

# INSPECTION REPORT

**CHUDLEIGH CHURCH OF ENGLAND COMMUNITY  
PRIMARY SCHOOL**

Newton Abbot

LEA area: Devon

Unique reference number: 113392

Headteacher: Mr M Tudor

Lead inspector: Anne Pitt HMI

Dates of inspection: 2 -5 February 2004

Inspection number: 264045

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
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	356
School address:	Lawn Drive Chudleigh Newton Abbot Devon
Postcode:	TQ13 0LS
Telephone number:	01626 852147
Fax number:	01626 854032
Appropriate authority:	Governing body
Name of chair of governors:	Mr Clive Edmonds-Brown
Date of previous inspection:	19 October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Chudleigh is a popular school for 356 children aged four to 11. It is larger than most primary schools. Few pupils come from minority ethnic backgrounds. Pupils' standard of attainment on entry to the reception classes is broadly average and the percentage of pupils known to be eligible for free school meals is below the national average. Eight pupils have a statement of special educational need and the overall proportion of pupils with special educational needs is similar to most schools. A significant number of pupils leave and enter the school between Years 1 and 6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22260	Anne Pitt HMI	Lead inspector	Mathematics Music Art and Design
13874	Jane Chesterfield AI	Lay inspector	
1962	Janet Brennan HMI	Team inspector	English History Geography
33713	Deana Holdaway HMI	Team inspector	Foundation Stage Religious Education Physical Education
33714	Christopher Nye HMI	Team inspector	Information and communication technology Science Design and technology

Her Majesty's Inspectors (HMI) were joined on this inspection by Additional Inspectors (AI) appointed by Her Majesty's Chief Inspector of Schools.

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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS</b>	<b>15</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	<b>15</b>
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	<b>17</b>
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a sound quality of education** and gives satisfactory value for money. It is viewed highly by its pupils and their parents. Pupils are a delight to be with. Teaching is satisfactory overall and much of it is good. Pupils make satisfactory progress overall and reach average standards in most subjects by the time they leave the school. The school is competently led and managed.

The school's main strengths and weaknesses are:

- effective teaching which ensures that four to seven-year olds make a good start to school life;
- pupils who get on well together and are happy at school;
- the above average standards reached by older pupils in reading, speaking and listening, information and communication technology (ICT) and physical education, although they do not do well enough in writing;
- the school's accurate evaluation of its own strengths and weaknesses, although checking how well pupils are doing is not always done carefully enough;
- its care for the well being of every pupil and its good provision for children who experience learning difficulties;
- the multitude of activities held outside the school day which enhance the school curriculum;
- assessment and target setting systems which are too complicated;
- the design of a curriculum does not always cater for the strengths and weaknesses in pupils' achievements.

The school has made satisfactory progress since the last inspection. The quality of teaching has improved for seven to eleven-year old pupils. Standards in ICT have risen and subject leaders are clear about their roles. However, standards for the older pupils have not kept pace with the national trend of improvement since the last inspection. The school recognises that further work is needed if this is to be remedied.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	C	C	D
Mathematics	C	C	C	C
Science	B	C	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Overall, pupils achieve satisfactorily.** Four to seven year-olds achieve well, as do pupils with special educational needs. Older pupils' achievement is hindered by weaknesses in the development of writing skills. That said, all pupils achieve well in mathematics. The work seen during the inspection indicates that:

- children in the reception classes are on course to at least exceed the national standards (the early learning goals) in physical, personal, social and emotional development and communication, language and literacy. In all other areas of learning, including mathematical development they are likely to meet the standards;

- pupils reach standards which are above average in English, mathematics and science by the end of Year 2;
- pupils reach standards in speaking and listening and reading which are above average by the end of Year 6. But standards in writing are below average and in mathematics and science they are average.

**Pupils' personal development is good.** Behaviour is also good. Pupils are keen to please and willing to work hard. They are punctual to lessons and their attendance is satisfactory. **Pupils' spiritual, moral and social development is good and cultural development is satisfactory.** There is a strong Christian ethos and school assemblies are particularly uplifting experiences.

## QUALITY OF EDUCATION

**Overall, the school provides a sound quality of education** with some good features. **Teaching and learning are satisfactory overall.** Teaching is particularly effective in reception and Years 1 and 2 so that children make good progress in reading, writing and number work. Setting in Years 3 to 6 is successful in raising achievement in mathematics, but in English there are shortcomings in teaching writing. The school has thorough and comprehensive systems for assessing pupils' work, but these are too complicated and result in too many targets being set for individual pupils which are difficult to follow up. Teachers are supported ably by skilled assistants. The curriculum is satisfactory but its design does not always help pupils to overcome difficulties in writing. The gaps in time between studying different subjects, such as history and geography, make it difficult for pupils to remember what they have learnt previously. Care and support are good and pupils are actively involved in the school's work. Links with parents and the community are also good.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are satisfactory.** The headteacher and other key staff run the day-to-day work of the school capably. They manage the inclusion of all pupils particularly successfully and ensure the school is a positive and happy community. The school's leadership is clearly committed to improvement, but it does not always focus fully on pupils' achievements. Governors support the school well.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the school. Overall, parents are well informed about how their children are doing. The school's procedures for following up bullying are thorough and effective. Most pupils say they learn new things in lessons; there is always someone to go to when they need help; and teachers are fair.

## IMPROVEMENTS NEEDED

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

- raise standards in writing, especially for older pupils;
- give greater emphasis to monitoring the progress pupils make and act on what is found out;
- simplify day-to-day assessment procedures;
- design a curriculum which successfully reflects the school's distinctive strengths and tackles its weaknesses.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement in reception and Years 1 and 2 is good, and for pupils in Years 3 to 6 it is satisfactory. Pupils with special educational needs achieve well. Standards in the core subjects are above average in Year 2 and average in Year 6.

#### Main strengths and weaknesses

- Throughout the school pupils show good achievement in speaking and listening, reading and mathematics.
- Standards in writing by the end of Year 6 are not high enough.
- Standards in ICT are above average in Year 6 and have improved since the last inspection.

#### Commentary

1. From an average starting point, the children in the reception classes do well and at least exceed the expected standards for their ages in communication, language and literacy; physical, personal, social and emotional development. In knowledge and understanding of the world and mathematical and creative development they meet the expected standards. Children's achievement is good because staff work effectively as a team. They know the children well and plan practical activities which get the best out of them. Children find learning fun.
2. In Years 1 and 2 pupils continue to do well and reach above average standards in reading, writing and mathematics. As the table below indicates, inspection judgements are similar to the school's results in last year's national tests for seven year-olds. Pupils also do better in tests than those in similar schools. Indeed, improvements in test results have been better than the national trend. This is because the good teaching makes pupils' learning meaningful and extends their thinking, particularly through practical activities. Effective setting of classes also ensures that work is well matched to pupils' capabilities.
3. Standards in science are also above average. This marks an improvement from last year when teachers' assessments indicated that standards were average. Weaknesses identified in investigative science have been successfully overcome.

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

Standards in:	School results	National results
Reading	16.9 (16.6 )	15.7 (15.8)
Writing	15.7 (15.2 )	14.6 (14.4)
Mathematics	18.0 (17.7)	16.3 (16.5)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

4. In Years 3 to 6 standards in English, mathematics and science are average. The good progress made in Years 1 and 2 is not built upon fully and improvement has not kept pace with the national trend over the past few years. Again, recent test results echo this, as the table on the next page and in Part A show. This is partly due to differences in cohorts because high numbers of pupils leave and enter the school between Years 3 and 6. However, this is not the full story: inspectors found that, while pupils achieve at least satisfactorily overall, they could do better, especially in writing. Work seen in their English



books show that they do not make sufficient progress. This is disappointing because pupils' skills in speaking, listening and reading are above average. That said, the school has 'turned the corner' with mathematics and pupils are starting to make good progress, as seen in the work of pupils in Years 4 and 5. Last year the school recognised that teaching and learning needed improvement. The good professional development that followed is beginning to make a difference.

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

Standards in:	School results	National results
English	26.6 ( 27.1)	26.8 (27.0)
Mathematics	27.2 (26.7 )	26.8 (26.7)
Science	29.3 ( 29.6 )	28.6 (28.3)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

- Standards are rising in ICT. They are now above average in Year 6 - an improvement since the last inspection when they were below average. Great strides have been made to support and guide teachers so that they can challenge older pupils successfully to tackle complex tasks such as creating visual presentations. Standards in all other subjects are average and in physical education and design and technology they are above average.
- Lower attaining pupils and those with special educational needs make good progress. They are supported effectively by teachers and teaching assistants. Pupils are proud of their achievements. This is especially evident during discussions at the end of lessons where staff encourage them to participate fully and contribute actively.

**Pupils' attitudes, values and other personal qualities**

Attendance is satisfactory and punctuality is good. Pupils' personal development, their attitudes and behaviour are also good, as is the overall provision for their spiritual, moral, social and cultural development.

**Main strengths and weaknesses**

- Pupils behave well because staff have consistently high expectations of them.
- Cultural development is satisfactory.

**Commentary**

- Pupils enjoy school. They attend regularly and punctually, encouraged by good procedures for promoting attendance.

**Attendance in the latest complete reporting year 94.8%**

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.4

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

- Behaviour is good because staff have a consistent approach and pupils know what is expected of them. Rewards and sanctions are applied fairly. Cases of bullying are investigated and monitored thoroughly. Procedures for following up racism or other forms of harassment are in place. There have been no exclusions since the last inspection.

9. Personal development is good. The school is successful in giving pupils the chance to develop their talents and social skills through a very good range of clubs and residential visits. Pupils are full of enthusiasm when they talk about these opportunities, and the take-up is very high. They happily come to school early for orchestra or a cross-country run and stay late for chess or bell-ringing. They willingly take responsibility, as the conscientious attitudes of the prefects, librarians and school council members prove. The school assemblies often have a real sense of occasion and are uplifting and moving experiences which add a spiritual dimension to pupils' lives. Work on the homeless during the inspection week helped pupils to empathise with the plight of others and to better understand complex moral, social and spiritual issues. One boy said, "I think love's the most important thing we can give them (the homeless) because without love it's not worth being alive". Cultural development is sound. There are sufficient planned opportunities for pupils to appreciate their own and others' cultural traditions but resources from a wide range of cultures are under developed.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education. Teaching and the curriculum are both satisfactory. There is rich provision of extra-curricular activities. The school provides good levels of care. Links with parents and the community are good.

### Teaching and learning

The quality of teaching and learning is satisfactory overall. It is good in reception and Years 1 and 2, and in Years 3 to 6 it is satisfactory. The use of assessment is also satisfactory overall, although there are some weaknesses.

### Main strengths and weaknesses

- Teaching has improved since the last inspection when 17% of it was unsatisfactory.
- Teaching of mathematics throughout the school is good, but the teaching of writing to older pupils needs improvement.
- Assessment and target-setting procedures are too complicated.

## Commentary

### *Summary of teaching observed during the inspection in 58 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0 (0 %)	9 (16 %)	28 (48%)	17 (29%)	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.*

10. Teaching is stronger overall in the reception and Year 1 and 2 classes than it is higher up the school because the teaching of English is better. Whilst the teaching of English is satisfactory for older pupils, they do not achieve as much as they should in writing. The reasons for this include: pupils are given work which is too difficult; the arrangements for teaching writing are over complicated and prevent pupils from having enough time to complete their work; and pupils do not have enough opportunities to write at length.
11. During the inspection some very good and good teaching was seen throughout the school. The staff in the reception classes ensure that children settle quickly into school life. Both parents and children are positive about the teaching staff and children say they 'love coming

to school'. Adults know the children well even though they have only been in school a short time.

12. Throughout the school, staff skilfully manage pupils and provide a caring environment in which positive relationships flourish. As a result, pupils behave well and gain confidence in communicating with others. Teachers also promote plenty of discussion and question pupils effectively. They are able to create the right level of challenge to take pupils' thinking further and, consequently, most pupils show a strong desire to learn.
13. The teaching in some subjects shows particular strengths. Teachers pay good attention to developing subject specific vocabulary and preparing suitable resources. In mathematics, teachers are effective in encouraging pupils to explain their strategies for calculation and in relating the subject to the everyday world. In science, hands-on activities engage pupils' interests and make them want to find out about things. In ICT teachers work closely with pupils to tackle individual difficulties and provide extra work which challenges the brighter ones.

Common shortcomings, in lessons occurred when:

- lessons lacked pace and pupils lost interest;
  - lessons were safe rather than exciting; and
  - occasionally teachers focused on poor behaviour rather than encouraging and praising pupils when they were good.
14. The teaching of pupils with special educational needs is good. The staff work well with pupils individually and in groups, and support them successfully when they join whole class lessons. Pupils' individual learning plans are clear, precise and well linked to lesson plans.
  15. Staff have established secure and thorough procedures for assessment and record keeping. Pupils are assessed frequently. Numerous assessments are made through: observations in lessons; marking pupils' work; and half termly formal assessments and tests. Assessments are recorded in detail and pupils are set individual, class and year group targets. However, the systems are complicated and result in too many targets set for pupils which are difficult to follow up and keep track of in future lessons.

## **The curriculum**

The curriculum is satisfactory overall. Enrichment activities are very good. Accommodation and resources are good.

### **Main strengths and weaknesses**

- The curriculum for pupils with special educational needs is good.
- Extra curricular activities enhance provision in sport and the arts.
- The design of the curriculum does not always effectively support learning especially in writing and subjects such as history and geography.
- Resources and accommodation are good but there are shortcomings in the reception classes.

### **Commentary**

16. Great importance is paid to the curriculum for pupils with special educational needs. They have access to a full curriculum. Individual learning plans identify appropriate targets. Teaching assistants support pupils well in lessons. The contributions that pupils with SEN make to whole-class lessons are valued by pupils and teachers alike. For example, a Year 6

pupil with both learning and physical difficulties was congratulated by his peers in a science lesson when he suggested a viable method of measuring transparency.

17. The provision for curriculum enrichment is very good. Pupils benefit greatly from a range of activities which support and enrich their learning. For example, nearly all pupils in Years 2, 4 and 6 attend residential trips. In Year 6, a range of adventurous activities, including climbing and canoeing are organised. These make a valuable contribution to the development of pupils' confidence and self-esteem. The school offers very good artistic and sporting opportunities to pupils, including inter-school football, netball and tag rugby, plays, concerts and visits by theatre groups. The school choir and orchestra contribute regularly to the annual South Devon Promenade concert and the Devon Show.
18. The school provides a broad curriculum which meets statutory requirements. Foundation subjects are covered in depth, but there are long gaps in time when some subjects are not covered. Therefore, pupils find it difficult to remember what they have learned previously. For example, during the inspection pupils had little recollection of the geography they had learnt the previous term because it was not current in their minds. The government's national strategies are used securely to plan work in literacy and mathematics. But the school has not yet adapted the literacy strategy creatively enough to tackle the weaknesses in writing.
19. Resources are well managed and organised throughout the school, and enhance the curriculum provision. However, the reception classrooms are cramped and the outdoor play equipment is inadequate.

### **Care, guidance and support**

Care and support for pupils are good. Pupils are actively encouraged to be involved in the school's work.

### **Main strengths and weaknesses**

- Good relationships with adults mean that pupils are consistently well cared for and supported.
- Very good induction procedures help reception children to settle quickly.
- There are good systems for consulting pupils.
- The school site means that supervision at lunchtime is sometimes difficult.

### **Commentary**

20. Staff at all levels treat pupils well and this means pupils feel secure at school and can concentrate on their learning. Pupils know there is always someone they can turn to for advice and this gives them confidence. These positive relationships are backed up by good systems for pupils' welfare, for example, in areas such as child protection and first aid, so pupils are looked after well.
21. The induction procedures for the reception classes are very good. The onsite pre-school and the reception teachers work closely together to ensure seamless transition. A carefully planned programme of meetings and home visits keeps parents fully involved. As a result, the reception children soon feel at home in their new surroundings and are ready to learn.
22. The school council is proving to be a successful way of formally gathering pupils' views. Their recent meeting with the kitchen manager showed that their opinions are respected and taken seriously. Their suggestion that the kitchen should provide sandwiches at lunchtime for pupils has already been adopted.

23. Adults are vigilant in their supervision of pupils even though the layout of the site and the number of playgrounds mean it is difficult. The school has plans to develop the outside area in order to provide better educational and recreational experiences.

## **Partnership with parents, other schools and the community**

Links with parents, the community and other schools and colleges are good.

### **Main strengths and weaknesses**

- Parents are actively involved with school life and are supportive of their children's learning.
- The school offers its facilities to the community wholeheartedly.
- Pupils benefit from the strong partnerships with other schools and colleges.

### **Commentary**

24. The school makes good efforts to work with parents. It seeks their views through questionnaires, on specific topics, such as homework. It gives them good information about their children's progress through annual reports, and the school website is developing into a comprehensive source of information.
25. Parents are keen to support the school and uphold its ethos. They make sure their children complete their homework and remember to notify the school if their children are absent. Many help regularly in the classroom, for example hearing readers, and this is useful for both teachers and children. Helpers are well briefed and know what to do, and fit easily into classroom routines.
26. The school opens its doors wholeheartedly to members of the community, who appreciate what it has to offer. The swimming pool and the 'Rising Fives' pre-school on the school premises are popular. The number of independent clubs run on the school premises means that pupils have further opportunities beyond the school day to try something new and develop their skills, for example through Pumas or Tai Kwon Do. They are very happy about this.
27. Links with the local community also help to add an extra dimension to pupils' learning and personal development. Good relationships between the school, the pre-school and the high schools help pupils to transfer from one stage of education to the next with little fuss. A very strong partnership with the local initial teacher training college means pupils, parents and teachers get the benefit of new initiatives and ideas. For example, there are numeracy workshops for parents of children in the reception classes. Parents say that these provide them with confidence to help their children at home. After one session, parents were buzzing with ideas and enthusiasm. One summed up the success of the workshop: *"I never felt I would find any area of maths fun. It's an inspiration!"*

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are satisfactory. There is a clear commitment to school improvement but not always sufficient emphasis on pupils' achievements. The headteacher's leadership is satisfactory. The school is governed effectively. It provides satisfactory value for money.

### **Main strengths and weaknesses**

- The school is a well-ordered community where staff are clear about their roles.
- Governors know the school well and support it effectively.

- The school's evaluation of its own strengths and weaknesses is accurate but the school improvement plan is not sufficiently strategic.
- The use of information from monitoring pupils' performance is not always used effectively.
- The school manages provision for pupils with special educational needs successfully.

## Commentary

28. The headteacher manages the day-to-day work of the school competently. The roles and responsibilities of staff are clear and their work ensures that the school is a positive and happy community which is held in high regard by parents and pupils.
29. The school's self-evaluation is accurate. The detailed school improvement plan for 2003 – 2004 identifies the right priorities clearly and staff and governors are involved closely in developing it. However the plan does not focus sufficiently on what the school expects to happen as a result of its efforts. Recently the headteacher and key staff have acted decisively to improve provision in mathematics and ICT. But generally there is insufficient emphasis placed on analysing the evidence gained from the monitoring of standards, especially in writing. The school improvement plan, beyond the current year, is not strategic enough and does not focus on developing the school's curriculum beyond English and mathematics. The senior managers have yet to fully consider what sort of curriculum the school should provide and how this might be realised.
30. The governing body fulfils its role effectively. Governors are knowledgeable about the school's strengths, weaknesses and current priorities, as well as their own roles. They exude a sense of common purposefulness. They use their time and personal expertise to support and challenge the headteacher, staff and pupils and to guide the school's work. A weekly meeting between the chair of governors, vice chair and the headteacher helps to ensure that governors are closely in touch with the daily life of the school. They take an active role in the school's development, both formally through governors' committees, and informally through regular contact with parents, staff and pupils, including supporting the latter in lessons. They ensure that the school meets its statutory responsibilities.
31. The headteacher collects a great deal of information about how well pupils are doing. But the use of data gained from the monitoring of pupils' performance is not as effective as it might be in evaluating whether pupils are making enough progress. The information shows significant numbers of pupils who are not reaching their targets from year to year, but the school does not examine this information fully in order to improve their performance.
32. The subject leaders have a good understanding of their roles in terms of monitoring their subject, including observing lessons and evaluating pupils' work and teachers' planning. When observing lessons they make astute notes about teaching and learning but they do not always look closely at how well pupils are doing, the progress they make and the standards they achieve.
33. The school's leadership is strongly committed to providing well for those who have special educational needs. This is a strength of the school. The part-time co-ordinator manages the provision effectively. She is given time to liaise with teachers and a wide variety of outside agencies and ensures that pupils have appropriate support and teaching to meet their identified needs. Teaching assistants receive appropriate training, within and outside the school, and have a good knowledge of the pupils with whom they work. Governors know about the special needs of individual pupils and take good care to make sure they are met.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	Balances (£)
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Total income	832,593
Total expenditure	778,673
Expenditure per pupil	2,098

Balance from previous year	33,050
Balance carried forward to the next	37,759

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

34. The good provision in the reception classes has been maintained well since the last inspection. Teaching and learning are good overall and children generally achieve well. Overall, they are on course to exceed the early learning goals in most areas of learning by the time they leave the reception classes.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children are happy at school and get on well together.
- Staff ensure there is a well ordered environment where children feel secure and valued.

#### **Commentary**

35. Teaching is very good and children achieve very well. They are on target to well exceed the expected standards by the end of the reception year.
36. It is clear that children enjoy coming to school. Most leave their parents confidently at the start of the school day. Well established routines, good organisation and carefully targeted support help children to settle very well so they feel secure and valued. Teaching assistants are very caring and supportive if children are upset. Children show a high level of interest because staff provide worthwhile and attractive activities which motivate the children well. The relationships are very good and pupils are encouraged to attempt new experiences with increasing confidence. Adults foster a climate of respect and are willing to listen. This underpins the children's very good behaviour. Most children take turns and sit still during stories. They get on well together.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Staff have high expectations of what young children can do and teach early reading skills well.
- There are not always sufficient opportunities for children to practice writing independently.

#### **Commentary**

37. Teaching is good and children achieve well. They are on course to exceed the early learning goals by the end of the reception year. This is because teachers have high expectations and a lively and enthusiastic teaching style. Often children are encouraged to talk to partners about what they are thinking. Many chat happily to each other during their work and are confident about joining in role play.
38. Staff create frequent opportunities to teach early reading skills. Children are attracted to books by the imaginative use of resources. A big book was used to read a story to the class. Children could identify the title, front cover, author, letters and familiar words. More



capable children are taught very well to use spelling patterns and how to break down unknown words when reading and writing. However, there are not always sufficient opportunities for pupils to practice writing independently during free play activities.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have a good grasp of the subject but occasionally miss opportunities to use resources to best advantage.
- Children enjoy mathematics and try hard but they are not always challenged sufficiently.

### **Commentary**

39. Teaching is sound and children make satisfactory progress. Most children are on target to reach the expected goals by the end of the reception year. They are counting confidently to 10 or more and are beginning to add numbers. Most children can write numbers correctly. Specially chosen number songs, rhymes, games and stories are taught confidently and practical activities are usually well matched to children's needs. Where this is not the case children are engaged in low level cutting and gluing tasks which do not provide sufficient challenge. Occasionally, teachers fail to use the teaching resources to best advantage. This was seen in a lesson where children would have benefited from using a number line or acting out a number song.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **satisfactory**

### **Main strengths and weaknesses**

- Children are confident with computers and do well in science activities.
- Occasionally activities are planned which lack a clear purpose.

### **Commentary**

40. Teaching is sound and children achieve satisfactorily. They are on course to reach the early learning goals by the end of the reception year. In science, they know the difference between pushing and pulling and that force causes movement. The children visit the ICT suite regularly and use the computers confidently and with obvious enthusiasm.
41. Teaching activities are usually well structured and planned. However, occasionally activities are not purposeful enough. For example, during a lesson on pushing and pulling, the activities in the sand tray and on the drawing table were unrelated. Children could not see the relevance of them and quickly became bored.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities indoors for the children to develop skills of coordination, control and movement.

- There is a secure outdoor play area which is used every day, but outdoor play resources are inadequate.

### Commentary

42. Teaching is good and children do well to exceed the early learning goals. Teachers make good use of indoor facilities to teach specific skills which the children work hard to master. For example, in a good lesson, the teacher had high expectations of the children and judged the pace well by regularly changing the activities and levels of difficulty. The children were given time to develop and practise skills in controlling a ball. Quickly they learnt a variety of throws, catches and bounces. The children were able to evaluate their own level of skill by choosing balls they could manage best. The children enjoy using the equipment for outdoor play, but some of the resources, such as the bikes and climbing frame, are inadequate.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Children experience a wide range of activities and enjoy creative work.
- A few of the planned activities do not enable children to fully explore their imagination and creativity.

### Commentary

43. Teaching is sound and children achieve satisfactorily. They are on course to meet the expected early learning goals by the end of the reception year. Children are developing an appreciation of music through songs and playing instruments. They are taught a good range of skills for mixing and applying paint. They learn how to make bubble and hand prints but their skills are not always extended so that children can use these techniques imaginatively or creatively. They have experience of observational drawing and their work shows fine pencil skills. Teachers plan activities with a good balance of adult intervention and independence.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve well in reading, speaking and listening.
- The teaching of phonics at Key Stage 1 is good and helps pupils to make good progress.
- Standards in writing by the end of Key Stage 2 are not high enough.
- Pupils' handwriting and presentation of their work are unsatisfactory.
- Teaching assistants provide good support for lower-attaining pupils.
- The monitoring of teaching by senior staff does not focus sharply enough on how teachers might improve pupils' writing.

### Commentary

44. The national comparative data for the 2003 tests for pupils at the end of Year 2 showed that standards in reading and writing were above average. For pupils at the end of Year 6, the data showed standards in English were average. This means that pupils are not maintaining

their progress between Years 2 and 6. Indeed the standards seen in the current Year 6 classes are lower than expected given the pupils results when they were in Year 2. This is partly due to changes in the cohort because of high pupil mobility, but this is not the full story. The work seen during the inspection indicates that pupils could be achieving more in writing. The national data also show that there has been a decline in standards in English at Key Stage 2 since 2001.

45. Overall, standards in speaking and listening are above average and pupils achieve well. Pupils are generally confident and articulate and teachers build on these skills successfully. They provide good opportunities for pupils to talk productively to each other and to adults. A Year 6 lesson provides a good example of this, where pupils were encouraged to discuss their understanding of elements of a story. The teacher made sure that they had grasped what they were reading before asking them to write down their answers.
46. Pupils achieve well in reading and standards are above average. Pupils have positive attitudes to reading and even those who are still at the early stages of learning to read are confident, make good efforts and know what they have to do. One struggling seven-year old explained, "*You have to sound out the words and look at the words really carefully*". The most able readers in Years 5 and 6 are able to talk about their preferred reading and their understanding, discuss what they have read, select details from the text and know how to use a library. Many pupils, both younger and older, read fluently, expressively and pay close attention to punctuation.
47. Standards in writing are above average in Year 2, but are below average by Year 6. Teaching in Years 1 and 2 provides pupils with a secure understanding of how to write accurately and confidently. Teachers engage pupils' interest and break the tasks down so that there is just the right level of challenge. Following the teacher's demonstration, a boy in Year 1 completed, entirely without help, a sentence begun by the teacher by writing: *[Anna didn't know where she was] so she looked around. A littel crcher [creature] came up at her. She looked more closely at him.* The good teaching of phonics enables pupils to spell out words on their own.
48. Pupils' progress in writing slows down during Years 3 to 6. The reasons for this include:
- work is too difficult for them and is not matched well enough to what they need to learn next;
  - complicated arrangements for teaching writing mean that pupils do not have long enough on one task before they are asked to do something different;
  - too few opportunities for pupils to write at length.

The result is that, over time, pupils do not build up their knowledge and skills in writing. Their handwriting and presentation are also unsatisfactory.

49. Pupils with special educational needs achieve well. Teaching assistants provide focused support for them, under teachers' guidance, and lead effective intervention programmes to improve their reading and writing.
50. In the lessons seen, teaching ranged from unsatisfactory to very good. In Years 1 and 2, it is good and in Years 3 to 6 it is satisfactory overall. The strengths of the good and very good teaching include teachers' good subject knowledge, the very clear objectives for lessons and effective ways of teaching, such as demonstrating to pupils and questioning them effectively. The positive impact of staff training, for teachers and teaching assistants, shows in the teaching of reading, phonics and the intervention programmes.
51. The subject is competently led. The English co-ordinator is knowledgeable about the subject and her observations of individual lessons are evaluative. However, the monitoring of English overall does not focus sharply enough on the school's need to improve writing. The school has spent a lot of time on detailed analyses of national and optional test results, the scrutiny

of pupils' writing and teachers' planning, and the very careful marking of pupils' work. However, these efforts are not fully effective in evaluating whether pupils make sufficient progress and in identifying exactly what needs to be done to improve standards.

52. There has been little change since the previous inspection and there is still a difference in the quality of teaching between Key Stage 1 and Key Stage 2. The literacy hour is well established, but the school does not yet use it flexibly enough to make sure that pupils make enough progress.

### **Language and literacy across the curriculum**

53. Opportunities for pupils to talk and listen in other subjects are good. For example, at the end of a Year 4/5 history lesson pupils revisited questions they had raised earlier and talked about what they had found out about Henry VIII from looking at evidence in different portraits. Opportunities for pupils to write in other subjects are not as strong. The school has recognised this as an area for development and begun to put outline plans in place.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are rising because lessons are well structured and setting arrangements are effective.
- Pupils with special educational needs are supported well.
- The subject is well led, although monitoring does not always focus sufficiently on the standards achieved.

### **Commentary**

54. The 2003 national test results for Year 6 show that pupils reach average standards and achieve as well as pupils in similar schools. Inspection findings show a similar picture. Currently standards are average. This represents a fall in standards from Year 2 where 2003 test results and inspection findings show that pupils reach at least above average standards. Indeed the current Year 6 pupils achieved standards that were well above average when they were in Year 2. This fall is partly due to changes in the cohort because of high pupil mobility. However, last year the school recognised that there was a problem in mathematics and sought to improve teaching and learning. The good professional development that followed is beginning to yield results and standards are starting to rise, as seen in the work of pupils in Years 4 and 5.
55. The quality of teaching and learning is now good throughout the school, and pupils achieve well. This marks good improvement since the last inspection, especially at Key Stage 2. Setting arrangements work well. Teachers successfully plan work in teams on similar topics at different levels of demand for pupils. This ensures that the work covered is at the right level for all pupils and they are able to keep up with their peers.
56. Lessons are usually well structured and delivered at a swift pace, although occasionally introductions are too long and pupils lose interest. At the beginning of lessons, teachers effectively ensure there is good emphasis on mental calculation and getting pupils to explain how they work calculations out. Pupils demonstrate good mental agility. Teachers make clear to the class what they will learn. There is normally good attention to direct teaching of the whole class and groups; however, now and then, teachers flit between groups and this diminishes their effectiveness. Teachers are alert to common mathematical misconceptions and quickly intervene to correct pupils, as seen in a Year 6 lesson when pupils were

confused about negative numbers. Teachers question pupils effectively to help them sort out ideas and take forward their thinking. The end part of lessons is used appropriately to check on what pupils have learnt but sometimes the focus is on the work of a few pupils and the rest of the class lose interest.

57. Most pupils find mathematics enjoyable because they can relate it to everyday life. This contributes to how well pupils achieve. Often teachers set problems which are highly relevant to them, for instance 'The *attendance at the Chelsea game was 5821 while that at Everton was 4567. What was the difference?*' This certainly motivates the boys who say they prefer mathematics to English because they like short sharp tasks. Resources are plentiful and pupils have access to practical counting equipment so mathematics is easy to visualise. Teachers mark pupils' work regularly and mistakes are followed up unobtrusively with pupils during lessons in a way that does not demoralise them.
58. Pupils with special educational needs are well integrated into classes as shown in a plenary session when one child positively glowed when explaining work about repeating patterns. Pupils are supported effectively – sometimes in sets and in one to one situations. Teaching assistants are enormously patient and provide practical activities which maintain pupils' interests. Often pupils learn from number games and this also helps their social development.
59. Leadership of the subject is good. There is clear vision and an acknowledgement that things can improve. There are effective arrangements for checking teaching and learning, but there is less emphasis on looking closely at evaluating the progress that individual pupils, classes and year groups make. Improvement since the last inspection is good because the teaching is better.

### **Mathematics across the curriculum**

60. Teachers are aware of the need to reinforce numeracy skills in all subjects of the curriculum. They do this satisfactorily. Number skills are used well in design and technology where, for instance pupils record on graphs the number of people who like white bread. There are also good links with ICT, as seen in Years 3 and 4 when pupils used programmable toys to solve problems involving ninety degree turns.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Weaknesses in teaching experimental science to younger pupils have been addressed successfully.
- The pupils' recording skills are not as good as they should be in Years 3 to 6.

### **Commentary**

61. Standards in Year 2 are above average and pupils achieve well. This is an improving picture.
62. Only one lesson was observed in Years 1 to 2 so an overall judgement on the quality of teaching was not made. However, from talking to pupils and looking at their work there is a strong indication that the school has successfully addressed the weaknesses it identified in teaching experimental science. A strong feature, is the emphasis on encouraging pupils' to ask appropriate questions, develop simple theories and devise activities to test their ideas out. For example, in the lesson seen, pupils were encouraged to make predictions and think of ways to test them when investigating the absorbency of materials. Pupils clearly found this

challenging, worked hard, and were encouraged well by adults. Teachers ensure that pupils undertake a number of interesting investigations, for example discovering which location melts ice cubes the quickest and why. This successfully helps pupils to develop a good understanding of scientific enquiry.

63. Standards in Year 6 are average and similar to 2003 test results. Pupils achieve satisfactorily. Teaching is sound overall, with some good features. The best teaching has good questioning which challenges and extends pupils' knowledge, and provides explanations which engage and motivate them. Teachers lay clear emphasis on experimental science. However, they place less emphasis on teaching recording skills and this tends to hinder the accuracy and effectiveness of pupils' investigations. Although the internet is used appropriately by pupils to find out information in science, opportunities are not always taken to use ICT to support recording and data handling, for example, through the use of charts, tables and graphs.
64. The subject is soundly led. Resources are well managed and organised. The role of the subject leader has improved since the last inspection because monitoring activities now take place. However, the evaluations do not always focus sufficiently on how well pupils are getting on and the standards they reach.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils make rapid progress in Years 3 to 6 because teachers make the work interesting and challenging.
- Improvements in resources have enabled pupils to undertake more complex work.

### **Commentary**

65. Standards are rising. They are average in Years 1 to 2 and above average in Years 3 to 6. There has been good improvement since the last inspection when standards were below average. Teachers challenge pupils well so that by Year 6 they tackle complex tasks confidently. For example, Year 6 pupils ably design visual presentations, plan and design layouts, import pictures from other files and present a sequence of images. This demonstrates good achievement in ICT skills at Key Stage 2.
66. Teaching is good overall, especially at Key Stage 2. Teachers intervene effectively to tackle common errors; provide extension work which challenges the more able pupils; and plan activities that are imaginative, relevant and engage pupils' interest. This was seen when pupils in Years 3 and 4 expressed their enthusiasm for designing a web page for the school web-site. Teachers manage behaviour successfully.
67. In Key Stage 1 teaching is satisfactory overall, with some unsatisfactory teaching. Where this was observed, poor classroom control in the ICT suite inhibited pupils' learning. Features of more successful teaching were good planning and the effective use of additional adults to support pupils' learning. These enabled pupils to work sensibly in pairs and to change the colour of text and understand how to use the colour pallet.
68. The subject is well led. Teachers receive good support, training and guidance. ICT is well resourced and the ratio of computers to pupils meets government targets. The opening of the ICT suite has supported teaching and enhanced pupils' learning well. Software is organised efficiently and is easily accessible.

## Information and communication technology across the curriculum

69. Pupils have sound opportunities to use computers in other subjects. During the inspection they were used effectively to support work in literacy and mathematics. For example, in mathematics, pupils in Years 3 and 4 used programmable toys to enhance their understanding of control, direction and distance.

## HUMANITIES

### History and geography

70. Insufficient evidence was available to support overall judgements on provision in history and geography. Two lessons were seen in history and one in geography. Work in pupils' books was also examined. It was of a broadly average standard.
71. In **history**, pupils in Year 2 identify key characters and gain a good understanding of the events of the Great Fire of London. They know the importance of Samuel Pepys' diaries as a source of evidence. Pupils in Years 4 and 5 studying the Tudors are able to use portraits as a ways of finding information about people and can determine how reliable different sources of evidence are.
72. In **geography**, pupils in Year 3 study Chudleigh. They identify some reasons for its development and are beginning to learn to generalise beyond their own experience to make geographical judgements about what sort of place it is. Pupils in Year 2, however, had only the haziest recollection of any geography they had done.
73. The quality of teaching observed was good in two lessons and satisfactory in the other. Teachers' made good use of resources, especially in history. This enabled pupils to become fully involved and motivated. In the lessons observed, pupils' discussions about what they were learning were a positive feature of the teaching. However, the written recording of their work is limited and reduces their opportunities to reflect upon and to recall later, what they have done in these two subjects.
74. History and geography are taught as separate subjects in alternate terms, using nationally agreed schemes of work. The gaps in time between studying one aspect of the subject and the next mean that pupils have difficulty in recalling work beyond the current focus.

### Religious education

75. Insufficient evidence was available to support overall judgements on provision in **religious education**. One lesson was observed and pupils' work and teachers' planning were also examined.
76. Standards seen are in line with the expectations of the Devon Agreed Syllabus for religious education. Pupils in Year 2 know about Biblical characters and can recall features of their lives. For example, pupils recalled that Moses was found in the water, brought up in a palace and became a leader of people. The themes taught enable pupils to identify the links between different world religions. For example, work on the theme of candles, resulted in them making links between Hinduism and Christianity. A lit candle at the beginning of a Year 1 lesson added to the spirituality of the occasion. Teachers are good at handling difficult questions such as '*How did Jonah know what God said? When I say my prayers God does not speak to me*'. This helps children make sense of the world.
77. Older pupils can describe the relevance of festivals such as Diwali. Year 6 pupils have considered the similarities and differences between the Gospels of St. Matthew and St. Luke

in their accounts of the nativity, enabling them to explore different views from within a single faith.

78. A good scheme of work has been produced by the subject leader. This enables teachers to plan lessons which clearly identify what is going to be achieved. However, evidence from these plans and from looking at pupils' work indicates that there is insufficient emphasis on getting pupils to record their work. The subject leader has a clear overview of what is being taught. Resources including non-fiction reference materials have increased since the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Design and technology, art and design, and music

79. These subjects were sampled during the inspection, but not in sufficient detail to provide a judgement on provision. No lessons were seen in music. One lesson was seen in each of design and technology and art and design.
80. The scrutiny of planning and pupils' work in **design and technology** indicates that National Curriculum requirements are met. Standards in Year 2 are average and pupils understand the relationship between design and product. These pupils were seen constructing finger puppets and excitedly referring to their designs and lists of materials. Standards seen in Year 6 are above average. The range of activities undertaken indicates good levels of knowledge, skill and understanding in designing and making. For example, a Year 4 and 5 class display shows that pupils carefully design and construct working toys which use a range of cams effectively. The finished products are well made and thoughtfully evaluated by the pupils. Pupils are enthusiastic about design and technology and are keen to talk about their work. Year 6 pupils eagerly described a recent breadmaking project during which they had researched, designed and tested their own flavours of bread.
81. The work seen indicates that standards in **art and design** are at least average. Pupils' imaginative artwork is displayed well. The walls are adorned with pupils' sunflowers, poppies and water lilies inspired by Van Gogh and Monet. Their pictures show creativity and imagination. Older pupils have a good knowledge of artists, because there is a strong focus on looking at famous paintings, but younger pupils find it difficult to recall the names of any artists.
82. Younger pupils are taught very well to mix paints and explore the properties of clay. Older pupils' observational skills are developing well, as seen in their detailed studies of plants. Good use is made of sketchbooks to experiment with colour, line and pattern.
83. There is a strong tradition of **music** in the school. Standards of singing are high. Singing in assembly is an uplifting experience. Pupils sing hymns in harmony and with confidence. The provision of tuition for pupils who wish to learn to play musical instruments is very much appreciated by parents. Standards in individual pupils' musicianship are good. They are taught enthusiastically to play keyboard, drums, violin and cello, as seen when the orchestra were rehearsing the theme to *EastEnders*.

### Physical Education

Provision in physical education is **good**

### Main strengths and weaknesses

- A wide range of good experiences is available to pupils and they show fine co-ordination and control, and a determination to succeed.



- The dance curriculum is not as well planned as other aspects of the subject.

## **Commentary**

84. Standards in physical education are good. This shows good improvement since the last inspection. Pupils have good access to gymnastics, games, sports, dance, athletics and swimming. Teachers make good use of both outdoor and indoor facilities and, during the inspection, never missed sessions because of inclement weather.
85. Pupils achieve well because teaching is good. Teachers demonstrate technical skills well and, as a result, the pupils try hard to achieve good control and poise. Younger pupils use space well and travel competently using different speeds and techniques. They show expertise when balancing and holding a position and plan, perform and evaluate sequences of increasing complexity. By Year 6 pupils extend their individual skills to work with partners and small groups co-operatively, for example mirroring or repeating another's actions in preparation for a sequence.
86. Teaching is good. Teachers have good subject knowledge and expect pupils to achieve highly. In a very good lesson in Year 1, the teacher explained clearly to the pupils exactly what was expected of them and how to achieve the end result. This built pupils' confidence so they tried their best to move safely, skilfully and creatively. In a mixed Year 4 and 5 class, the teacher used the appropriate technical vocabulary such as opponents, pivoting, invasion and intercept to stress the importance of individual techniques within the context of a team game. The pupils made good progress because they understood the purpose of practising the skills.
87. The subject is led effectively. The profile of physical education in the school has been raised successfully by increasing time for it to two hours every week for every class. The provision is significantly enriched through extra-curricular activities and residential experiences. In the main, the curriculum is well planned but there is no scheme of work for dance.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

88. The programme for personal, social and health education is good. In the reception classes personal, social and emotional development receives much attention. The high quality skills gained by younger children are maintained throughout the school. The school organises a number of talks and demonstrations which inform and extend pupils' learning in this area. For example, a talk to Year 4 and 5 pupils by a worker from the centre for the homeless in Exeter was very well planned and enhanced the work in citizenship.
89. Specialist input provided by the local community police officer and school nurse supports the school's work on drugs education effectively.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
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).*