are an effective team ensuring all children achieve well. The one area for development is the recording and assessment of children's attainment and achievement.
15. Teachers in Years 1 to 6 have mostly satisfactory knowledge of their subjects. Good use is made of specialist music teachers, who raise pupils' attainment and achievement in singing. Teachers make insufficient use of computers in their classrooms and pupils are given limited opportunities to apply and improve their skills in other subjects. This restricts their learning in the other subjects as well as in information and communication technology.

16. Teachers prepare tasks for pupils with special educational needs with care, paying due regard to pupils' individual plans. They support them in their work, intervening and assisting at appropriate moments. Classroom assistants are very effectively deployed to work alongside pupils with special educational needs.
17. The best teaching in the school makes learning productive, purposeful and fun and engages all pupils to strive for their personal best. The main purpose and aims of the lesson are made crystal clear to the pupils through the sharing of 'WALT – What we are learning today'. As a result, learning is good. Pupils are motivated, productive and achieve well.
18. In some otherwise satisfactory lessons, there are a minority of pupils who appear uninterested and who take little part in lessons, and teachers vary in their ability to engage all pupils in the lesson. A few pupils in the junior classes can display challenging behaviour that absorbs an inordinate amount of teachers' time, slowing learning for all. Mostly, however, teachers manage pupils well and teaching assistants provide very effective support and help.
19. The quality of assessment is satisfactory. Teachers mark pupils' work conscientiously. However, the quality of the marking is inconsistent and it does not always provide pupils with useful evaluative comments to guide them to improve their work. There were examples of very good marking in Years 4 and 6 and the nursery teacher records comments made to children in speech bubbles, which is very useful.
20. The school is making satisfactory use of a range of assessment information, particularly in identifying where pupils' learning has been unsatisfactory. However, there is only limited use of such information to ensure that tasks are carefully matched to pupils' prior attainment. In some lessons, teachers' expectations of what pupils can achieve could be higher. This is particularly true in science lessons where higher attaining pupils receive the same work as everyone else, which restricts their achievement.
21. Parents and pupils are very happy with the quality of teaching in the school, particularly since the amalgamation.

The curriculum

The school provides a **satisfactory curriculum** for its pupils. It enriches pupils' learning by a very good range of activities, including sports, the arts, visits and visitors. There are **good** links with the community and with local schools.

Main strengths and weaknesses

- The headteacher and senior staff are determined to drive up standards in the core subjects.
 - The curriculum for children in the nursery is good.
 - The curriculum for pupils with special educational needs is very good and meets their needs very well.
 - A very good, well-planned range of extra-curricular events enriches the curriculum.
 - Resources for the development of information and communication technology are not always used effectively.
 - The school does not effectively develop pupils' mathematical and ICT skills through other subjects.
22. The curriculum meets the statutory requirements of the National Curriculum and personal, social and health education including elements of citizenship. Statutory requirements for religious and sex education are met, and the curriculum for pupils with special educational needs is planned very well to meet their needs. The curriculum for children in the Foundation Stage is good and ensures that all nursery children achieve well. The school has analysed its results carefully, for example for gender bias.

23. The headteacher and her deputy keep a close watch on the curriculum through rigorous monitoring and evaluating of teaching. Policies and planning are regularly reviewed and audits undertaken establishing strengths and weaknesses. The new co-ordinators are getting to grips with their responsibilities. Action plans for all subjects map out appropriate development points within set timescales. The governors receive regular reports from staff and take a keen interest in the curriculum. The capacity for the curriculum to strengthen further is high.
24. All pupils have equal access to all subjects and extra-curricular events. Teachers' planning mostly takes into account the differing needs of groups in their classes. Though it is more effective for pupils with special educational needs than for more able pupils. A good feature of curriculum planning is the setting in mathematics in Years 5 and 6, enabling teachers to focus their planning more precisely. However, throughout the school, numeracy skills and the use of information and communication technology are not threaded consistently through the curriculum. As a result pupils' achievement in information and communication is unsatisfactory.
25. A very good range of extra events enriches the curriculum, bringing it to life. Each is evaluated with great care to ensure its worth and relevance. Many subjects of the curriculum are involved, such as sport and music, science, history and geography. A teaching assistant with considerable art expertise runs a highly successful after-school art club, which succeeds in raising pupils' artistic achievement. The school promotes pupils' social and moral development well through involving them in raising funds for charities like *Red Nose Day*, and through organising events in the local community such as carol-singing by the school choir at Christmas to entertain the senior citizens in a nearby home for the elderly.
26. Resources to support the curriculum are satisfactory. In information and communication technology there is a sufficient number of computers but they are not always used effectively, for instance when a large class of pupils are all expected to look at one small monitor. Accommodation is good, with large playing fields and hard-surfaced areas. The two libraries are rather small, which restricts whole-class use. There are several spare rooms, which the school puts to good use.

Care, guidance and support

The school takes **very good** steps to ensure pupils' care, welfare, health and safety. It provides **very good** support, advice and guidance to pupils. It makes **good** attempts to involve pupils in its work.

Main strengths and weaknesses

- The school supports pupils very well and pupils are confident that adults there will help them.
- Very good and detailed procedures for child protection that are known by all staff as well as the designated child protection officer.

Commentary

27. Induction arrangements work effectively in helping the youngest children and those new to the school settle well. Health and safety and child protection procedures are very good.
28. The support, advice and guidance for pupils are very good. There is a strong emphasis on accepting all comers and doing the best for them in the light of their individual needs. The school rightly prides itself on the successes it has with some pupils with significant emotional and behavioural problems. There is a safe, warm and caring environment and pupils like coming to school. The support provided for pupils with special educational needs is very good. Pupils are treated with respect, care and patience.

29. The monitoring of pupils' personal development and achievements is good, particularly for those pupils with individual education plans. In their academic development, pupils receive good advice and support, which helps most to achieve successfully.
30. The involvement of pupils in the work of the school is good. They were asked to complete a questionnaire after the first year of the amalgamation. Pupils feel that their views are listened to and acted upon. For instance, the school asked pupils to design the 'logo' for the new school uniform.

Partnership with parents, other schools and the community

The partnership between the school and parents is **good** and the quality of the information about pupils' progress is **very good**. There is **good** involvement with the wider community and well-established links with other schools and colleges.

Main strengths and weaknesses

- Good communication with parents, including very good quality information on pupils' progress.
- Parents have positive views of the school.

Commentary

31. The partnership between the school and parents is good. The quality of information provided in each pupil's annual progress report is very good. Each pupil is also required to complete a self-evaluation report stating how well he or she has achieved against last year's targets and what he or she considers to be appropriate targets for the future. Parents are encouraged to make a written response on a special form provided.
32. The school works very hard to involve parents in the work of the school through formal consultation evenings and regular communications about the curriculum, additional activities and special events, many of which are organised and run by a very active school association. A significant number of parents volunteer to help in school by hearing readers and supporting other activities. The school runs curriculum workshops for parents and their views and opinions are noted and acted upon.
33. Parents of pupils with special educational needs are kept well informed about their children's progress and behaviour. There are regularly scheduled reviews and meetings where a full and frank exchange of information flows between the school and home. All parents attend reviews and are always made very welcome in school to discuss any matters of concern.
34. The school has developed good links with the wider community and has a number of commercial sponsors who provide money for prizes and other incentive awards to motivate pupils and help to create a culture that encourages achievement and celebrates success. There are very strong links with the Garth Technology College, where the majority of Sandy Lane pupils transfer for the next phase of their education. In liaison with the school, the college offers a science master class for higher attaining Year 6 pupils. There is a close relationship between all headteachers of the primary schools in the cluster group that transfer the majority of their pupils into the technology college, which ensures that pupils transfer smoothly to their secondary education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governance is very good. Management is satisfactory. Leadership by the headteacher, deputy headteacher and the governing body is very good.

Main strengths and weaknesses

- The leadership of the headteacher, deputy headteacher and the governing body is very good.
- There has been insufficient time for the staff of the school to work together and monitor the effect new systems of assessment are having on raising standards in the school.
- The headteacher, deputy headteacher and governing body have a very clear understanding of the strengths and weaknesses of the school and have implemented highly effective plans for improvement.
- The dedication and total commitment of the staff to work together and introduce new systems, which are intended to raise standards and improve achievement in the school.

Commentary

35. The governing body is very proud of the school and very knowledgeable about it and its strengths and weaknesses. The enthusiastic chair of governors works very closely with the headteacher and makes an invaluable personal contribution to the school, having swiftly and skilfully united governors from both schools after the amalgamation. Governors work very well with the headteacher and together share an impressive vision for the school and how it will improve. The very comprehensive improvement plan produced by the headteacher in consultation with the governing body shows an excellent understanding of the school's current situation and how standards can be raised to allow all pupils to achieve well.
36. The headteacher provides inspirational leadership. She has skilfully and tirelessly led the school through its first year of amalgamation with considerable success. She has been highly effective in appointing key staff, significantly improving the accommodation and resources, whilst having an overriding commitment and determination to raise standards and improve pupils' achievement. The building blocks for improvement are firmly in place and the school is poised to move forward in improving its effectiveness at a good pace.
37. The leadership of the headteacher and the deputy headteacher is very good. They work in close partnership to ensure that all staff are involved and consulted when making important decisions about the school. The school has introduced a number of new systems and improved many long established ones. Unfortunately, the combination of five new teachers this term and the short time the amalgamated school has been open has not allowed sufficient time for the new systems and changes to be fully monitored. In particular the system of assessment set up to ensure that teachers know what pupils can do and what they need to do to improve is not fully in place and therefore has not had time to make a difference to the standards achieved by pupils.
38. The leadership of the special educational needs co-ordinator is very good. Pupils' individual plans are good with clear targets in literacy and numeracy. Governors take an active interest in the school's provision for special educational needs and closely monitor its effectiveness.
39. Some members of the senior management team have only recently been appointed. This group is therefore at an early stage in introducing and monitoring new systems, particularly the assessment procedures. In addition, teachers responsible for subjects other than mathematics, English and science have yet to establish their roles and use their knowledge to lead the school in improving work in these areas.

Financial information for the year April 2002 to March 2003

40. During this financial year the school amalgamated and the budget details below are not representative of a normal year. The financial management of the school is very good and is regularly checked by the governing body's finance committee. The governors oversee the management of resources successfully and are alert to the principles of best value in their decision making about finances.

Income and expenditure (£)	
Total income	600,764
Total expenditure	579,540
Expenditure per pupil	1,416

Balance (£)	
Balance from previous year	N/A
Balance carried forward to the next	17,677

41. The headteacher has handled the implementation of performance management well. The staff's positive approach towards using agreed targets to improve provision and raise pupils' attainment has played a good part in the drive to raise standards. The teaching and non-teaching staff value highly the way they are given every opportunity to develop professionally. With the enthusiasm and commitment of the headteacher, deputy headteacher and governors the school has moved forward rapidly in a short time. The school has good capacity to build for success in the future and provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is good.

42. There are 52 children attending part-time in the nursery. On entry to the nursery children's attainment is broadly similar to that of others of their age. The school admits children into the reception classes twice a year in January and April. There were no reception classes at the time of the inspection. Children who have their fifth birthday in the autumn term will transfer to the reception class in January 2004. Good provision for children of all capabilities and backgrounds is supporting good achievement. Teaching is consistently good and the Foundation Stage co-ordinator provides good leadership. The one area for development is the way in which staff record and assess children's attainment and achievements. Staff are in the process of devising the best way to record children's achievements.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching and the high expectations set by staff.
- Staff provide good opportunities to enhance children's development and children are in line to reach the expected goals by the time they enter Year 1.
- Good relationships have been established so that children feel confident and happy.

Commentary

43. Nursery children have settled well into school and good teaching is promoting independence and co-operation. Clear explanations for behaviour, courtesy and collaboration are calmly explained and consistently demanded. As a result children demonstrate good self-esteem and confidence. They already know the nursery routines well, settle to tasks with a minimum of fuss and behave sensibly. Children and staff clearly enjoy each other's company and the positive ethos supports all children. This is leading to good achievement in emotional development, independence and behaviour. Children are in line to reach the expected goals by the end of the Foundation Stage.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop the children's language skills and teaching is good.

Commentary

44. Children's achievement is good as a result of good teaching and learning. Early indications are that the majority of children are on course to meet the expectations in this area of learning by the end of the Foundation Stage. Already children are making good progress because of the many opportunities they are given to talk and listen. Higher attaining children achieve well because they have been taught initial letter sounds, which they can use to write words such as 'cat'. Staff are skilled at including all children in discussions and provide sympathetic support

for those with special educational needs. Children enjoy books and listen attentively when a story is read to them. They are beginning to write their names. The teacher provides entertaining introductions to sessions, which capture and hold the children's attention very well. She encourages all children to communicate through skilful questioning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff provide a wide range of activities to support learning, which ensures children achieve well.

Commentary

45. Teaching and learning are good. Staff plan a range of interesting activities to promote children's mathematical understanding. Children's mathematical development meets the expectations for their age and they are on course to reach the expected level by the time they enter Year 1. All children achieve well. They count confidently to five and higher attaining children can count beyond ten. Development of mathematical vocabulary is good as a result of the teacher taking every opportunity to reinforce words such as 'long' and 'short'. Exciting, tactile and appealing resources such as plastic worms encourage and motivate children to achieve well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of interesting activities is planned to stimulate children's curiosity and enhance their understanding. Staff make good use of the outdoor area to enhance the children's knowledge and understanding of the world around them.

Commentary

46. Teaching and learning are good and children achieve well. They are on course to attain the expected levels by the time they enter Year 1. A good range of interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example children have planted pansies to improve the outdoor environment. Children achieve well as they are constantly encouraged to describe their experiences and observations, which means teachers can check if children understand what they are doing.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have access to an exciting outdoor area, which means they have good opportunities to develop their physical skills.
- Staff are good role models and participate fully in physical activities, which enhances children's achievement.

Commentary

47. Teaching and learning are good. Children's physical development meets expectations for their age and they are on line to meet the expected goals by the end of the reception year. They are confident and well co-ordinated as they move around the classroom and the outdoor play area. Children achieve well when climbing and balancing on the large climbing frame. They skilfully and accurately handle a large parachute. This is because staff participate enthusiastically in all physical activities and have high expectations of children's work and behaviour. Most children control equipment such as pencils and crayons carefully and accurately.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to use their imagination in art, music, role-play and stories.

Commentary

48. Teaching and learning are good and pupils achieve well. They are in line to attain the expected goals by the end of the reception year. One creative development lesson was observed during the inspection. This was a music lesson and children achieve well in singing. They confidently and tunefully sing nursery rhymes and songs together and some children sing solos clearly and enthusiastically. Teaching is lively and inspirational as the teacher has considerable enthusiasm and musical expertise, which she successfully conveys to the children. As a result children grow in confidence and sing solos unaccompanied

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The school has a very clear action plan to improve standards in English.
- Higher attaining pupils are not challenged effectively. Pupils achieve well in developing their handwriting.
- Girls do better than boys in writing.
- The use of assessment information to raise pupils' attainment and achievement is not fully effective, as it has only recently been introduced.

Commentary

49. In national tests in 2003, Year 2 and Year 6 pupils attained below average standards. However, in both year groups there was a high percentage of pupils with special educational needs who, although achieving well, did not reach the expected levels. In addition, almost half of the Year 6 pupils had not attended the school for the whole of their primary education. Inspection findings are that the attainment of the present Year 2 and Year 6 pupils is average in speaking, listening, reading and writing.
50. Speaking and listening skills are satisfactory throughout the school. Infant pupils listen carefully and follow instructions reasonably accurately. In the juniors, pupils are given good opportunities to express their thoughts and ideas and many pupils do, for example in religious education

lessons when they discuss what it means to be a religious leader. However, a small minority of junior pupils are not fully engaged in discussions and make no attempt to answer teachers' questions. Some teachers use questions effectively to ascertain exactly what pupils understand whilst others accept single word answers instead of demanding more.

51. Standards in reading are average. Year 2 pupils are enthusiastic readers, clearly understanding the difference between fiction and non-fiction texts and specific vocabulary such as 'contents' and 'glossary'. They have opportunities to read a wide range of texts, and during the inspection a higher attaining pupil maturely explained Amelia Earheart's battle to be the first woman to fly the Atlantic. Teachers' comments in reading diaries do not tell pupils how they can improve their reading skills, which restricts achievement.
52. Year 6 pupils attain average standards in reading. Year 6 higher attaining pupils read with fluency and expression and understand how to summarise texts. Average ability and lower attaining pupils require support to summarise texts and have limited knowledge and interest in non-fiction texts.
53. Writing standards are average at the end of Years 2 and 6, but girls achieve better than boys. The school has correctly identified boys' writing as a key area for development. Work sampling from the current Year 2, 4 and 6 pupils indicates that writing skills are improving and teachers are using the National Literacy Strategy effectively to develop these. There is scope to challenge higher attaining pupils to achieve more in their writing.
54. Pupils with special educational needs achieve well when they are taught by the special educational needs teacher and the co-ordinator. They make very good progress in identifying and collecting 'exciting' words such as 'tingling', 'glittering' and 'crunching' to use in a poem.
55. Infant and junior teachers successfully challenge pupils to achieve more and to try harder when two 'writers of the week' are selected and their work beautifully displayed on the wall. This celebration values pupils' achievements and demonstrates the importance of writing. The school places a strong and successful emphasis on developing pupils' handwriting. There are insufficient opportunities for pupils to word-process their writing.
56. The quality of teaching varies throughout the year groups ranging from satisfactory to good and is satisfactory overall. When teaching is good, teachers clearly tell pupils what they are to learn, teach with enthusiasm and enjoyment and have high expectations, which results in pupils achieving well. Teachers are good at planning what to teach and clearly plan the learning that pupils must achieve by the end of the lesson. However, not all teachers assess pupils' learning, set targets and share these clearly with all pupils. Learning is generally satisfactory, although there is a minority of pupils who do not show enthusiasm for writing and find it difficult to settle quickly to work.
57. The school is fully aware of the shortcomings in English and the co-ordinator, who provides satisfactory leadership, has a very clear action plan to improve the quality of teaching and raise standards of attainment and achievement.

Language and literacy across the curriculum

58. There are satisfactory opportunities for pupils to use their literacy skills in other subjects. Scrutiny from last year revealed that some teachers overused worksheets in subjects such as history and geography, which restricts pupils' achievement in recording events in their own words. However, teachers are currently working very hard to ensure that pupils use their language skills in other subjects. For instance, a Year 4 pupil has written an impressive extract from Queen Victoria's diary as part of the class study of Victorians.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The provision for pupils with special educational needs is very good.
- The use of information and communication technology is underdeveloped.
- Higher attaining pupils do not always make sufficient progress in lessons when work is not demanding enough.

Commentary

59. The headteacher has implemented many changes to raise attainment and achievement. These include the appointment of a new co-ordinator, rigorous monitoring of teachers' planning, teaching and learning, and a series of planned in-service training courses for all staff. Some of these changes have not yet had time to have an impact because of staff changes. The mathematics co-ordinator, for example, only joined the school this term. Standards attained by the current Year 2 and Year 6 pupils are average and show an improvement on the 2003 national test results. .
60. The quality of teaching is satisfactory overall and there are some occasions when teaching is very good. This is characterised by clear objectives, a crisp pace and a strong sense of purpose. Teachers manage behaviour well in lessons, for example using strategies that do not interrupt the flow of the lesson. The quality of pupils' learning varies from satisfactory to very good. Where learning is only satisfactory, it is due to low expectations and work that is not challenging enough.
61. Pupils' achievement in mathematics is satisfactory. In Years 5 and 6, pupils are set for mathematics by their ability and this practice is beginning to have a positive impact on the rate of pupils' progress. In some lessons the quality of teaching is not sufficiently motivating so a minority of pupils are not eager to learn, which restricts their achievement. The more able pupils are not achieving their potential because teachers' expectations are not high enough.
62. Pupils with special educational needs achieve well. Teachers and their assistants make good use of pupils' individual education plans, paying due attention to numeracy targets. Pupils try hard in lessons because teachers give them a lot of attention and they receive good quality support from teachers' assistants.
63. Pupils are not yet being given opportunities to use information and communication in mathematics lessons but they like watching their teachers using interactive whiteboards, for example, in learning about equivalent fractions. The co-ordinator is very new to his post and provides satisfactory leadership. He is passionate about mathematics and is determined to raise standards.

Mathematics across the curriculum

64. Although pupils use mathematics skills in other subjects such as design and technology, teachers do not plan this systematically. As a result, pupils are limited in their understanding of how different subjects link together and how mathematics can contribute.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Detailed lesson planning that is well matched to the needs of lower attaining pupils but insufficient planning and attention is paid to the higher attaining pupils.
- Too little use is made of information and communication technology in science.

Commentary

65. Standards attained by the current Year 2 and Year 6 pupils are average. The majority of pupils are working at the expected level for their age. However, there is a minority of pupils in each class who could achieve higher levels of attainment. No significant difference was noted between the attainment of boys and girls, and pupils with special educational needs achieve well in relation to their prior test results.
66. The quality of teaching is satisfactory and this ensures that pupils learn soundly. Teachers in all years have adopted the approach of teaching science through practical and investigative activities, which have a clear focus in teachers' detailed planning. As a result pupils are developing a secure understanding of living things, materials, light and sound. They are learning to use their knowledge to predict what might happen and to explain why things occur.
67. Whilst teachers plan work for different ability groups, there is insufficient provision made or attention paid to the higher attaining pupils who are capable of achieving more in science lessons. A strong feature of the teaching is the way teaching assistants help keep pupils with special educational needs motivated and interested by asking pertinent questions to make them think.
68. Teachers work hard to ensure that the correct scientific vocabulary is used in lessons and that pupils understand specific terminology. In the completed work and lessons observed there were insufficient opportunities for pupils to use information and communication technology to support learning in science, including missed opportunities for research, handling data and recording findings.
69. The management of the subject is satisfactory. The co-ordinator has only been at the school for a few weeks so has had very little time to monitor teaching and learning. He has devised a clear, detailed action plan for future improvements, which is based on the detailed analysis of standards, teaching and learning provided by the headteacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses

- The co-ordinator has considerable expertise and is determined to raise standards.
- The use of ICT to support pupils' learning across other subjects is underdeveloped.
- Pupils have satisfactory word processing skills.
- The expertise and confidence of staff in managing new technology is variable.

Commentary

70. The school has heavily invested recently in improving the provision of computers and other hardware since the amalgamation. For example, every classroom has at least two computers

and all of the Years 5 and 6 classes have an interactive whiteboard. On some occasions the interactive whiteboards are unreliable and their failure to operate disrupts teaching and learning.

71. Standards are not high enough across the school, because pupils do not have enough opportunities to practise, consolidate and extend their skills, knowledge and understanding. Teachers organise whole-class lessons regularly to introduce a new skill to all the class. For example, pupils are shown how to highlight text using the keyboard, and to insert letters or move text using the mouse. Teachers use correct vocabulary such as 'click and drag' and most demonstrations are confident. However, the use and management of the hardware varies depending on the teacher's level of expertise. They are doing as well as they can at present, given the constraints of some of the resources at their disposal. In-service training is planned to improve teachers' skills and confidence, and to help them manage the resources to greater effect.
72. Pupils enjoy using computers and have positive attitudes towards information and communication technology. They behave well when sharing a computer keyboard and take turns sensibly. In some lessons their concentration wanes when they cannot see the computer screen properly because it is too far away from them, or when explanations are occasionally too long. Pupils' skills in word processing are satisfactory, but their attainment in other areas of the curriculum is not secure because they have had fewer opportunities to use resources regularly enough.
73. The curriculum in information and communication technology is satisfactory. The school has concentrated on developing word processing skills and now intends to do more on other aspects of the curriculum, such as control technology. However, pupils in Year 6 are confident in using the Internet and enjoy reading the school's website. The co-ordinator, who provides satisfactory leadership, is enthusiastic and has considerable expertise. She has already taken steps to improve teachers' planning.

Information and communication technology across the curriculum

74. The use of information and communication technology is not threaded through other subjects of the curriculum such as science and mathematics, although the use of word-processing is beginning to enhance some work in English.

HUMANITIES

The inspection concentrated on religious education, where seven lessons were observed. In history discussions with pupils and their work from last year forms the basis of judgments. Geography was not a focus for this inspection.

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Year 4 and Year 6 teachers ensure that pupils use their literacy skills well in religious education lessons.
- Limited use is made of ICT to support work in religious education.
- There is no monitoring of teaching and learning by the co-ordinator.
- Resources are good.

Commentary

75. Standards in religious education are in line with those expected at ages seven and eleven. Infant pupils achieve satisfactorily and learn about the life of Jesus and the festivals of Easter and Christmas. By Year 6, most pupils achieve the expected standards. They have a secure knowledge of a range of religions and begin to recognise similarities and differences. The analysis of work confirms the judgement that standards meet the expectations of the locally agreed syllabus.
76. Teaching and learning is satisfactory. Teachers have a secure knowledge of the subject, which ensures that pupils have a clear understanding of different world religions and the need to respect others' beliefs. Pupils' work is well presented and the quality of handwriting is good. In Years 4 and 6 teachers are particularly skilled at using pupils' literacy skills in religious education lessons. Lessons are planned carefully, interesting resources are used and teaching assistants provide good support. The use of information and communication technology to support pupils' learning is underdeveloped. Resources are good as the school has purchased a number of interesting artefacts.
77. The co-ordinator provides satisfactory leadership and is beginning to identify priorities for development by auditing the quality of provision; she has usefully started by checking on the effectiveness of teachers' planning. As yet she has not had the opportunity to look at teaching and learning in other classes.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Work provided in history is not always matched to pupils' different abilities and too many worksheets are used in some classes.

Commentary

78. No lessons were observed but judgements are based on analysis of pupils' work from last year and discussions with pupils. Years 1 and 2 pupils' attainment and achievement is satisfactory. Infant pupils have studied life in Victorian times and have learnt about Florence Nightingale and Mary Secole. Junior pupils display satisfactory attainment and achievement in learning about the Romans, ships and seafarers and the Aztecs. No work was available from last year's Year 6 so no judgment can be made regarding attainment and achievement at the age of eleven.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection did not focus on art and design, design and technology or physical education. However, evidence was gathered from observing music in six lessons.

Music

Provision in music is **satisfactory** in listening, playing and performing, but provision in singing is **good**.

Main strengths and weaknesses

- The quality of singing in assemblies and in the choir is good.

- There are very good opportunities to enrich pupils' experience in music through extra-curricular activities such as the choir and for those pupils who take part in instrumental lessons.
- Teaching by the music specialists is good but some teachers lack confidence in teaching music to their classes.
- Opportunities to enrich pupils' spiritual and cultural development are sometimes missed on occasions when music could be played from other times and cultures, such as in assemblies.
- Some pupils do not handle musical instruments with enough care.

Commentary

79. Standards in music across the school are in line with national expectations in listening, playing and composing, but in singing standards are above national expectations. This is due to good teaching by some teachers who have very good knowledge of the subject and who confidently communicate their enthusiasm for music through singing. Pupils' achievement is satisfactory overall but it is good in singing.
80. The quality of teaching is good in singing lessons and in lessons taken by the specialist music teacher but some class teachers lack the confidence to teach all aspects of the curriculum effectively. When teaching is unsatisfactory it is due to a lack of confidence in teaching music, which means that teachers cannot readily move pupils' progress along quickly enough. Most teaching is good, with some very good features, such as a strong sense of purpose securely rooted in confidence. The quality of peripatetic teaching is very good because teachers have very good expertise, use assessment promptly and move pupils' learning forward purposefully.
81. Pupils have good attitudes towards singing. In assemblies they sing strongly but tunefully, with crisp rhythms and clear enunciation. They sing expressively with sincerity and understanding. Some pupils' attitudes are less positive when exploring the sounds that instruments make, producing a noise rather than a sound by handling instruments carelessly. Some good opportunities to develop pupils' listening skills are provided, such as in assemblies when pupils listen carefully to music such as *The Sorcerer's Apprentice* and accurately identify the sound of a bassoon. However, these opportunities are not available frequently enough and do not contribute sufficiently to pupils' understanding of music from other times and other cultures.
82. The curriculum is considerably enhanced by a good range of activities such as the school choir and listening to visiting musicians, for example a woodwind quartet. Very good opportunities are provided regularly when the school takes part in local festivals in combined performances of very good quality musicals such as *Yanamamo*.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school is a harmonious community in which all pupils are given equal status and show tolerance and respect for one another.
- There are regular personal, social and health education lessons in all classes.

Commentary

83. Personal, social and health education is well provided for in weekly lessons in all classes. Pupils' attainment is average. These lessons are planned well so that pupils can express their thoughts and feelings. The school is a racially harmonious community in which all pupils are given equal status. This does not come about by chance but because of the good role models

provided by all staff. The headteacher and deputy headteacher's leadership in improving the relationships and behaviour in school can be seen to have a good impact on the way in which pupils relate to one another, show tolerance and respect for views different from their own.

84. The school provides satisfactory opportunities for pupils to develop their knowledge and understanding of growing up in a community as responsible citizens. They are given good opportunities to discuss their feelings and to consider those communities in the world that are in need, for example African families who have no gardens in which to grow their own vegetables. They take part in several charitable causes during the school year and the school choir shows its respect and care for senior citizens in its annual carol-singing visit to a local residential home for the elderly.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
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	4

Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

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	2
Accommodation and resources	4
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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