

INSPECTION REPORT

Alexandra Junior School

Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124033

Acting Headteacher: Mr M Rushton

Lead inspector: Mrs A Dawson
Dates of inspection: 4 – 6 October 2004

Inspection number: 266287
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll;	240
School address:	Meir Road Normacot Stoke-on-Trent Staffordshire
Postcode:	ST3 7JG
Telephone number:	01782 235377
Fax number:	01782 235378
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Jackson
Date of previous inspection:	January 18th 1999

CHARACTERISTICS OF THE SCHOOL

Alexandra Junior School is of a similar size to most primary schools. It has 240 pupils on roll. The school serves a mixed area which has some economic disadvantage. The pupils are drawn from a range of socio-economic backgrounds surrounding the school. There are 30.1 per cent of pupils entitled to a free school meal which is above the national average. There are 16 per cent of pupils with special educational needs which is broadly average. There are 3.3 per cent of pupils with a statement of special educational needs. This is above the national average. The needs of these pupils include learning, social and emotional difficulties. The school has a moderately stable population, although last year there was an above average percentage of pupils starting at the school other than in Year 3. There are fifty per cent of pupils from minority ethnic backgrounds. Most of these pupils are from Pakistani backgrounds. There are 43 per cent of pupils learning to speak English as an additional language. Of these, there are 2.5 per cent of pupils who are at the very early stages of learning English. First languages include Danish, Panjabi and Urdu. Overall, attainment on entry to school in Year 3 is below that found nationally. The pupils' attainments on entry and the socio-economic characteristics are poorer than at the time of the last inspection in 1999.

The school has achieved a number of awards. The pupils have gained a 'Citizenship Values Award' in 2002, a 'Schools Achievement Award' in 2003 and an 'Eco-Schools Award' in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Mathematics; art and design; design and technology; religious education; English as an additional Language.
13746	David Russell	Lay inspector	
27725	Michael Theobalds	Team inspector	English; geography; history; physical education; special educational needs.
25509	Judith Clarke	Team inspector	Science; information and communication technology; citizenship; music.

The inspection contractor was:

CHASE RUSSELL LIMITED

**WINNINGTON HALL
WINNINGTON
NORTHWICH
CHESHIRE
CW8 4DU**

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	18
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's main strengths and weaknesses are:

- Standards in mathematics, science and information and communication technology are above average. Standards are average in English. The pupils could have better reading and writing skills.
- There is good and at times very good teaching which results in pupils achieving well overall and very well in mathematics, science and information and communication technology.
- The provision for pupils with special educational needs is very good.
- There is very good provision for pupils learning English as an additional language.
- There is good leadership by the acting headteacher. The school is managed and governed well.
- There is a good curriculum enriched by very good provision for pupils' personal, social, health education and citizenship and extra-curricular activities.
- The school takes very good care of its pupils. It offers them all equal opportunity to all aspects of school life. This motivates and inspires the pupils to learn.

The school has made good improvement since the last inspection in 1999. The key issues identified in the last inspection have been resolved. Standards have improved in English, mathematics and science by Year 6. Pupils' personal development has improved and the school has improved its accommodation and learning resources.

STANDARDS ACHIEVED

Overall, pupils' achievement is good. The majority of children start in Year 3 with below average attainments in English, mathematics and science. In the 2003 National Curriculum tests for Year 6, pupils achieved very well to attain standards which were well above average in mathematics and science and places them in the top five per cent of all schools nationally. In English pupils achieved well to attain average standards. Compared with pupils in similar schools, standards were very high in mathematics and science and above average in English.

Year 6 results

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

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

The present Year 6 pupils are achieving well overall. Pupils' achievement is very good in mathematics, science and information and communication technology where standards are above average. In English pupils achieve well to attain average standards. Overall current standards are better than those attained in the 2004 National Curriculum tests but not quite as high as those reached in 2003.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils behave well in lessons and during playtimes. Attendance is good. Punctuality though is only satisfactory. This is because a few pupils persistently arrive late.

QUALITY OF EDUCATION

The quality of education provided by the school is good. This is because the quality of teaching and learning are **good** overall and at times very good. The pupils with special educational needs are helped very well by their teachers and the teaching assistants and achieve very well on their set targets. The pupils learning English as an additional language achieve very well because of the skilled help they receive from the bilingual assistants.

The quality of the curriculum is **good** and enriched by visits in the local area. There is a **very good** range of extra-curricular activities. The school takes **very good** care of the pupils. There is a **good** partnership with parents. The school has **very good** links with the local community and **good** links with other nearby schools.

LEADERSHIP AND MANAGEMENT

There is good leadership and management of the school. The leadership is good and the school is **well managed and governed**. Statutory requirements are met. The acting headteacher who is normally the deputy headteacher, and the teachers work very well together. The acting deputy headteacher consistently makes a valuable contribution to the work of the school. The teachers' roles are very well-defined. The staff work very well as a team and carry out their responsibilities conscientiously. The governors have good overall understanding of the strengths and weaknesses of the school and there is a clear focus for improvement in performance and provision. The leadership and management are successful in their clear vision for high standards that meet pupils' personal and academic needs.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold very positive views of the school. They are particularly appreciative of the teaching, the children's personal development and the extra-curricular opportunities offered to them. Pupils enjoy school and like their lessons.

IMPROVEMENTS NEEDED

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

- Raise pupils' attainment in reading and writing skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children **achieve well** overall throughout the school. The pupils with special educational needs **achieve very well**. Those pupils learning English as an additional language **achieve very well**. Pupils **achieve very well** in mathematics, science and information and communication technology by the end of Year 6 but pupils could do better in reading and writing skills where overall pupils **achieve well**.

Main strengths and weaknesses

- Standards are above average in mathematics, science and information and communication technology by the end of Year 6.
- Pupils with special educational needs achieve very well.
- Pupils learning English as an additional language achieve very well.
- Pupils achieve well in English to attain average standards but could do better with a sharper focus on the development of reading and writing skills.

Commentary

1. Most pupils enter Year 3 with below average attainments in reading, writing and mathematics. At the time of the last inspection, pupils' achievements by the end of Year 6 were not as good as they are now in English, mathematics and science. Since the last inspection, standards have risen steadily.
2. In the 2003 National Curriculum tests for pupils in Year 6, standards were well above average in mathematics and science and average in English compared with all schools. In comparison with school which have similar contexts, standards were very high in mathematics and science and well above average in English. Pupils achieved very well overall.
3. Standards have steadily improved from 2000 when they were below average in English, average in mathematics and above average in science compared with all pupils nationally. Even though there are differences in the attainments of pupils from one year to the next, the teachers work hard to overcome weaknesses. The 2004 results were lower than those in 2003 because of the differing attainments of the pupils who took the tests. A significant proportion of pupils entered the school in Year 6 and at times other than in Year 3, some of whom had little or no English. This adversely affected the overall results of the tests for this year group. However, the overall achievements of this group of pupils starting at the school in Year 3 were good.

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

Standards in:	School results	National results
English	26.7 (26.5)	26.8 (27.0)
mathematics	29.2 (29.4)	26.8 (26.7)
science	30.7 (29.8)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year

4. The achievement of the higher and average attaining pupils is good overall and very good in mathematics and science. All but those with particular learning difficulties attain the expected standard by the end of Year 6 in mathematics and science and a significant proportion go on to attain the higher levels. In English, pupils' achievement is good rather than very good because the lessons are not as sharply focused on the development of the basic skills of reading and writing.
5. Pupils with special educational needs achieve very well in lessons, because they are so well included and provided for. The needs of pupils are assessed promptly on entry to school and a lot of thought and effort goes into planning the provision to meet their needs. The teaching assistants work very well with the teachers to plan and help those who need it most.
6. Pupils learning English as an additional language achieve very well. Careful and detailed assessments and records are kept of the pupils' achievements. The bilingual assistants use this data very well to plan work for the pupils to extend their learning. The assistants withdraw pupils for group or individual teaching or work alongside them in the classroom. Because they are very skilled in teaching, and there is effective liaison with the teachers, the pupils learn very well.
7. There are differences in the achievement of boys and girls and those from minority ethnic groups. Boys from Asian heritages and the pupils learning English as an additional language achieve higher standards in mathematics and science than in English. However, their overall attainments are not as high as other pupils. This is mainly because their skills in English are not as high as other pupils. The school's aims and policies all include commitment to equality of opportunity. This is evident in the access that pupils have to the activities that the school has to offer.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards learning and behaviour are **good**. The development of pupils' spiritual, moral, social and cultural development is **good**. Attendance levels are in line with the national average and are **good**. Punctuality is **satisfactory**.

Main strengths and weaknesses

- A positive ethos permeates throughout the school. Pupils enjoy coming to school and show positive attitudes towards learning, helping each other and following the school's code of conduct.
- Effective schemes of work covering personal, social and health education enable pupils to mature and accept responsibility of living in a community.
- There is opportunity for pupils to become well-rounded citizens. Pupils are encouraged to respect the feelings, values and beliefs of others.
- Good procedures to encourage good attendance and monitoring attendance enable the school to sustain its attendance levels in line with the national average.

Commentary

8. The school's positive ethos encourages pupils to comply with clearly defined codes of conduct. Appropriate rewards and sanctions systems control pupils' attitudes and behaviour both in and around the school. There have been no exclusions during the last academic year and no poor behaviour was seen during the week of inspection. Staff consistently use effective classroom management strategies during lessons to ensure a good learning environment. The use of 'time out' to manage challenging behaviour is very effective. Any behaviour that adversely affects the learning of other pupils is not tolerated. Pupils work and play well together and show respect for each other. Staff are good role models for pupils and relate very well with every pupil in their charge.

9. Pupils are polite and willingly talk about their opportunities to learn new concepts and involvement in the school community. The attention staff pay towards providing pupils with a broad and balanced programme for personal development is commendable. The programme covers environmental education; self-awareness; citizenship; health education; economic and industrial understanding.
10. The school encourages pupils to openly discuss matters of concern, make democratic decisions on important matters, consider the views of others and see the outside world from a different perspective. Pupils are enterprising and willingly take on responsibilities. They thrive on involving themselves in improving the quality of school life. Prefects and buddies carry out their duties very seriously. At a very early stage school council representatives learn that staff will listen to their views and take appropriate action. The idea of having class assemblies came from council members in an attempt to improve class identity. Pupils respect each other's feelings and beliefs. There is good racial harmony throughout the school.
11. The provision for pupils' moral and social development is very good and cultural development is good. Pupils' spiritual development is satisfactory. This is a school with a firm commitment to keep moral, social and cultural development high on the curriculum. Pupils know right from wrong, understand the different major religions and cultures and appreciate the work of several European artists such as Picasso and Cézanne. They enjoy learning about others' beliefs. For example, in a Year 3 religious education lesson pupils understood the similarities and differences between Christian and Muslim weddings. Several Asian pupils, having recently attended a family wedding in Pakistan, spoke with great enthusiasm about their culture and traditions. Although pupils develop a satisfactory awareness of spirituality, there are missed opportunities during school Acts of Collective Worship to create a spiritual ethos. Across the curriculum, there are limited opportunities for pupils to reflect on the world around them.

Attendance

12. Pupils' attendance is good. The school makes every effort to maintain an acceptable level of attendance to keep in line with the national average. It has effective systems to promote and monitor attendance, punctuality and holidays taken during term time. The school monitors the impact of pupils' absence on their learning. During the last two years pupils taking holidays during term time has dropped from 1.34 per cent to 1.0 per cent. Punctuality is satisfactory but there are still pupils who consistently arrive several minutes late each day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	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.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	85
White – any other White background	1
Mixed – White and Black Caribbean	4

Mixed – White and Asian	7
Asian or Asian British – Indian	2
Asian or Asian British – Pakistani	99
Asian or Asian British – Bangladeshi	0
Asian or Asian British – any other Asian background	21
Black or Black British – Caribbean	2
Chinese	2

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning is **good** overall. Very effective teaching in mathematics, science and information and communication technology enables the pupils to achieve very well. The quality of assessment is **good**. Teachers make good use of very good assessments to enable them to target their teaching.

Main strengths and weaknesses

- Teaching and learning are good overall throughout the school.
- Teaching for the pupils with special educational needs and those who speak English as an additional language is very good.
- The teaching of the basic skills of reading and writing are not rigorous enough to raise standards further.
- Pupils enjoy their lessons and work hard.
- There are very good assessments in place to guide the teachers in their work.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (26%)	13 (37%)	12 (34%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Teaching and learning throughout the school are good and at times very good. The school has maintained the high standards of teaching reported in the last inspection although there have been many changes in staff since this time. The leadership of the school has worked effectively to maintain this strength through its clear commitment to professional development and training. Teaching and learning in Years 5 and 6 are particularly strong. Staff insist on a very high standard of behaviour and provide very good role models for the pupils. As a consequence pupils have good attitudes to work.

14. The school has developed very good procedures for the early identification of pupils with special educational needs. These pupils follow the same curriculum as other pupils but receive very good additional support from learning support assistants that enables them to achieve very well in relation to their previous learning. The three bilingual assistants give very good support to those pupils learning English as an additional language. The pupils are assessed on entry to school and the work and help given is planned to meet the pupils' needs. Because the assistants are very well trained and use their assessments of pupils' learning very well, pupils learn rapidly from small group or individual teaching. Both the learning support assistants and the bilingual assistants are deployed very well and review pupil progress alongside class teachers.
15. The planning of lessons is good. The teachers plan interesting and challenging lessons for the pupils. In English, teaching, however, is not as strong as it is for the other core subjects of mathematics and science. This is because the teachers do not plan with sufficient rigour to increase standards further. In the regular reading sessions there is not clear enough focus on the teaching of reading skills. Individual sessions of reading are too infrequent to help each pupil to improve their reading skills and the other pupils are not sufficiently challenged and extended in these sessions. The choice of reading materials for the pupils and lack of guidance means that often the pupils choose inappropriate books and they are not challenged and stretched in their development of reading skills. In writing sessions although there are well planned activities there is no clear planned systematic development of writing skills and this restricts the achievements of the pupils. In mathematics, science and information and communication technology lessons, planning for the development of skills is more secure and consequently achievement is very good.
16. Pupils enjoy their lessons. Relationships between the staff and pupils are very strong and as a consequence, the pupils are happy to work hard. The teachers insist on high standards of behaviour and as a consequence little time is wasted in lessons. As a result, the pupils make good gains in their learning. The staff are effective in helping the pupils develop their knowledge and understanding of different subject areas at a good pace and so the pupils' productivity is good. Staff encourage the pupils to work hard and the pupils respond in a positive way to their lessons, this is especially so as the pupils become older. The lessons are interesting and links are frequently made between subjects. Visitors to the school and visits to places of interest add to the breadth of study and also make the pupils' learning enjoyable.
17. Assessment is good overall. It is very good in the core subjects of mathematics and science and to a lesser extent in English with clear and thorough details of the performance of the different groups. Pupils are targeted for extra help and their performance monitored. The school has identified the need to raise the attainment of Asian boys further. Those pupils new to the school are quickly assessed and given the help and support that they need. Information is used well by the staff to plan the pupils work and the pupils are clear about what it is they need to do to reach the next National Curriculum level. Assessments in lessons are developing well and the teachers are beginning to use this information to inform and plan the pupils' next steps of learning. Procedures for pupils with special educational needs are very good. Individual targets are set based on small learning steps to further the pupils' learning. Because of the help these pupils receive individually and in small groups both within and when withdrawn from the classroom, they achieve very well towards their targets.

The curriculum

Curriculum provision for pupils is **good**. The school provides a relevant curriculum, enriched through very good extra-curricular provision, particularly in sporting activities and music. Accommodation is very good and there are good learning resources.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- There is very good provision for pupils learning English as an additional language.
- The enrichment of the curriculum by educational and residential visits, visitors to the school and extra-curricular activities is very good.
- Provision for personal, social and health education and citizenship is very good.
- School accommodation is very well suited to the needs of the curriculum.

Commentary

18. The curriculum is planned well. Statutory requirements are met. The core subjects of the curriculum are given a high priority by the school and, in mathematics and science in particular, key staff keep up to date with training and national initiatives to make sure that pupils and teachers benefit fully. The grouping of pupils of similar abilities in mathematics results in work matched very well to the pupils' needs. Most subjects are based around nationally or commercially recommended schemes of work and opportunities to link subjects and areas of learning are frequently found. This is a positive feature of lessons and helps pupils to understand the relationships between subjects and motivates them to learn.
19. The provision for pupils with special educational needs is very good and fully meets the requirement of the Code of Practice. Individual education plans for these pupils are of a high quality with a full range of needs identified and small steps evident in the strategies and reward systems used. These are delivered throughout the curriculum and monitored closely by support staff, class teachers and the experienced Special Educational Needs Coordinator.
20. There is very good provision for pupils who are learning English as an additional language. Most pupils achieve very well because their needs are very well planned for. Some pupils are withdrawn from class to be taught in a small group. Specialist teaching from a very effective bilingual team of teaching assistants enables them to achieve very well with their literacy and numeracy skills. They feel successful and their self-esteem is raised because their work is celebrated.
21. Many and varied opportunities to enrich pupils' experiences are an important part of the school's curriculum. Very good enrichment activities range from seasonal sports clubs to music and the school choir. The school offers very good opportunities for pupils' participation in sport; competitive matches for several different teams are organised as are competitive inter-house competitions within the school. Residential visits, together with trips within the locality to places of historical and scientific significance, stimulate interest further.
22. There is very good provision for pupils' personal, social and health education and citizenship. The regular personal, social and health education lessons have a very positive effect on many aspects of school life and successfully develop pupils' self-confidence and self-esteem. Pupils receive age-appropriate education about the beneficial and harmful effects of drugs; sex education is provided through the science curriculum and with the help of the school nurse who talks to pupils in Year 6. The very good provision for personal and social education and citizenship is evident, for example, in the positive relationships between the different minority ethnic groups within school. The school prepares pupils well for transfer to secondary education. Pupils attend the local secondary school for induction and good liaison between schools ensures that all pupils are well prepared and confident about the next stage in their education.
23. Pupils are taught in an imaginatively planned building well designed to provide a good range of teaching and learning spaces. It is attractive and used effectively to ensure that the

curriculum is taught well. The playing field, the library and the well resourced Information and communication technology (ICT) suites are good features. Learning resources are good.

Care, guidance and support

The school's provision for pupils' care, welfare, health and safety is **very good**. The procedures for seeking pupils' views and involving them in its work and development are very good.

Main strengths and weaknesses

- Pupils learn in a very safe, secure environment and show respect for their surroundings.
- The staff know their pupils very well and, using monitoring systems, offer pupils very effective support and advice.
- Pupils' views are sought on how to improve the school environment. There are ample opportunities for pupils to actively involve themselves in the work and development of their school.

Commentary

24. This is a very caring school with a very well structured health and safety policy. Staff give top priority to all aspects of pupils' wellbeing and welfare. All school visits are submitted to risk assessments. The school carefully considers new developments, or changes to the buildings, and keep any identified hazards to an absolute minimum. For example, a project to establish an environmental pond is currently underway and the school is taking precautions to ensure the safety of pupils. The school has two fully trained first aiders to deal with any accidents. The majority of lunchtime supervisors have basic first aid knowledge. It is school policy for all Year 6 pupils to receive life saving training as part of their citizenship development and thinking about others. The school follows the locally agreed procedures for child protection and effectively implement them. All staff are aware of the requirement to report any concerns they may have about the welfare of pupils. The school implements its health promoting policy by encouraging pupils to eat healthily.
25. Very good relationships exist between staff and pupils. Staff fully understand pupils' development needs and strive to help them achieve. Through using very effective assessment and monitoring systems staff know their pupils' abilities and aspirations. Pupils are set targets and know what they need to do to move forward in their learning. Staff offer realistic guidance and support to help pupils meet their targets and maximise their achievements. This gives pupils confidence and re-assurance knowing there is always someone to turn to when they need help. There is very good provision for pupils with special educational needs enabling them to progress appropriately in their knowledge, skills and understanding. Individual education plans are good and set out clear, measurable and realistic targets for pupils. These plans are well understood by staff and pupils and are regularly shared with parents. Similarly those learning English as an additional language are challenged very well in their learning. Good induction procedures help pupils to find their way around the school and quickly settle into a work routine at a very early stage. This starts when Year 2 pupils visit the school to undertake computer lessons.
26. Pupils' views are sought on improving the school uniform and how to improve facilities for pupils coming to school by bicycle. Many pupils have already undertaken proficiency training to use bicycles to get to school. Other ambitious plans include energy saving initiatives such as switching off lights when rooms are not in use.

Partnership with parents, other schools and the community

There is a **good** partnership with parents. A very good feature of the school is the use of the very good links with the community to enrich pupils' learning. The school has good links with other schools.

Main strengths and weaknesses

- The school aims to include everyone in its activities and works hard to overcome communication barriers that may impede close relationships with parents.
- The school has strong links with the community.
- The school gets maximum benefit from the community in order to enrich learning opportunities for pupils.
- Links with other schools are good.

Commentary

27. The staff rigorously implement a full inclusion policy that includes parents. This ensures that all pupils have equal access and opportunity to all that the school offers. The staff make sure opportunities are available for pupils to learn and fully develop their potential. Links with parents are good. Parents view the school positively and are happy with the school's approach to teaching their children. Language barriers are no obstacles when important information needs to be conveyed to parents about how pupils are progressing and school events. Liaison between teachers and parents/carers is very good. The manager of the bilingual teaching assistants also acts as an unofficial home-school liaison officer for these pupils and provides translation when necessary. Information sent to parents is of a high quality, and when necessary, translated into the parents' mother tongue. The school arranges workshops for Asian mothers to attend sessions to learn English.
28. Community links are a strength of the school. The Alexandra Community Group, set up to discuss and decide issues like the regeneration project, litter bins, security of school premises, Friends of Alexandra Association, include representatives from a range of disciplines within the community including local schools, churches, councillors and local services.
29. The school seeks out valuable learning opportunities to enrich pupils' learning. Numerous visitors come to the school to help pupils. These range from City Play Services, local vicars to take assemblies, Ambulance Paramedic Service, Volunteer Reading Help Group, Cellarhead Environmental Centre and many more. All visitors bring an added dimension to the pupils' perception of the outside world. For example, Year 4 pupils visit Ford Green Hall to study Tudor history; Year 5 pupils go on a residential trip to the Stanley Head Outdoor Education Centre and Year 6 pupils visit the Britannia Stadium's skill centre to participate in a numeracy / literacy project entitled 'Playing for Success'. These, and many other initiatives, motivate pupils to learn more about the community and relate their studies to real life situations.
30. The school is very forward looking when it comes to liaising with other schools. There is a longstanding arrangement for Year 2 pupils, from the main feeder school, to use the school's computers. These pupils become fully acquainted with staff and surroundings making transition relatively smooth at the end of the year. The school's involvement in the 'Transition Project', organised by three local High Schools, covering mathematics, science and English facilitates transfer to secondary school. In June of each year pupils from Year 6 spend at least one day at the High School of their choice.

LEADERSHIP AND MANAGEMENT

The school is **well governed**. The leadership of the acting headteacher is **good**. The overall management of the school is **good**. The school is very successful in overcoming pupils' barriers to learning.

Main strengths and weaknesses

- The governors carry out their responsibilities effectively.
- The school is well led and managed by the acting headteacher and achieves its aims.
- The management of special educational needs is very good.
- The management of English as an additional language is very good.
- The school's finances are managed well.

Commentary

31. The governing body fulfils its statutory duties. It is organised effectively and the chair of governors gives a good lead. The systems in place for monitoring the work of the school enable the governors to get a clear understanding of the strengths and areas for improvement. Meetings are regular and purposeful and governors keep themselves well informed of current initiatives. Information about the progress of the school towards its objectives comes from a variety of sources such as through the good curriculum links with the staff. Governors hold the school to account by the challenges they present in meetings and their advice to the school. This helps them clarify their understanding of progress towards the current targets and helps them set new ones.
32. The acting headteacher leads the school well with commitment and a clear sense of direction. He sets a good example in teaching and has united the staff to work towards the aims of the school during a turbulent period in the absence of the headteacher. There have been many staff changes and refurbishments to the building. Adjustments have successfully been made to accommodate these changes. The school development plan is well set out to achieve the aims of the school. This results in good teamwork. The school has implemented very good systems for analysing its overall effectiveness in raising standards. Procedures for tracking and monitoring the progress of individual pupils are rigorous. Information gleaned is used to identify pupils who may not be making the expected progress and action is taken. The curriculum is modified to meet the needs of the pupils. Teaching, teachers' planning and pupils' work is carefully monitored. The outcomes of any review are shared with the staff in order to support the drive for improvement. The acting deputy headteacher is a very good teacher. She adds much to the ethos of the school by her teaching and her work in partnership with the acting headteacher. Subject leaders manage their subjects well and have built up useful portfolios of their work. Professional development is linked well to the school priorities. The teaching assistants are fully involved in all aspects of school life and have developed into a highly trained and invaluable team. They help individuals and small groups of pupils needing most help. Most attend in-service training to increase their expertise in particular aspects of education appropriate to pupils' learning.
33. The management of special educational needs is very good. The manager knows the pupils very well and maintains a clear overview of their progress. The school supports its provision for pupils with special educational needs through appropriate funding from the budget. There is a governor with special responsibility for this aspect of the school's provision who works closely with the manager and with the governing body.
34. The management of English as an additional language is very good. The leadership of the bilingual manager is very good. The bilingual assistants work together very well. They are all skilled and experienced in their work. Pupils are assessed on entry for their needs and effective deployment of staff ensure they get the help they need in small group and individual teaching. Because the management of these pupils is very good, they are taught very well and many of them make rapid progress in learning English as an additional language. Very good liaison is maintained between class teachers and parents.

35. The management of the finances is effective both on a day-to-day basis and in the longer term. Expenditure is well thought out. Previous balances have been maintained for staffing expenditure and learning resources. The school balances at the present time are within the recommended 5 per cent. The school seeks best value for money in its expenditure and provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	615117	Balance from previous year	45980
Total expenditure	607659	Balance carried forward to the next	53438
Expenditure per pupil	2852		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

English

The provision in English is **good**.

Main strengths and weaknesses

- Pupils with special educational needs and those learning English as an additional language achieve very well because of the very good support they receive from the learning support and bilingual teaching assistants.
- The school analyses pupil performance data very well but these assessments are not used well enough to further raise standards in reading and writing.

Commentary

36. Standards in English by the end of Year 6 are average. The trend over previous years had been one of steady improvement since the last inspection. Standards in speaking and listening are higher than in writing and reading and are above average.
37. Most pupils achieve well. Those with special educational needs, and those who have English as an additional language, achieve very well. Such pupils have detailed and achievable targets in their individual education plans and benefit from the work they do with the skilled learning support and bilingual teaching assistants. As a result they learn quickly and at a faster rate than most other pupils.
38. The standards of speaking and listening are developing well. The school has sensibly taken this area as a focus for school development and the raising of standards of learning. From below average attainment on entry in Year 3, they quickly learn to answer questions, share ideas, and listen to adults and their peers. Many of the younger pupils find difficulty in communicating in English. This is an area which is skilfully tackled by their teachers and the teaching assistants. A wide range of teaching strategies are used, well matched to the interests and abilities of their pupils, to promote discussion and vocabulary is explained well and often supported by visual resources. In Years 4-6 these skills continue to develop, so that pupils speak with increasing confidence and are able to participate in many activities. These include contributing to discussions, voicing and sharing their ideas, and showing respect for the opinions and beliefs of others. Such activities also make a worthwhile contribution to pupils' personal and social development.
39. Pupils achieve well in writing. Most pupils are developing a sound understanding of vocabulary, spelling and punctuation. Most of their writing is straightforward. Pupils' skills in using expressive and exciting language in English, however, are limited. Handwriting skills have been insufficiently developed with only a minority of Year 6 pupils using a joined and fluent writing script.
40. Standards in reading are average and pupils achieve well. The school places good emphasis on the promotion of reading, with specific time allocated within the curriculum every day and new resources purchased to improve provision. However, approaches to the teaching of reading are insufficiently robust for consistent application across the school. Although pupils have regular access to good school and class library books, teaching lacks rigour in the consistent development of reading skills.
41. The quality of teaching is good overall. In the more successful lessons resources are well used to support clearly identified learning objectives for the pupils. ICT is used well for example to draft and redraft pupils' writing. Where teaching is only satisfactory learning objectives are unclear and teaching lacks focus. This limits pupils' achievement.

42. Information from standardized tests and statutory and non-statutory assessment tests gives useful information for tracking pupil progress. This is used well to identify strengths and weaknesses. However, there is insufficient use of assessment to identify and plan next learning steps for pupils' reading and writing skills in order to raise standards further.
43. The subject is well led and managed. There is a satisfactory subject policy and learning resources have been improved, particularly to capture boys' interests in reading. The subject has been monitored well and has benefited from the additional support of the LEA advisory staff. The development of pupils' skills in reading and writing has been recognised for further improvement.

Language and literacy across the curriculum

44. The promotion of literacy skills across the curriculum is good. The links across the curriculum, particularly science, history and geography, provide a good route to developing literacy skills. ICT is used well to enhance pupils' reading, writing and research skills.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Most pupils achieve very well in mathematics and standards overall are above average.
- The teaching of mental calculations is a strong feature of the very good quality teaching.
- The learning support assistants and the bilingual assistants make a considerable contribution to pupils' learning.
- The subject is led and managed very well with clear direction for improvement.

Commentary

45. Standards are above average by Year 6 and pupils achieve very well. Good improvement has been made since the last inspection when standards were average. Throughout the school, pupils' mental agility in solving number problems is strong. All elements of the curriculum are taught and pupils' use a range of strategies to find solutions to their questions. Pupils are keen to learn and enjoy mathematics.
46. The quality of teaching and learning is very good in one lesson it was excellent. Teachers have very good relationships with pupils and manage and question them very well. Pupils are grouped according to their differing attainments for teaching which leads to work being very well matched to the pupils' needs. Because the work is very well planned and teachers insist on high standards of work and behaviour, all pupils learn very well. Teachers have very good subject knowledge. A very good feature of lessons is the successful start, with brisk mental exercises involving the whole class. The children are all challenged very well to learn the pattern and relationship between numbers as they add, subtract, divide and multiply. Mathematical vocabulary is explained and taught well. This helps those learning English as an additional language to follow and successfully participate in the lessons. However, not all pupils are confident in interpreting word problems. Some pupils find it difficult to interpret the meaning of questions in order to find answers. Additional help given with individual targets when needed and marking is informative so that pupils do not make repetitive mistakes.
47. The teaching assistants make a considerable contribution to pupils' learning. Most pupils attain the nationally expected levels and the average and the higher attainers are already working at an above expected level. The lower attaining pupils and those with special

educational needs receive very good help from the learning support assistants. This helps them to keep focused on their tasks to achieve the objectives that are set. The pupils learning English as an additional language receive skilled help from the bilingual assistants when they are supported in class or withdrawn from class for group work. Although they achieve very well from their starting points, some struggle with understanding word problems. Teachers and teaching assistant place great emphasis on explaining the meaning of mathematical vocabulary. However, pupils' understanding, particularly that of the boys is generally lower than that of other pupils. This tends to adversely affect their attainment at the above average level.

48. The leadership and management of the subject are very good. The curriculum is very well implemented across the school. Pupils' achievements are frequently reviewed and the continual checking of test results and pupils' achievements is used well to identify and fill any gaps in learning.

Mathematics across the curriculum

49. There is very good application of pupils' mathematical skills across the curriculum which is often combined with other subjects such as design and technology and ICT. For example, in Year 5, pupils use a simple spreadsheet on the computer to organise their data to work out their costs and profit on making their biscuits. In all year groups, pupils record their science work in tables and graphs.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards in science have improved significantly since the last inspection.
- The pupils learn very well because the quality of teaching is very good.
- A clear focus on the development of skills and scientific enquiry.
- The co-ordinator has a very clear understanding of the strengths and weaknesses of the subject throughout the school.

Commentary

50. Standards in science by the end of Year 6 are above average. Achievement is very good throughout the school. This is a very good improvement since the last inspection when standards were well below average.
51. The quality of teaching and learning in science throughout the school is very good. Particularly strong features are the emphasis on scientific experimentation and enquiry and the use the teachers make of scientific language to promote learning. Interesting use of everyday experiences and visual demonstrations encourage the pupils' learning and makes it highly relevant for them. Pupils who are learning English as an additional language have very good support in lessons and are assisted to understand the technical terms the teachers use by the teaching assistants. Planning is very good and shows clearly what the teacher intends the pupils to learn. Practical activities are interesting and promote both independence and scientific enquiry. For example, the Year 3 pupils were endeavouring to work together to make their tests of different papers fair, whilst the Year 6 pupils investigated the effect different exercise had upon their heart rate. Teachers make good use of different mathematical methods for recording the pupils' work, for example graphs, charts and diagrams and also use the computers to find out information and to chart results of experiments.

52. The school has been clear where improvements have needed to be made and the very good leadership and management of the co-ordinator has secured this improvement. She has checked teaching and learning throughout the school. This has enabled her to gain a clear picture of the strengths and weaknesses. The school makes very good use of a wide range of visits and other experiences, which engage the interests of the pupils, and helps them to learn. For example, the pupils go to an environmental centre for pond dipping and an after school science club gives many opportunities to those pupils who wish to develop their skills still further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above the level expected by the end of Year 6.
- The computers in the school are used very effectively to raise achievement.
- Co-ordination in ICT is very good.
- ICT is used effectively to support other subject areas.

Commentary

53. By the end of Year 6 standards of work are above the level expected of pupils of their age. Achievement is very good because of the enthusiasm of the pupils and the very good teaching. There is clear guidance from the scheme of work and very good learning resources. Standards have been maintained since the last inspection. The pupils have many opportunities to use the computer suite in the school from their days in the infant school, when they had regular allocated sessions. This provides a valuable liaison occasion as well as helping the pupils to improve their ICT skills. For example, by the end of Year 6 the pupils create their own 'PowerPoint' presentations in support of their favourite hobbies or in support of their geography learning. In Year 5 the pupils use a spreadsheet to add together and average numbers, using a formula to arrive at their results. The pupils in Year 3 use their 'log on' code so that they can access their own file of work.
54. The quality of teaching and learning is very good. The teachers use the computer suite and the two additional banks of computers very well to support the pupils' learning. The computers are used effectively not only to promote the learning of ICT skills but also to support learning in other subject areas. The pupils value the computers and take good care of them as they use them. Consequently the older pupils are allowed to use them independently. Pupils use the computers at lunchtimes and there is also a busy after school club, which also makes very good use of the computer suite. The provision in the school is to be further enhanced by the installation of 4 interactive whiteboards in 4 of the classrooms. One for each year group.
55. There is very good leadership and management of ICT. The subject leader is an acknowledged expert within the authority. He has consistently developed the provision in the school and has ensured that the strong position reported in the last inspection has improved still further. He is very knowledgeable and has a very good capacity to further develop the subject in the school.

Information and communication technology across the curriculum

56. ICT is used well in other subjects to enable the pupils to develop, refine and use their skills. ICT is used particularly well in mathematics, science, history and geography to enable the

pupils to consolidate and develop their skills. In English lessons the older pupils especially use the computers to aid their drafting and redrafting of their poems.

HUMANITIES

There was insufficient evidence to make overall judgements on standards and teaching in history and geography. These subjects were not the main focus for the inspection and were sampled.

57. In both **history and geography** the work is made interesting by the use of local resources and visits to local sites. From a scrutiny of pupils' work the collections of photographs and the colourful displays relating to these subjects around the school, it is clear that the teachers provide opportunities to stimulate the pupils' interests in these subjects. This is evident through the good use of drama and role-play. For example, a Year 5 class, exploring the issue of local development, enjoyed using role play in devising a news report exploring the various points of view about the planned proposal for development. Work seen and discussions with staff and pupils indicate that pupils are achieving well to attain the nationally expected standards.

58. The subject co-ordinators are both enthusiastic advocates for their subjects. They have devised sensible policies for the teaching of the subject and have collected a good range of resources to stimulate interest and to raise standards of teaching and learning.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have a good knowledge of Christianity and Islam.
- Teachers plan lessons well to build on pupils' personal knowledge and experiences.
- The curriculum is well structured and organised but there are insufficient links made with some faith communities.
- The subject is well led and managed.

Commentary

59. By the end of Year 6, pupils are attaining the expectations of the locally agreed syllabus and their achievement is good. Standards were similar at the time of the last inspection. Pupils' knowledge and understanding of Christianity and Islam is good. Pupils know the major principles of Christianity and Islam and are able to discuss their similarities and differences. They explore some more philosophical questions such as the meaning of prayer and put their own views forward after consideration.

60. In the small number of lessons observed, the quality of teaching and learning was good. The lessons are planned well to build on pupils' personal experiences. For example, in Year 5, pupils distinguish between emotions and characteristics of selfishness and kindness as they identify meanings and qualities of characters from religious stories. In Year 3, pupils discuss their knowledge of the similarities and differences between Muslim and Christian marriage ceremonies. Pupils are interested in learning about religions and older pupils realise the need to be tolerant of others with beliefs that are different from their own. Teachers question pupils well to promote discussion. This gives pupils the opportunity to express their feelings and beliefs and contributes well to their personal development. Teachers give good attention to explaining new vocabulary and make use of visual resources to give explanations. The teaching assistants give very good support in classes to those pupils with special educational

needs needing most help. This ensures the pupils stay on task and take a full part in lessons. Those learning English as an additional language contribute very well because the vocabulary is explained very well by the teachers. Those at the early stages of learning English, are supported well by their peers and the teaching assistants. This is helping them get a good start to learning and understanding the context of the lessons and the subject vocabulary.

61. There is a good structured scheme of work for the subject in line with the requirements of the locally agreed syllabus. Pupils study Islam, Christianity and Judaism in considerable detail but also have a good knowledge and understanding of the main features of Hinduism, Buddhism and Sikhism. Some good links have been made to places of worship and members of the community and local church leaders for Islam and Christianity to enhance pupils' understanding. However, there are few links to other faith communities. This tends to limit pupils' understanding of the beliefs of others and the diverse society in which we live.
62. The leadership and management of the subject are good. Monitoring of teaching and learning is well developed. Some good links have been made to the planned themes for collective worship to promote pupils' personal development and their understanding of the major faith festivals and traditions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence to make overall judgements on standards and teaching in art and design, design and technology, music and physical education. These subjects were not the main focus for the inspection and were sampled. Work seen and discussions with staff and pupils indicate that pupils achieve well and attain the nationally expected standards in all these subjects.

63. In **art and design** it is evident from pupils' past work that they have experienced using a wide range of materials. Pupils' work indicates that they attain the nationally expected standards and achieve satisfactorily. Their work is often successfully linked to other subjects. For example, pupils paint portraits of the wives of Henry VIII or paint pictures of African landscape in response to listening to African music. In ICT, pupils use ICT when drawing or to research the work of famous artists such as William Morris. There is a good range of drawings and paintings and pupils say they enjoy art and design. The work on display around the school creates an attractive learning environment, reflecting a range of cultures and styles. For example, pupils have painted pictures in the style of Mondrian and LS Lowry. Pupils study Islamic art and at times, some aboriginal work. Pupils' learning is enhanced by visits to museums to study pottery and textiles and to art galleries such as the Lowry Centre. The subject makes a positive contribution to the pupils' spiritual, social and cultural development. A system for assessing pupils' skills is outlined for development. The subject is very well resourced.
64. In **design and technology** pupils' work and discussions with pupils and staff indicate that by Year 6 pupils' achievement is satisfactory and they attain the nationally expected standards. Pupils' skills, knowledge and understanding are systematically developed. Lessons are satisfactorily planned to develop pupils' skills and by Year 6, pupils have satisfactorily built on their previous knowledge and understanding. In Year 4, pupils make a range of torches. They draw their initial designs considering the purpose, size and a range of materials. In Year 5, pupils design and make biscuits and moving toys. By Year 6, pupils develop further their design skills by making a paper pattern and cutting out their design allowing for a stitching line to join their materials to make slippers. Pupils enjoy the practical work and are good at sharing, taking turns and listening to the opinions of others. These aspects of the work make a useful contribution to their social development. Their work meets the nationally

expected standards and pupils show a good application of the skills in evaluation. However, they are less skilled in designing their models and measuring their materials accurately. They learn from mistakes when their work has to be redesigned. The subject leader has worked hard to put in place and develop the scheme of work to link to other subjects such as mathematics and ICT. For example, pupils in Year 5, use a spreadsheet to work out how to make a profit on their biscuit sales.

65. In **music** all pupils have the opportunity to listen to music at the start of assemblies; this provides a calm setting for worship. The music curriculum has been especially chosen because of its support for non-specialist teachers as it gives good guidance for structuring and delivering lessons. Pupils have opportunities to sing together in music lessons and at the time of the inspection the large choir were busy learning songs to sing at the school Harvest Festival. Regular visits to the school by individuals from different musical traditions helps the pupils to develop insights to a wide range of music styles and also music from different cultures. A number of pupils are learning to play musical instruments and the school hopes that more pupils will avail themselves of this opportunity. The school is fortunate in having a music room and good resources to promote learning.
66. In **physical education** only two lessons were observed. However, it is evident that teachers plan their lessons carefully, providing a good range of tasks for the pupils to carry out. Lessons are planned with good regard to health and safety and pupils understand the benefit of regular exercise. Good levels of enthusiasm are evident in pupils' attitudes. They are keen to attend the wide range of sports activities that are provided for them at lunch times and after school. These enhance the physical education curriculum and provide opportunities for those pupils who show promise to develop their skills. Sports and games are prominent in the life of the school and are very popular with the pupils. The subject co-ordinator is a very enthusiastic leader of physical education and sports activity.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils feel very positively about the school.
- The pupils play an active part in the life and work of the school.
- Health education is very well promoted in the school.

Commentary

67. All staff are very positive as they reinforce good attitudes to work and good behaviour in the pupils. Adults in the school provide very good role models for the pupils by showing respect for them. The pupils are given a range of opportunities in lessons and around the school to enable them to develop their self-confidence and make the most of their abilities. The older pupils speak with confidence about their learning and their expectations for their future. They have an active role in the life and work of the school and participate in all school activities to the full. There is a huge range of extra activities available for the pupils and the pupils readily support these clubs. For example, forty pupils are in the school choir, a considerable number go to cross country running and the computer club is well attended.
68. The school council, Eco committee, school buddies, and school prefects all play a valuable part in the life of the school. The school council has recently been concerned about improving the playground facilities and has ordered a Friendship Stop for the playground so that no one might feel lonely at playtimes. The Eco committee has organised a range of recycling schemes. Bread left at lunchtimes is collected and fed to the birds, fruit is composted and paper recycled. School buddies from the older classes help the younger pupils to settle in at school and provide a valuable help in their transition arrangements.

School prefects help in the efficient running of the school and have clear roles and responsibilities. At an individual level some boys set up a small business selling flags and key rings, they not only made the items they sold but they created their own business plan. The school provides many opportunities for the pupils to develop their talents and to develop their sense of responsibilities and have due regard to the rights of others.

69. The school sees pupils' personal, social and health development as an important part of its work and has put in place a programme, which includes pupils' learning about a healthy diet, sex education, education about the misuse of drugs and personal safety. All pupils are encouraged to take responsibility for themselves and others, make informed choices, celebrate differences between people and cultures and to understand how their own actions can affect others. The older pupils in Year 6 have a course of First Aid in which they learn about reviving people who have collapsed, bandaging wounds and drugs awareness. The last part of their course is to look at the range of equipment stored and used in ambulances.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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