

INSPECTION REPORT

SOUTHROP CE PRIMARY SCHOOL

Southrop, Lechlade

LEA area: Gloucestershire

Unique reference number: 115651

Headteacher: Mrs C M Holmes

Lead inspector: Mr Paul Nicholson

Dates of inspection: 13-15 January 2004

Inspection number: 257521

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:	Voluntary Controlled ¹
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	46
School address:	Southrop Lechlade Gloucestershire
Postcode:	GL7 3NU
Telephone number:	01367 850246
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Anne Newman
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Southrop CE Primary School is much smaller than other primary schools. It is situated between Fairford and Lechlade and serves a wide, relatively prosperous rural area. Currently 23 boys and 23 girls attend the school. When children enter the reception, their attainment varies, but overall it is similar to that expected for their age. All of the pupils are white and none speak English as an additional language. Less than 7 per cent of pupils have been identified as having special educational needs, which is below the national average. None has a Statement of Special Educational Need. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is similar to that found nationally.

¹ Because Southrop School is a voluntary controlled Church of England school, the inspection of collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by an inspector approved by the diocese and appointed by the governing body.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25406	Paul Nicholson	Lead inspector	The Foundation Stage English Information and communication technology Art and design Design and technology Music Physical education
9334	Jenny Mynett	Lay inspector	
20097	John Griffiths	Team inspector	Mathematics Science Geography History Religious education Special educational needs Personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Southrop CE Primary School is **an effective school** that provides its pupils with a **good** quality of education. Overall, teaching is **good** and pupils do **well**. The school is **well** led and managed. It provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils do well in English, mathematics and science and so standards in these core subjects are above average.
- Teaching is good and pupils make good progress overall in their learning.
- Pupils' standards in information and communication technology are below average.
- It is a very caring school, which fosters very positive attitudes and very good behaviour from the pupils.
- The headteacher provides good leadership and, together with the staff and governors, manages the school well.
- In planning for the future, there is an insufficiently sharp focus on the most important priorities for improvement.
- There is scope to improve the provision for children in reception, though it is currently satisfactory.
- The partnership with parents, the local community and other schools is very good.

The school has **consolidated** the good quality of education noted at its last inspection. It continues to serve its pupils well. It has improved its provision for information and communication technology but this remains an area for development.

STANDARDS ACHIEVED

By the end of Year 2 and Year 6, pupils' overall standards are **above average** as they **achieve well** in the core subjects of English, mathematics and science.

Achievement in **reception** is satisfactory and children reach the Early Learning Goals for their age in all areas of learning including communication, language and literacy and mathematical development. Children exceed the goals in their personal, social and emotional development.

In **Years 1 and 2** standards are above average in English, mathematics and science. Pupils achieve well in these core subjects. In other subjects seen during the inspection, their achievement is satisfactory and standards are in line with national expectations.

Pupils' achievement is good and their standards are above average in English, mathematics and science in **Years 3 to 6**. In other subjects seen during the inspection, their achievement is satisfactory and standards are in line with national expectations. The exception is in information and communication technology, where standards are below national expectations and pupils' achievement is unsatisfactory because they have not sufficiently developed their knowledge and skills by Year 6. The limitations of the school's accommodation restrict pupils' access to computers and slow their progress.

The school's **provision for pupils' spiritual, moral, social and cultural development is very good**. Consequently, pupils have **very positive** attitudes towards school and their behaviour in lessons is **very good**. Their rate of attendance is **well above** the national average.

QUALITY OF EDUCATION

The school provides a **good quality of education**. Overall **teaching is good**. It is satisfactory in reception, though there are too few opportunities for children to learn through their own exploration and for outdoor activities. Teaching is good in the infants and juniors, consequently, pupils make good progress in their learning especially in English, mathematics and science. The school provides pupils with a **good** range of learning opportunities, which are well planned to meet the needs of the mixed-age classes. There is **good** support for pupils with special educational needs. **Very good** levels of care and **very positive** links with parents and the community support pupils' learning very well.

LEADERSHIP AND MANAGEMENT

Overall **the school is well led and managed**. The headteacher's **good** leadership provides a clear vision and high aspirations for the school. The school is managed **effectively** by the hard working staff team. Governance is **good**. Governors carry out their duties well and have a good understanding of the work of the school. In strategic planning, there is an insufficiently sharp focus on the priorities for improvement. The school does **well** in promoting the inclusion of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are **very pleased** with the work of the school, which they hold in high regard. They are happy with the quality of teaching and state that their children enjoy school and make good progress. Parents are comfortable in approaching staff and feel the school is well run. They make a **very positive** contribution to pupils' learning.

Pupils express positive views about school and their teachers. They enjoy school and feel that they have to work hard. They appreciate the help given to them in lessons and know who to seek advice from if they have a problem.

IMPROVEMENTS NEEDED

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

- improve pupils' achievements in information and communication technology and develop the use of their computer skills in supporting learning in other subjects;
- have a clearer focus on whole-school priorities when planning for the future and when monitoring and evaluating improvements;
- raise the quality of teaching and learning for children in reception to the good standard seen elsewhere in the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall pupils' achievement is **good**. Children in reception make **satisfactory** progress. This accelerates in Years 1 to 6 and pupils achieve **well**. Standards in English, mathematics and science are **above average** by the end of Year 6.

Main strengths and weaknesses

- Pupils in Years 1 to 6 achieve well in the core subjects of English, mathematics and science.
- Standards in English and mathematics have improved since the last inspection.
- Standards in information and communication technology are below average.
- Pupils with special educational needs make good progress.
- There is scope to improve the progress made in reception.

Commentary

1. At the time of the last inspection (June 1998) pupils made good progress because of good teaching. They attained average standards in English and mathematics and above average standards in science. Pupils did well in art and design, design and technology, history and music. Since that time, overall standards in the core subjects have improved though standards in other subjects have dipped slightly. Currently, standards in English, mathematics and science are above average and pupils achieve well. In other subjects seen during the inspection, standards are in line with national expectations except in information and communication technology, where they are below.
2. **Foundation Stage:** Children enter reception with good personal and social skills, and overall attainment similar to that expected for their age. They make steady progress and reach the Early Learning Goals² in each of the six areas of learning, including communication, language and literacy and mathematical development. Children go on to exceed the expected goals in their personal, social and emotional development. This represents satisfactory achievement and is the result of sound teaching in reception. However, the way activities are currently planned and the limited outdoor provision result in missed opportunities to extend children's learning and improve the rate of progress.
3. **Key Stage 1:** The very small numbers of pupils in each year group make a detailed analysis of the school's annual test results unreliable. However, results of the recent national tests at the end of Year 2 (2001-2003) indicate that pupils do well in reading, writing and mathematics. Most pupils gained Level 2, the expected standard, in reading and writing, and all pupils gained Level 2 in mathematics. A third of the pupils went on to gain the higher standard (Level 3) in reading. The average points score³ for the three tests shows that the school's performance is above average and that pupils are about a term ahead of pupils of a similar age. Inspection evidence indicates a similar pattern in the current Year 2, where overall standards in English and mathematics are above average. Pupils achieve well in their speaking, listening, reading and

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy children should be able to write their own name and other things such as labels and begin to write simple sentences.

³ The average points score provides schools with a single statistic to compare the overall grades attained by all of their pupils with the grades attained by pupils in another school as well as an average for all schools nationally. The National Curriculum level attained by each pupil, for example, in mathematics, is given a score: Level 1 = 9 points, Level 2 = 15 points, Level 3 = 21 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points based on the level attained by pupils and then dividing by the number of pupils who took the test. This means that a school whose average points score for mathematics in the end of Year 2 national tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Year 6, is 27.

writing and in the development of their mathematical skills because of good teaching in literacy and numeracy. By the end of Year 2, pupils reach an above average standard in science because, in recent years, all pupils have reached the expected standard (Level 2) in teacher assessments.

4. Pupils by Year 2 reach the nationally expected standards in history and geography, and the expectations of the locally agreed syllabus for religious education. The pupils' achievement in these subjects is satisfactory. It was not possible during the inspection to make judgements on standards in art and design, design and technology, information and communication technology, music or physical education because of the timetable of lessons and the inspection's focus on the core subjects.
5. **Key Stage 2:** Pupils continue to make good progress in Years 3 to 6 and their achievement in the core subjects is good. This was shown by an analysis of recent Year 6 test results and pupils' current work, which is above average. Over recent years (2001-2003) all pupils have gained the expected standard (Level 4) in national tests in science, and almost all gained it in English and mathematics. A third of pupils went on to gain the higher standard (Level 5) in English and mathematics, and two-thirds did so in science. Pupils' average points score for the three subjects indicates that they are about two terms ahead of pupils of a similar age and this compares favourably with the results of pupils from similar schools⁴.
6. By the end of Year 6, pupils' standards in history and geography are in line with national expectations, and in religious education their standards meet the expectations of the locally agreed syllabus. The pupils' achievement in these subjects is satisfactory. In information and communication technology, standards are below national expectations and pupils' achievement is unsatisfactory. Pupils have not sufficiently developed their knowledge and skills in all aspects of the subject because of their limited access to computers over a significant period of time. It was not possible during the inspection to make judgements on standards in art and design, design and technology, music or physical education.
7. The achievement of the small number of pupils with special educational needs is good. Their needs are clearly identified and planned for so that they can work at levels that are suitable. Support for these pupils is well organised. One-to-one support outside of the classroom and well-focused support in lessons by teachers and learning support workers ensure that these pupils make good progress towards their individual targets.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development continue to be **very good**. The provision for their spiritual, moral, social and cultural development is **very good**. Pupils' attendance is **very good**.

Main strengths and weaknesses

- Pupils' very good attitudes and behaviour enable them to make good progress because they are highly motivated and very eager to learn.
- Relationships are very good between staff and pupils and amongst the pupils themselves.
- The overall provision for pupils' spiritual, moral, social and cultural development is very good and contributes effectively to pupils' personal development.
- Attendance is much higher than other schools and punctuality is very good.

Commentary

8. Both pupils and parents have very positive views about the school. Parents are particularly pleased that their children are very happy, *'love being at school'* and behave *'impeccably'*. They feel that the teachers' knowledge of their children and high expectations encourage pupils to respond positively, work hard and achieve their best. As a result pupils are developing

⁴ Similar schools: for these comparisons schools are grouped together according to the results their pupils gained in the Year 2 tests.

confidence and progressing well, with even the youngest demonstrating a good deal of maturity. Pupils are enthusiastic and spoke about the good friendships forged; the kindness of teachers; the opportunities to learn new things; their interest in lessons and *'everything about the school'*. In lessons, pupils are highly motivated, eager to participate and concentrate well. These positive attitudes are also applied to extra-curricular activities, with full participation in the Christmas craft club and Year 6 booster lessons.

9. The behaviour of pupils is very good, both in lessons and around the school. Pupils respond very well to the reward programme and feel it motivates them to work hard and behave well. Harmony is a strong feature of the school and there is little evidence of bullying or oppressive behaviour. Relationships between individual pupils and between pupils and adults are very good. Pupils work well together, collaborating in pairs or small groups, and the older pupils are very caring of the younger ones.
10. Provision for spiritual development is good, reflecting the school's Christian status and the monthly focus on promoting positive values. The school uses opportunities well to develop pupils' self-knowledge and spiritual awareness and this helps pupils develop their confidence, their ability to reflect and their willingness to take responsibility. Pupils show great respect for the values and beliefs of others.
11. Moral development is very good. Pupils know right from wrong, have helped to develop their class codes of conduct and are fully aware of how their actions affect others. Pupils gain an awareness of others less fortunate than themselves through support of charities. The good behaviour of pupils in and around the school is a result of their developing self-discipline and is reflected in the absence of exclusions in the school.
12. Social development is very well developed and results in the forging of very constructive relationships. This promotes a good working environment and makes a positive impact on achievement. Parents commented on the good role models the older pupils offer to the younger ones in the mixed-age classes. Where offered, pupils accept responsibility readily and complete any tasks they have been given conscientiously, such as looking after the library and taking care of the younger children. Residential visits, Christmas productions and other occasions such as country dancing displays promote further good opportunities for pupils to work together.
13. The school effectively promotes pupils' cultural development. Provision is strongest in relation to pupils' own culture. This is celebrated through displays around the school, through visits and visitors, and participation in local music and dance festivals or the Christmas craft club. The school makes a sound effort to widen pupils' awareness of life in a culturally diverse society. Special activity days have raised awareness of, and explored aspects of, other cultures.
14. Pupils are happy to come to school and are eager to learn. Attendance is very good and well above the national average. Parents bring their children to school punctually in the mornings and lessons start on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.4	National data	0.5

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 school provides a **good** quality of education for its pupils. Teaching and learning are **good**. The school's curriculum provides a **good** range of activities and the school takes **very good** care of its pupils. There are **very good** links with parents.

Teaching and learning

The overall quality of teaching is **good** and so pupils make **good** progress in their learning. Assessment procedures and their use are **good**.

Main strengths and weaknesses

- Overall teaching in Years 1 to 6 is good, particularly in English, mathematics and science, and so pupils do well in these lessons.
- Teachers have a good knowledge and understanding of what they teach and lessons are conducted at a brisk pace, particularly in the junior class.
- Teachers insist on high standards of behaviour, so pupils concentrate on their work.
- There is scope to improve teaching and learning for children in reception.
- Good use is made of the special educational needs teacher and other learning support workers.
- Assessment procedures are thorough, wide-ranging and used well.
- Teachers do not ensure that pupils make sufficient use of their computer skills in all subjects.
- Occasionally, higher attaining pupils are not given enough extra work to fully challenge them.

Commentary

15. The school has maintained the overall good quality of teaching seen at the last inspection. During the inspection teaching ranged from satisfactory to good, with an example of very good teaching seen. There were no unsatisfactory lessons.
16. Reception children are taught with the infant pupils in Years 1 and 2. This places a considerable burden on the infant teachers, who have to plan for two different key stages and two different approaches in the classroom at the same time. The learning support workers make a good contribution to children's learning. Teaching is generally satisfactory for reception children. Work is satisfactorily planned for them but there is scope to review the effectiveness of the teaching so that these children can gain as much benefit as possible from their lessons. Reception children sometimes join pupils from Years 1 and 2 at inappropriate times and they do not have enough structured play opportunities or outdoor activities to ensure good progress in the areas of learning.
17. Overall teaching in Years 1 to 6 is good, particularly in the junior class and in the core subjects of English, mathematics and science. Teachers have good knowledge of the subjects they teach. During the inspection, this was particularly noticeable in the infant classroom in a religious education lesson, and in the junior class during music and physical education lessons. Activities are well planned with due regard for the wide range of age and ability in each class. The good and better lessons seen during the inspection were characterised by confident teaching because teachers have a good knowledge and understanding of the skills and content being taught. This supported pupils' good progress in developing their knowledge and understanding.
18. Pupils with special educational needs are well catered for and planning takes account of the individual education plans of each pupil. In addition to the planned tasks in lessons, special educational needs pupils benefit from a good one-to-one learning experience at various times during the week, given by the effective special educational needs teacher who is able to concentrate her efforts on a single pupil.
19. Where teaching is good, the school makes learning enjoyable, productive and purposeful, partly through the good use of time and the brisk pace of the lesson. Teachers encourage pupils to

give of their best. However, whilst many lessons throughout the school do have planned extension tasks for those that finish early, there is not always sufficient expectation for pupils with higher attainment to get on to these tasks. Weaknesses in the accommodation affect pupils' learning, notably pupils' access to computers to support their learning in all subjects.

20. Teachers and learning support workers have a very good rapport with pupils. This, coupled with the expectations and insistence on good behaviour, results in a very good atmosphere in the classrooms and supports pupils' learning. Teachers carefully develop pupils' capacity to work both independently and collaboratively in lessons. Pupils feel that they work hard and that their efforts are valued. Older pupils feel that they are trusted to do things on their own.
21. The quality of teachers' assessment of pupils' work is good, which is an improvement since the last inspection. The procedures for assessment are comprehensive and the school makes good use of the information gained to respond to both individuals and general curriculum needs.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	5	9	0	0	0

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

The curriculum

The school provides a **good** range of learning opportunities for its pupils and there is **good** enrichment of the curriculum. Pupils' learning is hindered by **unsatisfactory** accommodation.

Main strengths and weaknesses

- The curriculum is well planned and particularly applicable to a very small school.
- Provision for pupils with special educational needs is good
- Provision for personal, social and health education is good.
- The use of information and communication technology to support learning is not sufficiently well planned.
- The accommodation is insufficient for the needs of the National Curriculum.
- The outdoor provision for the Foundation Stage children is inadequate.
- There is a good range of visits to support and enhance pupils' learning.

Commentary

22. The school's curriculum is inclusive and relevant to the needs of the pupils. The school has worked hard to ensure that the cycle of topics meets the needs of the mixed-age classes. Teachers' planning for the year, each term and each week is generally thorough. Subjects are successfully combined in class projects and this helps to make lessons interesting and stimulating for pupils. The school has improved the curriculum and resources for information and communication technology since the last inspection. However, computer skills are not threaded consistently through the curriculum. As a result, pupils' achievement in information and communication technology is unsatisfactory.
23. The curriculum for children in reception is satisfactory overall. However, planning for these children is at present very closely linked to the curriculum for pupils in Years 1 and 2 This makes it difficult to treat reception children as a separate group, with a less formal approach in the spirit of the national guidelines for the Foundation Stage. The approach is more formal than recommended by the national guidelines for this age group. For instance, they sit with older pupils during the daily literacy lesson, but formal instruction goes on too long for them and some of the material covered is too difficult. By contrast, they do not have the recommended opportunities to learn through structured play activities, both indoors and out, and the lack of

regular access to outdoor facilities is a distinct weakness limiting their physical and social development.

24. The curriculum for pupils with special educational needs is good because it is well planned, with a good match of work to their capabilities. Good quality individual education plans help them to make good progress and achieve well.
25. There is effective monitoring of the curriculum as the headteacher keeps a close watch on the impact of teaching and learning. The capacity for the curriculum to strengthen further is good as policies and planning are regularly reviewed and useful audits undertaken to establish strengths and weaknesses. The governors receive regular reports and take a keen interest in the curriculum.
26. Pupils' learning is successfully enriched by the provision of a good range of extra-curricular activities. Good use is made of visits to places of educational and cultural interest, with most areas of the curriculum being included during pupils' time in school. Each trip or activity is evaluated with care to ensure its worth and relevance. A residential trip for pupils, in conjunction with a nearby school, enhances not only the history and geography curriculum but pupils' social development as well. There is a good range of after-school clubs in spite of there being limited facilities for sport.
27. The resources for learning across the curriculum are satisfactory but the range of reading books is limited. The accommodation is cramped and there is insufficient space for computers, the library and practical activities, and no hall. Too little space for computers contributes to the unsatisfactory use of computer skills across the curriculum. Outside, the playground is small, there is no specific area for reception children and no grassed area for physical education. Outdoor accommodation for children in reception is very limited and unsatisfactory because children cannot take part in the full range of physical activities linked to all areas of learning recommended for their age. However, the school makes the best use of what is available and makes effective use of the nearby village hall and field. The school is planning building work that is intended to create more space for computers and the library.

Care, guidance and support

Systems to ensure pupils' health, safety and welfare are **very good** and pupils are **very well** supported during their time at school. Procedures to monitor and promote pupils' personal and academic development are **very good**.

Main strengths and weaknesses

- The school continues to provide a safe, caring and supportive environment where pupils can grow into confident and happy individuals.
- Induction arrangements to the school and support for new pupils are very well developed and enable them to settle into school quickly.
- Pupils receive good guidance and feel there is always somebody they can talk to and that it is a very safe and happy school.
- There is no formal mechanism to consult with pupils.

Commentary

28. Teachers and support staff providing a caring and supportive environment for pupils. The overall provision for pupils' health, welfare and protection is very good and parents are delighted at the nurturing environment within the school, which enables their children to flourish. Arrangements for child protection and procedures relating to health and safety are securely in place, with the governors taking their responsibility for health and safety issues conscientiously. The induction process into the school is well thought out and effectively implemented. This enables reception children to settle happily because of the small numbers and the kind and caring way they are introduced to their teacher and classmates. The transition process to

secondary school is also well managed to ensure that pupils progress to the next stage of education as smoothly as possible.

29. Procedures to monitor and support pupils' academic and personal development are very good. Because of the small numbers in the school, teachers know their classes very well. Pupils have helpful discussions with their class teachers and are involved in setting individual targets each year. This ensures they are aware of how they are doing, and what they need to do to improve. The school has good systems in place offering support and guidance for those pupils with special educational needs and involves the various outside agencies as necessary. Parents speak very positively about the inclusive nature of the school. They feel it is very fair and seeks to meet the needs of individual pupils.
30. Pupils are very happy and feel it is a very safe and secure school. The small number of pupils in the school means that they are well known and have formed a trusting relationship with an adult. Pupils are confident that they can turn to a member of staff if they have a problem or are unhappy, and that issues will be dealt with swiftly. Opportunities to consult with pupils and to take their views into consideration are satisfactorily developed. However, currently there is no formal means, such as a school council, of giving pupils a greater voice or involving them in decision-making processes in the school.

Partnership with parents, other schools and the community

The partnership with parents, the local community and other schools is **very good** and continues to be one of the major strengths of the school.

Main strengths and weaknesses

- The school has developed a strong, supportive parent body and actively consults with them.
- Parents hold the school in high regard.
- Links with the local community, the church and other schools provide clear benefits for pupils.
- Parents offer valuable assistance to the school through the parent-teacher association.
- Parents are very well informed about their children's progress.

Commentary

31. The school's very close liaison with parents keeps them fully informed and provides them with many opportunities to become involved in their children's education. This is having a very positive effect on pupils' learning and their levels of achievement. Parents express a high level of satisfaction about the work of the school. They particularly like the small family atmosphere and the open door policy. They think the teaching is good, the school is well managed and the headteacher and staff very approachable. The school actively consults with parents about significant concerns, such as milk and snacks, girls wearing trousers, the sex education policy and re-introducing the teaching of French.
32. Information evenings keep parents updated on new developments and important events. Regular teacher-parent consultations and very good quality annual written reports provide clear information on how pupils are progressing and what they need to aim for next. Newsletters detailing events, achievements and general matters keep parents well informed of what is going on. Curriculum information is shared with parents each term so they can see what is going on and help their children at home. The use of homework diaries and reading records also enables parents to monitor what is being covered on a weekly basis. The good parental support is having a positive impact on pupil achievement.
33. Links with the local community are very good. The school is central to village life, with many local people involved in school activities and attending functions run by the school. The very strong links with the church are fostered through regular church services and visits. Local businesses provide good support for fund-raising events. The school is very grateful for the good level of parental assistance, including listening to reading, helping out in the classroom, on

visits and at after-school clubs. Parents have been very active in creating and maintaining the very attractive wildlife garden, which is well used by pupils. The parent-teacher association generates substantial funds for the school. Some of this money has been identified to help the new building project. Links with other schools, including the local secondary school, are very good. This is impacting on pupils' achievement and helps facilitate the transfer into Year 7. As members of a very small school, pupils benefit socially from meeting pupils from other communities and joint activities enhance the curriculum. Staff also benefit from shared training and resources.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher and staff provide **good** leadership and the school is managed **effectively**. Governance is **good**.

Main strengths and weaknesses

- The headteacher has a clear vision for the school.
- The small number of staff form an effective team that ensures the school is well led.
- The governing body carries out its duties well and has a good understanding of the work of the school.
- Strategic planning does not focus sharply enough on what are the most important whole-school priorities for improvement.
- The school does well in promoting the inclusion of all its pupils.

Commentary

34. The headteacher provides good leadership and manages the school well. The success of this is seen in the smooth day-to-day operation of the school, the consistent application of the school's values and the good quality of education the school provides. The school's clear mission statement, which is reflected in the headteacher's vision, makes the educational direction of the school very clear. The headteacher's energy and drive provide the momentum for developments designed to raise pupils' attainment and consolidate the school's very good ethos as a caring community. This contributes significantly to the pupils' achievements, confidence and positive attitudes to work.
35. The headteacher, together with the small teaching staff, manages the curriculum well and there is a shared sense of purpose. There are effective procedures for monitoring performance data, and effective action is taken to address any weaknesses identified in the curriculum. The headteacher monitors teaching well and there are suitable procedures for performance management and good opportunities for professional development. The school has correctly identified the need to develop the subject co-ordinators' role in monitoring and evaluating teaching and learning across the school. The school works hard to ensure the inclusion of all pupils and there is effective, well-managed provision for pupils with special educational needs.
36. The school's improvement plan is satisfactory. It is detailed and timetables intended developments over a three-year period. It correctly identifies the need to develop the accommodation and pupils' access to computers, but it is not clear which of the many priorities listed are the most important ones for school improvement. It does not provide a sufficiently sharp focus on whole-school priorities to guide improvements and to help governors monitor and evaluate the success of their actions.
37. The governance of the school is good. Governors carry out their statutory responsibilities well and through an effective committee structure they provide good support and challenge the school. Through good quality information provided by the headteacher and an effective programme of visits to the classrooms, governors have good understanding of the school's strengths and weaknesses. Governors have a satisfactory involvement in determining the priorities for the future.

38. Governors monitor the budget well and satisfactorily implement the principles of best value. The school has a very large carry forward. This has been planned for and is earmarked for maintaining staffing levels and to fund an intended extension to the school's limited accommodation. Financial administration is good and office administration is efficient.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	184,514	Balance from previous year	56,347
Total expenditure	165,986	Balance carried forward to the next	74,875
Expenditure per pupil	3,074		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Children have good personal and social skills.
- There is scope to improve the balance between adult-led activities and those chosen and planned by the children.
- The lack of outdoor accommodation and the limited access to outdoor resources restricts the opportunities for teaching and learning.

Commentary

39. At the time of the inspection, there were seven full-time reception children. They are taught with Year 1 and Year 2 pupils. The school has provided a learning support worker for mornings, which enables reception children to work as a separate group for some activities. In the afternoon sessions they join the infant pupils in their lessons and in the main activities at a suitable level are provided. The reception children's attainment when they start school is similar to that expected for their age. Children make steady progress and by the end of the reception year, they attain the Early Learning Goals in all areas of learning, with the exception of personal, social and emotional development where their attainment is above the expected level. Children's achievement in all areas of learning is satisfactory.
40. Teaching is satisfactory overall, though there is scope for improvement in order to match the quality of teaching seen elsewhere in the school and to further raise achievement. There are times when the reception children benefit from working alongside older pupils. For example, children develop a sound understanding of books and listen with enjoyment to stories during the sharing of a 'big book'⁵ at the beginning of literacy lessons. At other times, children's learning is enhanced when a learning support worker withdraws them for group and independent activities. However, there is an imbalance in the planning of activities. At times children spend too long with the older pupils on activities that are not suitable. Children do not have enough occasions to learn through play in the spirit of the national guidelines for the Foundation Stage curriculum. There are not enough opportunities for children to take part in planning, organising, exploring and asking questions, and in making decisions within their school day. The constraints of the outdoor accommodation hinder the children's access to regular daily physical activities. Although the teacher and learning support workers do their best to make activities such as painting, sand and water available, these creative and physical activities are not continually available to the children throughout the day.
41. The leadership and management of the Foundation Stage are satisfactory. There are good procedures for assessing children's progress that are soundly used to match most activities to children's needs when planning the next stage of their learning. The overall provision is not quite as good as it was at the time of the last inspection because the school has not fully adapted changes to the national guidelines for children in reception, which have been introduced since the last inspection. In the main, parents are pleased with the arrangements for settling children into the school.
42. In the area of **personal, social and emotional development**, the children exceed the expected goals. They benefit from working alongside the older Year 1 and 2 pupils who set a good example through their own behaviour which the reception children copy. The children show good levels of confidence and concentration. They work well together as a group and

⁵ A 'big book' is a copy of a text large enough for the whole class to see and follow. Such books are often used for shared reading activities during literacy lessons.

have a good understanding of the need to listen to the contributions of others, to take turns and share resources. The reception children are confident and happy learners and know the routines of the school well. Many activities are led by an adult and so children's independent learning skills are satisfactory, but could be developed further through more opportunities for children to plan their own activities.

43. Children's achievements in **communication, language and literacy** are satisfactory and teaching is sound. Children have a good appreciation of books and understand that writing conveys meaning. They join in confidently with well-known stories, such as *Cinderella*. Regular activities help children to hear and say initial and final sounds in words and to match the correct letters to these sounds. Children make steady progress in forming letters correctly and spelling simple words. Listening skills are well developed because children follow the good example of the older children in the class. In the main, speaking skills are carefully developed but opportunities are at times missed to extend and enrich the children's vocabulary during activities.
44. In **mathematical development**, children's achievements are satisfactory. They have a sound understanding of number and count reliably up to 20. Children talk about the shapes of everyday objects and identify circles, squares and triangles in objects around the school. They use suitable language, such as 'bigger' and 'smaller' to describe size.
45. The children's **knowledge and understanding of the world** is sound and their achievement in this area of learning is satisfactory. They develop a satisfactory awareness of materials and, by using their sense of touch correctly, describe objects as 'rough', 'smooth' or 'bumpy'. Religious education is taught regularly and the children gain a suitable understanding of the Bible, and key characters and events. Stories such as *The Selfish Crocodile* foster children's moral development. The children's information and communication technology skills are satisfactory and they have access to a suitable range of programs.
46. There was little evidence of children's **physical development** observed during the inspection. Children's fine motor skills, including the use of pencils and scissors, are satisfactory. The use of large pieces of apparatus and equipment, including wheeled toys, is planned but not regularly enough to ensure good progress. The creative activities seen during the inspection were satisfactory and indicated satisfactory achievement. Children use puppets to re-enact stories and make model mice from modelling dough. They have access to painting activities, but these activities are not freely available throughout the day. Children take part in a satisfactory range of craft activities, but there is not enough choice in terms of the materials used so they produce very similar items.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Standards in English are above average by the end of Years 2 and 6.
- Teaching in both the infant and junior classes is good and, as a result, pupils achieve well.
- There are insufficient opportunities for older pupils to use and develop their literacy skills in writing longer stories.
- There is scope to improve the number, range and challenge of reading books available.
- Provision for pupils with special educational needs is good and they do well.

Commentary

47. Pupils do well in national tests at the end of Year 2 and Year 6, and an examination of their written work shows that standards in English are above average. Pupils' books show that they make good progress year on year. Literacy lessons are effective in helping pupils to use correct grammar and spelling and to develop their comprehension skills. Consequently, pupils gain good literacy skills and they achieve well in all aspects of the subject. Pupils with special educational needs achieve well because of effective one-to-one support outside the classroom aimed at addressing their individual targets.
48. The quality of teaching and learning is good and particularly strong in Years 3 to 6, and this has resulted in an improvement in standards since the last inspection. Teachers make lessons relevant to the needs of the different year groups in each class and so pupils achieve well. As pupils grow older, they develop a good understanding and ability to use different forms of writing. Pupils enjoy writing stories, but older pupils do not get sufficient opportunities to write extended stories, worked on over time, in which they can put to use their well-developed literacy skills. Pupils' handwriting is neat, joined, fluid and legible, with nearly all pupils taking great care in the presentation of their work.
49. The purposeful atmosphere in lessons ensures pupils listen attentively and regular opportunities to express opinions result in their being confident speakers. Pupils are given good support at home in developing their reading skills. They enjoy reading and know a good range of strategies to deal with unfamiliar words so as to read them aloud or work out the meaning. In discussions with pupils, it is clear that they are independent readers, but the resources available limit their access to a wide choice of suitable and challenging literature. The lack of small copies of a 'big book' slowed progress during a literacy activity.
50. The subject is well managed. There are good procedures for assessing pupils' progress and for identifying strengths and weaknesses within the curriculum. However, the co-ordinator does not spend time in the other classroom to enable her to form a view on the effectiveness of teaching and learning across the school. Good use is made of visits from theatre groups and visits to the theatre to extend pupils' interest in English.

Language and literacy across the curriculum

51. Language and literacy skills are satisfactorily used in other subjects. Subjects such as science and history provide suitable opportunities for pupils to use structured and relevant writing styles to record their work. However, in science the use of worksheets results in too few opportunities for higher-attaining pupils to write extended reports. Non-fiction texts linked to other subjects are satisfactorily used in literacy lessons.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- Teaching is good overall and pupils achieve well as a result.
- Learning support workers provide good support in lessons.
- Assessment and record keeping are good.
- There are insufficient targets set for individual pupils.

Commentary

52. At the time of the previous inspection, attainment in mathematics across the school was broadly in line with the national average. Standards have risen consistently over the recent past. Pupils, including those with special educational needs, make good progress and achieve well.
53. Standards are better than at the time of the last inspection because of good teaching. In a very good lesson for junior pupils, the teacher used lively teaching methods to enthuse and hold pupils' interest and help them learn. Pupils benefit from the good subject knowledge of the teacher. Lessons are based mostly on the format of the National Numeracy Strategy, adapted well for the mixed-age classes. Pupils are introduced to a good variety of methods supported by clear explanations and demonstrations. As a result, pupils demonstrate good knowledge and understanding of number facts and methods.
54. Pupils are given effective opportunities to develop ways of working out answers mentally, which consolidate what they have learned. A recent emphasis on problem solving is helping pupils to explain their thinking and to raise standards. Teachers' good management ensures a calm productive atmosphere in the classroom. As a result, pupils are confident, attentive and hardworking and achieve well. Standards of presentation of pupils' work are generally good. The marking of pupils' work is good. Whilst there are few comments in the books to show how pupils may improve, good verbal help and advice during lessons was observed during the inspection.
55. Pupils with special educational needs are provided with suitable tasks and resources. These pupils are well supported by the specialist teacher who assists general teaching in the junior classroom as well. Special educational needs pupils also have the benefit of regular individual tuition.
56. Assessment and record keeping systems are good and have improved since the last inspection. However, systems for setting individual targets for pupils, particularly for higher attaining pupils, have yet to be developed in order to help them understand how they can improve. Leadership and management of the subject are good. Standards have risen as a result of this. Homework is regularly set and used well to reinforce learning.

Mathematics across the curriculum

57. Opportunities for using and applying mathematics in other areas of the curriculum are satisfactory, but opportunities to develop aspects such as measuring in science and design and technology are missed. Computers are used to produce graphs in data handling, but overall insufficient use is made of information and communication technology within mathematics to consolidate and develop pupils' learning.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Pupils do well and standards are above average by Year 2 and Year 6.
- The pupils benefit from an emphasis on investigations in science.
- Information and communication technology is not used effectively enough to support pupils' learning

Commentary

58. Standards attained by the end of Year 6 are above average, as shown in pupils' good results in national tests and in the work analysed during the inspection. Pupils are well challenged by their tasks. Pupils as a whole, including those with special educational needs, make good progress and achieve well. No significant difference is noted between the performance of boys and girls.
59. The quality of teaching is good overall and is one of the main reasons why pupils learn well. Teachers plan a good range of practical investigations in order to develop pupils' skills, knowledge and understanding in a systematic way. Pupils use their knowledge to make predictions and explain what has occurred. As a result, they are developing a good understanding of living things, materials, light, sound and forces.
60. Pupils speaking and listening skills are promoted well in classes by the practical approach to science. Teachers promote correct scientific vocabulary well in lessons and this helps pupils to understand the words they are using. The junior pupils use a variety of formats when recording their investigations. Pupils write about their investigations when they determine what it is they have found out. However, too many worksheets are used so opportunities to promote more extended writing, particularly amongst higher attaining pupils, are missed. Links with numeracy do occur due to the practical nature of investigations and the need to collect, display and interpret data. However, too few opportunities are made for this to happen using the skills learned in information and communication technology. Marking is diligently carried out, but there are too few comments in books to suggest what pupils need to do next or how to improve what they do.
61. The leadership and management of science are good. Guidance for planning is very comprehensive, together with advice for support materials on all topics. Test results are carefully analysed to ensure that the emphasis for teaching corrects any area of weakness. Curriculum development is constantly under review.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards by Year 6 are below national expectations and pupils could do better.
- The curriculum and resources have improved since the last inspection.
- Pupils' access to computers is hindered by the school's limited accommodation.
- Pupils' ICT skills are not used well enough to support their work in other subjects.

Commentary

62. As there were no lessons and insufficient evidence available in Years 1 and 2 during the inspection, it was not possible to judge pupils' standards and the quality of teaching in the infant class. Evidence from pupils' previous work, observations of group activities and discussions with pupils and staff show that standards by Year 6 are below national expectations. Pupils' achievement is unsatisfactory because they have not fully developed their knowledge and skills as they have moved up through the school.

63. During the inspection, teaching of small groups in the junior class by a learning support worker gave pupils satisfactory opportunities to consolidate their ICT skills. Younger pupils in the junior class successfully entered a series of instructions to move a programmable toy robot while older pupils accessed the Internet to find information on puppets. Pupils are confident in using a word-processing program and satisfactorily edit and present their work. They use data-handling programs to present information and the Internet to research their topic work. However, they have not developed their knowledge and skills sufficiently to produce multimedia presentations, send e-mails, monitor external events and produce instructions to control lights or sounds.
64. The major reason for pupils' underachievement is the lack of access to computers and other appropriate resources over a period of years. The school has a satisfactory curriculum in place, which is an improvement on the last inspection. It has increased the number of computers available through the recent purchase of a number of laptop computers. However, the lack of suitable accommodation for the computers has resulted in difficulties in teaching new skills to groups of pupils and has significantly limited their access to computers. This has hindered the rate of progress and so pupils have not kept up with developments within the subject. The school is looking to address this issue through the inclusion of a computer area within its planned extension to the accommodation.

Information and communication technology across the curriculum

65. Pupils use computers to type and print some of their written work and to produce block graphs in mathematics and science. They use CD-ROMs and the Internet to find information, for example, for a visit to Bournemouth. In music, older pupils use a program to compose simple tunes. However, the limited access to computers means that these opportunities are not regular enough to give satisfactory support to the development of pupils' ICT skills or to have a positive impact on their learning in other subjects.

HUMANITIES

In humanities, work was sampled in geography, history and religious education. Lessons were observed in the infant class for both history and religious education. Discussions with Year 6 pupils on religious education, history and geography help form the basis of the judgements.

History and geography

It was not possible to make overall judgements on the provision for these subjects. The small amount of evidence gathered during the inspection suggests that pupils reach the nationally expected standards by the end of Years 2 and 6.

Commentary

66. Observation of an infant lesson, scrutiny of pupils' previous work and discussions with pupils and staff show that pupils by Year 2 and Year 6 reach the national expectations for history and geography. The requirements of the National Curriculum for these subjects have been carefully planned to be included within a wide range of cross-curricular topics. Topics including the United Kingdom, Ancient Greece, the Tudors, World War II and Roald Dahl's *Charlie and the Chocolate Factory*, all show that aspects of both subjects are incorporated. This approach is helpful in promoting and sustaining interest within the mixed-age classes.
67. There was insufficient evidence to judge overall teaching and learning, but pupils in the infant class made satisfactory progress in a history lesson observed during the inspection. Pupils listened to the story of *Jack's Basket* as a stimulus to understanding the passage of time through the growth of a baby. Progress was supported by a good response from parents for pictures of the pupils when they were younger. As a result, pupils began to appreciate that they develop and change over time.

68. The school makes several educational trips in connection with the topics. Pupils vividly recall visits made to a local river, a Tudor manor and to a residential centre in Bournemouth, and it is clear that these visits helped to consolidate their learning in both history and geography. There are too few examples in pupils' work where the skills of information and communication technology have been used to support learning in geography and history.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of a teacher with specialist knowledge and interest in the subject to teach religious education throughout the school.
- Limited use is made of information and communication technology in religious education.
- Attractive displays enhance the profile of the subject and value pupils' work.

Commentary

69. An analysis of pupils' work confirms that standards by the end of Year 2 and Year 6 are in line with those expected in the locally agreed syllabus. Pupils with special educational needs make satisfactory progress and the achievement of all pupils is satisfactory. By Year 6, most pupils have satisfactory knowledge of a range of religions and begin to recognise the similarities and differences between each. Pupils in the infant class have a satisfactory knowledge of the life of Jesus and the festivals of Easter and Christmas.

70. Teaching and learning are satisfactory. The teacher, who takes both the infant and junior classes for religious education, has a secure knowledge of the subject. This ensures that pupils have a sound understanding of their own and different world religions and the need to respect others' beliefs. Lessons are carefully planned and interesting. In a good lesson observed, infant pupils listened intently to the story of *The Selfish Crocodile* because the teacher has a good reading voice that enhances the impact of the story. The teacher prepared suitable tasks for each year group and pupils successfully compared the story with a story from the Bible that they had heard previously. There are attractive displays of pupils' work in classrooms and in the entrance hall where there is a display of prayers. Too little use is made of information and communication technology, particularly to investigate and present the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Discussions took place with staff and pupils related to work in art and design, design and technology, music and physical education. No lessons were seen in art and design or design and technology. One music lesson and one dance lesson in physical education were seen. As a result, it is not possible to make overall judgements on the provision for these subjects.

Art and design

71. The quality of pupils' previous work and work on display indicates satisfactory standards in painting and drawing, with appropriate use of colour, sketching, printing and drawing for their age. Displays of pupils' artwork, including collage work, are attractively displayed around the school. Photographic evidence indicates that a suitable range of materials is used and that activities include two- and three-dimensional work but it was not possible to judge the quality of this work. Junior pupils use sketchbooks to record their initial ideas but not frequently enough or with a sufficient focus on the development of artistic skills to ensure better than average progress. Pupils enjoy their art lessons; pupils in Year 6 talk warmly about the regular opportunities they have. Pupils across the year groups learn to observe the work of well-known artists to develop their ideas further and to try to work in their style. This ensures the art curriculum provides pupils with the right opportunities for them to achieve as well as expected.

Design and technology

72. Very little work was available to show pupils' practical making skills. Infant pupils use paper fasteners to make simple moving figures in card. Junior pupils make puppets, with each year group using a different style. The pupils' planning books in Years 3 to 6 show they are taught in a systematic way that helps them to make a range of artefacts using suitable materials and techniques. Their simple sketches are labelled to identify materials. For some activities, pupils write what it is they did, including tally charts and graphs to show the results of simple surveys. Pupils write brief evaluations of their work. Their plans and evaluations are completed for each activity but the quality of this work does not improve sufficiently as pupils move through the school so as to include by Year 6 alternative ideas, measurements and more careful evaluations indicating what worked well and what could be improved.

Music

73. In the one lesson seen during the inspection, teaching was good. Pupils in Years 3 to 6 made good progress because of the teacher's secure subject knowledge and well planned activities that matched the needs of the differing age groups. Pupils had access to instruments, with younger pupils satisfactorily using chime bars and hand chimes while Year 6 confidently used recorders. The standard of singing heard during the lesson was above that usually heard in primary schools. Pupils sing confidently, maintaining good pitch, rhythm and diction. They enjoy singing and were particularly pleased with their singing in two-, then three-parts. There is good provision for learning to play musical instruments. The local education authority music support service provides tuition for brass instruments. Pupils receiving music tuition have a love for music and talk enthusiastically about their experiences. Throughout the school, pupils follow a scheme that provides coverage of the main areas that should be taught. Class teachers use the scheme and this ensures that music is taught regularly. Most pupils like learning about music.

Physical education

74. The school works hard to overcome the limitations of its accommodation for physical education lessons. The use of the nearby village hall and field and links with a local sports club enhance the provision so that pupils have access to all aspects of the physical education curriculum. There is a good programme for swimming, in which all pupils take part in weekly lessons each alternate half term. Teaching was good in a Year 3 to 6 dance lesson seen in the village hall during the inspection. The teacher's enthusiastic approach and good subject knowledge, together with a good pace to the activities, ensured pupils were very attentive and worked hard at improving their performance. Their movements as toys in the toyshop showed a sound awareness of space as they responded to the music while creating simple characters, such as a 'Jack in the box'. Pupils enjoy their lessons and enter into activities enthusiastically. When asked to, they work together sensibly; their very good relationships and polite manners ensure that they take turns and work together effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for this area of the curriculum is **good**.

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 lessons for personal, social and health education in each class as well as issues raised through the whole curriculum where appropriate.

Commentary

75. Personal, social and health education is well provided for in weekly lessons in all classes. Lessons are planned well so that pupils can express their thoughts and feelings. For example, in a satisfactory lesson junior pupils explored the issues that had arisen in assembly. They enthusiastically discussed the need for rules and targets and how they celebrated success.
76. The school is a 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 very good behaviour in school has a good impact on the way in which pupils relate to one another and show tolerance and respect for views different from their own.
77. The school provides good 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, pupils sent boxes of toys to children in Africa at Christmas. They take part in several charitable causes during the school year.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
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	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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