

# INSPECTION REPORT

## **ALL SAINTS C OF E PRIMARY SCHOOL**

Whetstone, London

LEA area: Barnet

Unique reference number: 100344

Headteacher: Mrs Catherine Milton

Lead inspector: David G Collard

Dates of inspection: 11<sup>th</sup> - 13<sup>th</sup> October 2004

Inspection number: 266296

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 aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	232
School address:	116 Oakleigh Road North Whetstone London
Postcode:	N20 9EZ
Telephone number:	(020) 8445 2951
Fax number:	(020) 8446 2871
Appropriate authority:	The governing body
Name of chair of governors:	Mr Rodney Crang
Date of previous inspection:	8 <sup>th</sup> February 1999

## CHARACTERISTICS OF THE SCHOOL

All Saints Church of England Primary School is situated in Barnet, North London. There are 232 pupils on roll, with a broadly similar number of boys and girls. Children are able to start in the Nursery on a part-time basis and progress to full-time education during the Reception Year. The families of the pupils come from a mixture of different socio-economic backgrounds. The local housing is predominantly owner-occupied. The school has close links with the local church and helps them with fund-raising and by supporting functions.

The number of pupils eligible for free school meals (6.8 per cent) is below the national average. The number whose mother tongue is not English (14.7 per cent) is higher than the national average. The number of pupils from ethnic minority groups is higher than average, although the overwhelming majority of these children are confident English speakers when they enter the school. There are no asylum seeker children in the school. There is an average level of mobility of pupils in each year. The number of pupils with special educational needs (29 per cent) is above the national average, as is the number with statements (two per cent). Pupils' attainment on entry is broadly in line with that expected nationally for their age.

The school received a 'Healthy Schools' award, Investor in People (IIP) status and a schools achievement award in 2002. There are close connections with Initial Teacher Training through the London Diocesan Board for Schools and the Institute of Education, University of London. Nursery training is supported through Barnet College.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11122	David Collard	Lead inspector	Science Information and communication technology English as an additional language
8991	Pamela Goldsack	Lay inspector	
27667	Carolyn Renault	Team inspector	Music Foundation Stage Special educational needs
27602	Richard Perkins	Team inspector	Mathematics Art and design Design and technology Physical education
18502	Vivienne McTiffen	Team inspector	English Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** that gives good value for money. Standards are above average and pupils achieve well. Teaching and learning are good despite a high turnover of staff in recent years. The leadership, management and governance of the school are good and there is a strong sense of purpose, ensuring pupils receive the best start to their life skills.

#### The school's main strengths and weaknesses are:

- Good achievement through the school, particularly in the Foundation stage and for older juniors, and standards that have been generally maintained at good levels for a number of years.
- Pupils' good attitudes and behaviour; although some pupils lose interest too quickly if they are not interested or being constantly motivated.
- Good teaching and learning and a curriculum that combines many different skills and subjects.
- Good leadership, management and governance that are ensuring the school develops well.

The school has made sound improvement since the last inspection when there were a number of substantial issues that needed addressing. Areas then judged good have been maintained. Standards have been substantially raised in information and communication technology (ICT), assessment is now used satisfactorily, the school improvement plan is an effective working document and statutory requirements are fully met. In addition, pupils make better progress and achieve well because teaching is more consistent. A new purpose-built Foundation Stage unit operates successfully in the main building and enhancements have been made to the school environment. The school has the capacity to move forward effectively. Pupils have more opportunities to work independently, thus stretching the achievement of the more able. The school knows that more needs to be done by developing a strategy to further raise the quality of teaching.

### STANDARDS ACHIEVED

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

*Key: A\* – represents schools with results in the top five per cent nationally; 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.*

**Pupils throughout the school achieve well.** When children enter the Nursery they have standards broadly in line with those expected for their age, with approximately a quarter of the intake having skills below those expected in social, language and mathematical understanding. The good progress through the Foundation Stage means that on entering Year 1 most have achieved the expectations of the Early Learning Goals<sup>1</sup>. Standards at the end of Year 2 and Year 6 are good overall and pupils perform particularly well in tests both compared to all schools nationally and to those of a similar type. The results of the 2004 national tests show that there has been a rise in the percentage of pupils who have gained the higher Level 3 at Year 2 and the higher Level 5 at Year 6. In English, pupils build on their speaking skills, read well and have an increasingly mature style of writing for a

<sup>1</sup> The Early Learning Goals (ELGs) are the nationally recognised six areas of learning under the headings: personal, social and emotional development, communication, language and literacy, mathematical development, creative development; knowledge and understanding of the world; and physical development.

wide range of purposes. Mathematical understanding is satisfactory by the end of Year 2 and above average by the end of Year 6. There is a good basis of knowledge about the use of number and, over the recent past, a better ability to use it within other contexts. Science standards are good in Year 2 and very good in Year 6 because pupils are now given many more opportunities to develop their own experiments and investigations. Standards have risen in information and communication technology from unsatisfactory to above those expected nationally because teachers have been given high levels of training and the resources have been substantially improved. Achievement is also good in geography and music and, while there was too little evidence in other subjects to gain an overall impression, it is clear that standards are at least at the levels expected for pupils' age. Pupils with special educational needs achieve well against their own capability, as do those with English as an additional language. The monitoring of pupils from ethnic minority groups indicates that they do at least as well as their peers.

**The personal, spiritual, moral, social and cultural development of pupils is good.** Pupils have good attitudes to work, enjoy school and are willing to participate in the wide range of activities. Behaviour is good although some pupils are quickly distracted if they think they are not being challenged or they find the work uninteresting. In contrast, they are tolerant of different cultures, beliefs and traditions, know right from wrong and work well with each other. Attendance is well above that nationally.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good,** although, because staffing has been more stable in the juniors, it is slightly stronger and consistently good at the upper end of the key stage. Strengths include the high quality cross-curricular planning that incorporates strands from different subjects. In addition, teachers use support staff well and make good use of time in the lessons. Consequently, pupils' learning moves on, they acquire knowledge rapidly and can increasingly use this in new situations. When work is less challenging for those with higher ability, then the work rate drops, necessitating stronger behaviour management strategies. The curriculum is good. Planning is designed to ensure that pupils can see a relevance to real-life situations, and combines many elements of skills, knowledge and understanding. There is a good range of extra activities. Refurbishments have provided better opportunities for the Foundation Stage. The care, welfare and safety of pupils is very carefully considered and there is a secure environment for learning. Parents are kept informed of the progress of their children through friendly newsletters and suitable annual reports. Links with the local community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides a strong strategic direction and has raised the expectations of teachers about what pupils can achieve. She has been proactive on many issues and has the valuable support of a deputy head and other senior staff. The governors have a good view about the strengths and weaknesses of the school, informed by comprehensive analysis, monitoring and their own professional expertise. The self-evaluation procedures are developing well, ensuring that both local and national data will provide an outside perspective of how well the school is doing.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very happy with what the school provides and are confident that their children will progress well. They understand the aims and values as outlined in the mission statement and are actively involved in helping to make a difference in the local environment and the community.

## **IMPROVEMENTS NEEDED**

**As identified in the school improvement plan, the most important thing the school should do to improve is:**

- Continue to develop a wider range of teaching styles that will motivate and challenge all pupils and meet the needs of different abilities.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

The standards that pupils reach by the end of Year 2 are **above average**. They achieve **well**.

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

- Basic skills in literacy, numeracy and scientific knowledge develop well.
- Standards have substantially improved in information and communication technology (ICT).
- All pupils achieve well because the school is committed to giving them appropriate challenge.

#### **Commentary**

1. On entry to the school in the Nursery, children have standards similar to those expected nationally. However, this belies some wide variation in ability. A good number of children have developed social and personal skills to a good level but a significant minority have poor skills. Similarly, a number of children have poor communication and mathematical skills. The good provision during the Nursery and Reception Years ensures that all children achieve well. The three-year-olds are quickly taught the need to work together and to talk and listen to each other with consideration. Their language is built up through play and they are slowly introduced to formal written language through pertinent interventions by the adults. They are taught basic numbers and most of those in Reception can count to ten quite confidently. The many first hand experiences ensure that their knowledge and understanding of the world are enhanced and that they can record their work in simple drawings or by using computers. The outdoor play area is used to good effect and children become increasingly confident at moving through, under and over obstacles and using their arms and legs to help them balance. Their use of pencils, paintbrushes and other tools is encouraged by the activities they are given. At the end of the Reception Year, the majority of children have reached or exceeded the expectations of the Early Learning Goals and have achieved well.
2. The overall achievement of pupils through the infants and juniors is good and standards at the end of Year 2 and Year 6 are above average. This is an improvement from the last inspection. There has been an upward trend in test results in 2004. Although, at the time of writing, national comparisons had not been confirmed, there have been some significant percentage rises from the previous year. In reading and writing in Year 2, the number of pupils that have achieved the higher Level 3 has doubled from 2003, while the number of those not achieving the average Level 2 has substantially dropped. This all suggests that the correct priorities have been addressed and pupils of both higher and lower ability have made good progress. Similarly pleasing results have been achieved in the national tests in 2004 in Year 6. In English, mathematics and science those achieving the higher Level 5 have also doubled since 2003 and the realistic targets set for pupils were exceeded.

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

Standards in:	School results	National results
English	30.8 (30.5)	26.8 (27.0)
mathematics	29.6 (29.1)	26.8 (26.7)
science	31.4 (29.5)	28.6 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*



3. In English, those in the present Year 2 are gaining standards above those expected for their age and in Year 6 they are well above average. All pupils achieve well. Pupils speak with increasing confidence, they can read fluently and as they get older have an increasingly good knowledge about authors, styles and about their own preferences for different genres. Writing, although good in the infants, is particularly strong in the later junior years. Here, pupils have a mature style that shows they can use imaginative ideas, sometimes based on the experience they have gained from the wide range of books they have studied.
4. Standards in mathematics are average compared to those nationally by the end of Year 2 and above average in Year 6; achievement is good. In both the infants and the juniors, pupils do well in tests. In 2004 over three in ten achieved above the level for their age, with a substantially lower number achieving below the level expected for their age. The concentration on a balanced programme of work combined with the overall mathematical ability of these pupils when they entered the school indicates that they have achieved suitably through the infants. In Years 3 to 6, progress is more rapid and pupils achieve well. This is demonstrated by the consistently high performance in tests and from the evidence provided in pupils' books. A high proportion of pupils have well formulated number skills and can apply what they have learnt in unfamiliar situations. This helps them use their mathematical skills across a range of different subjects such as science and design and technology.
5. Standards in science are above average at the end of Year 2 and well above average by the end of Year 6. Achievement is good. In 2003, the teacher assessments at the end of Year 2 and test results at the end of Year 6 were in the top five per cent nationally. Analysis of performance in 2004 and a scrutiny of pupils' work suggest that this will continue to be the case. Standards have very much improved in ICT since the last inspection, when they were below those expected for pupils of their age. They are now above the national expectation because of the enhanced provision, more confident teaching and better integration across a range of subjects. Pupils use computers confidently as well as a range of other technology such as digital cameras and interactive whiteboards. They can confidently search out information and can present their work well. Not so secure, although still sound, is the work within control technology as this is the next area within the subject's development. Overall, achievement is good.
6. Pupils achieve well in geography and music because the planning and provision are good. A balanced programme of activities is enjoyed and readily adapted to the needs of individuals. Too little evidence was gained to make judgements about other subjects but from an analysis of pupils' work, some lessons and discussion with teachers, it is clear that all subjects are provided for well and pupils make at least the progress expected. An additional opportunity is offered through the good teaching of French to all years. The school has been pleased with the effect this has had, not only on speaking a foreign language, but also in helping pupils to understand sentence structure and grammar convention.
7. Pupils with special educational needs achieve well, with most pupils' attainment in the national tests at the end of Year 2 and Year 6 in line with the national average expectations. The support they are offered is relevant and challenging. Particularly good early identification is made and this enables a swift response to be made to any difficulties. There are only a small number of pupils who are at an early stage of learning English. Their progress is similar to that of their English speaking peers and they achieve as well. The wide range of different ethnic minorities is catered for well. All make the same level of progress as others.

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

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils' attitudes towards school are **good** and behaviour is generally **good**. Attendance is **very good** and punctuality **good**.

## Main strengths and weaknesses

- Pupils are very confident and happy to come to school.
- Pupils take a keen interest in the good range of activities offered by the school.
- The school encourages good relationships and tolerance of others.
- Attendance is well above the national average.
- In some lessons, expectation of pupils' behaviour is not high enough.

## Commentary

8. The quality of provision has been maintained since the last inspection. Most pupils like coming to school. They are very positive in their response to activities provided for them both during and outside the school day. In lessons, they speak confidently and mix well together on collaborative tasks. The positive ethos of the school creates an environment where pupils are well supported, with a strong emphasis on the development of personal, social and academic skills.
9. The School Council enables pupils of all ages to take responsibility and voice opinions. For example, in a recent pupil survey, some concerns were raised about playtimes. As a result of discussion within the School Council, in classes and during assembly, it was decided to introduce a new timetable of playground activities, including the purchase of outdoor table-tennis equipment. During the inspection, when large numbers took it in turns to play or spectate around this new equipment, pupils demonstrated how well they can organise themselves and play harmoniously.
10. Provision for pupils' spiritual, moral, social and cultural development is good. Acts of collective worship, often led by visitors of Christian and other faiths, allow pupils to reflect on their own experience and that of others. This helps them to understand the cultural diversity of the world around them. Pupils are socially mature and relate well to each other. They understand the need for rules and generally behave well in lessons and around school. Through its behaviour policy, the school has high expectations of pupils' conduct, although sometimes in lessons, the level of interest and good behaviour is very dependent on the quality of teaching. In lessons where there is insufficient pace and expectation or work is not adequately challenging, pupils' attention wanders and some become restless. However, pupils have a good understanding of what is right and wrong and are fully aware of the school's systems of rewards and sanctions.

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.4	National data	0.4

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

11. The school's attendance figures (96.1 per cent in 2002/3) are much better than the nationwide average (94.2 per cent in 2002/3). Parents are supportive of the emphasis placed on good attendance and unauthorised absences are kept to a minimum. Because the school effectively transmits to parents and pupils the importance of a good start to the day, most pupils arrive punctually.
12. There were no exclusions in the previous reporting year.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	98	0	0
White – any other White background	35	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	0	0
Chinese	3	0	0
No ethnic group recorded	3	0	0

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**. Teaching and learning are both **good** and provide appropriate opportunities for pupils. The curriculum is **good**. The care, welfare and safety of pupils are **very good** and parents appreciate the **good** procedures to support them. There are **very effective** links with the local community and **good** links with other schools.

#### **Teaching and learning**

The quality of teaching and learning is **good** and assessment is **satisfactory**.

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

- Pupils learn well because there are few significant weaknesses in teaching.
- Teachers have good subject knowledge, plan innovative cross-curricular links and use teaching assistants well.
- Pupils are generally given challenging work; but pupils respond negatively if they are not interested enough in what they are doing.
- Pupils with special educational needs are supported well.

#### **Commentary**

13. Teaching throughout the school is good, with few areas of weakness and some significant strengths in the planning, use of teaching assistants and in the way that teachers encourage and motivate their pupils. This ensures that everybody, whatever their ability, gender or ethnic background, learns well. This is an improvement on the findings of the previous inspection when more unsatisfactory teaching was seen. A key issue at that time was in the way that teachers were too controlling and thus inhibited the independence of pupils in their classes.

While this has been addressed, the school recognises that there is still more to be done to improve the quality of assessment, which will enable even more challenging work. The success of the work so far can be seen in the improvements in test results and the good quality provision for many subjects.

**Summary of teaching observed during the inspection in 37 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	6 (16%)	15 (41%)	13 (35%)	2 (5%)	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.*

14. All teachers have good subject knowledge for the areas that they are teaching. There has been a substantial improvement in teachers' competence in ICT. Planning is well balanced and centres on providing themes and topics that combine the skills of a number of subjects. This works very well and there are some very good examples of work linking four or five different subjects as well as identifying the separate skills that need to be learnt in each one. The school uses some national guidelines such as in literacy and numeracy, as well as some internal and commercial plans where the teachers feel this will provide a better balance.
15. In the Foundation Stage, children are highly motivated because the teachers encourage and engage their interest. This is particularly the case in the development of social and personal skills in the Nursery and in the practical work that takes place in the Reception class. Across the rest of the school this is good, although a small number of children have to be constantly reminded about 'doing their best'. If the work is not sufficiently challenging, even for short periods, such as in the two lessons seen which were unsatisfactory, then pupils too quickly lose interest and their attention starts to wander despite the best efforts of the teachers to stop this happening. In lessons that are satisfactory, this results in some restlessness and more time having to be spent on behaviour management. Where teaching is strong, the pace and active engagement of the pupils is very noticeable.
16. Wide ranges of activities are planned that make use of practical exercises, visits and visitors. These all help to provide better opportunities for using previously acquired knowledge. Resources are well organised and plentiful. Very little time is lost in independent activities as any tools, worksheets or books are laid out on tables for younger pupils while older pupils are encouraged to collect their own materials quickly and efficiently. As a result, most lessons move at a good pace, combining appropriate time for whole-class input, independent and collaborative work and a final closing discussion. A feature of all lessons is the way that teachers ensure a clear outcome is shared at the start (*WALT – We are learning to...*) so that pupils know whether they have achieved this when they have finished. Many teachers also refer to this in their marking to highlight how well a pupil has done.
17. The school places a high priority on ensuring all pupils are included. In lessons this means that different levels of ability are given increasingly challenging work, and in other activities, such as music tuition, as many pupils as possible are involved. Homework is used well and is appreciated by parents as a good preparation for work in later schools. Pupils enjoy what they are given to do and generally complete this. The tasks are often related to work in the classroom and provide a further enhancement to the work of the day. Particular care is taken with the small number of pupils who are at an early stage of learning English and for those from ethnic minority groups. Parents are kept well informed and any difficulties with language, both spoken and written, are dealt with swiftly should they arise.
18. Pupils with special educational needs are mostly supported within the classroom, where the high quality of support from the teaching assistants ensures that they are able to make appropriate progress in lessons. For example, during a literacy lesson in Year 5, two teaching assistants worked alongside two pupils with statements of special educational needs, enabling

them to use dictionaries and articulate opinions about the text, making good progress at their own pace.

19. Good systems have been designed for early assessment and identification of pupils' special educational needs, which enables appropriate support to be provided so that all pupils achieve well. The school's register of special educational needs identifies pupils for monitoring as well as those for school action and/or additional support from outside agencies. Pupils who give any cause for concern in their learning are monitored and their progress reviewed three times a year, so that early intervention can prevent delay in their progress.
20. Assessment procedures are satisfactory although they have improved since the last inspection. There is now a good range of material collected from internal, local and national sources. This is enabling the senior management team to more closely identify the strengths and weaknesses in provision, as well as providing evidence of where additional support is needed. The use of this is good at management level but is more variable across teachers. Hence, the level of challenge of individuals is not always linked to the higher ability of some pupils, which could allow pupils to develop their understanding through more practical, investigative or research activities. In contrast, the special needs co-ordinator carries out regular observation on children in the Nursery and Reception classes who may have special educational needs, and also monitors the progress of pupils through small group work throughout the school. Her very good teaching enhances the pupils' self-esteem, knowledge and skills whilst providing diagnostic information for individual education plans. Pupils' achievement is monitored and the level of support is reviewed regularly, in line with school policy.

### **The curriculum**

Provision is **good**. There is a **good** range of out-of-school activities. Accommodation and resources are **good** overall.

### **Main strengths and weaknesses**

- An innovative approach to curriculum organisation supports good links between subjects.
- Good extra-curricular provision extends pupils' interests and learning outside the school day.
- Very good match of support staff to the curriculum.
- The programme for pupils' personal, social and health education is good, although sometimes, in lessons, not enough is expected of pupils.
- The school is making improvements to the accommodation but limitations remain through the lack of a grassed area.

### **Commentary**

21. From the time pupils start school in the Nursery and Reception classes to the time they leave, the school provides a rich and broad curriculum. The school identifies clear priorities in its planning and delivery of the curriculum. As a result, and through annual review, the curriculum is moulded to meet the needs of all pupils. Subjects are grouped to allow pupils to make sense of their learning and for teachers to make full use of resources. For example, in science, when the youngest pupils consider medicines and how they help us, their learning is linked to a study of Florence Nightingale in history. Learning is well supported by ICT. This is a marked improvement since the last inspection when the use of ICT was limited. There is a good balance between the application of skills and the acquisition of facts, especially in geography, history and science. Additionally, all classes benefit from the teaching of French. Interesting visits and visitors support learning in many subjects of the curriculum.
22. Because the school is keen to promote a strong sense of community and self-esteem amongst its pupils, personal, social and health education is well supported. In specific lessons

pupils focus on issues such as bullying, friendship and responsibilities. A weekly assembly rewards individual politeness, effort and contribution with citizenship points. The importance of healthy eating is stressed and there is an effective programme for drugs awareness which is an improvement since the last inspection. Through the School Council, individuals express opinions and look at issues that affect the school community. With a wide range of popular out-of-school activities, pupils have good opportunities to perform and develop individual sporting, musical and artistic talents. Pupils have classroom responsibilities and older pupils act as assembly buddies to younger ones. The school has rightly identified the need to extend pupils' independent approach to their own learning to more fully allow them to organise their own work, carry out research and show initiative, which they enjoy.

23. There is a very good match of teaching assistants to the curriculum. As a result, not only is there a good level of support for less able pupils and those with special educational needs, but also invaluable technical support in lessons and assistance in pupils' personal and social education. An individual education plan for each pupil on the special needs register ensures that appropriate targets are set and shared with parents or carers. Good planning by class teachers ensures that work is appropriate for pupils who have learning difficulties. The teaching assistants play an important role in observing and assessing progress against the targets. Pupils with particular needs may be withdrawn for extra support from outside agencies such as speech therapists or from a teaching assistant with particular expertise. For example, pupils with motor skills or social difficulties receive extra group support from specially trained teaching assistants. Pupils with special needs in literacy or numeracy are provided with additional support through special booster groups during literacy and numeracy lessons, which ensures that almost all pupils are able to reach national average levels of attainment at the end of Year 2 and Year 6.
24. Recent improvements in accommodation have led to a purpose-built and attractive unit for Nursery- and reception-aged children. As a result, a larger area has been made available for the creation of a good-sized school library. In response to limits placed upon the curriculum by the size of the existing ICT suite, the school has successfully introduced a mobile suite of laptops, with a positive impact on provision. However, the absence of a grassed playing field reduces opportunities for participation in sporting activities.

### Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The provision for support, advice and guidance based on the monitoring of pupils' achievement is **satisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

### Main strengths and weaknesses

- The school has very well organised procedures for ensuring pupils' health and safety and they are followed consistently.
- Very good induction for new children into the Foundation Stage.

### Commentary

25. The safety and wellbeing of pupils has a very high priority and the systems in place regarding health and safety are very well organised. This reflects improvement since the last inspection. Governors and members of staff complete risk assessments regularly and they are up to date. There is an ample number of staff trained to administer first aid and pupils who need it are treated sympathetically. Pupils with allergies or ailments are also very well cared for. Pupils benefit from the professional experience of the senior first aider. All teachers and teaching assistants are fully informed about the health needs of the pupils in their class. Pupils are well supervised at all times. The headteacher is the named teacher responsible for child protection. The school follows the guidance in its own policy and staff members are regularly updated about procedures in this area.

26. Pupils are well known as individuals by their teachers and teaching assistants. Pupils' personal development is recorded informally by class teachers and teaching assistants and shared with parents during consultation meetings and in the end-of-year reports. Parents agree that the school helps pupils to become mature and treats their children fairly. Pupils who have difficulties with developing their social skills are given extra support. There is formal monitoring of pupils' progress in English, mathematics and science and pupils are given appropriate targets in these subjects. However, in other subjects, pupils are not sure how they are doing or what they need to do to improve.
27. The good relationships among pupils, teachers and teaching assistants mean that all pupils have at least one adult they can talk to if they have a concern. Displays highlight pupils' own work and assemblies regularly celebrate their best efforts. The School Council is a good forum for pupils to express their opinions on how the school can improve. Their ideas are taken seriously and pupils meet regularly to discuss the practical arrangements connected to their suggestions. The school acts on their ideas and most recently arranged a meeting with the school cook who took on board pupils' suggestions about improvements to the lunch menu. The school carried out its own survey of pupils' views earlier this year and results confirmed that pupils are positive about school life.

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

The school's links with parents are **good** and its links with the community are **very good**. The school's links with other schools are **very good**.

### **Main strengths and weaknesses**

- The school's extensive links with the community enrich pupils' learning experiences.

### **Commentary**

28. The school is highly regarded by its parents and the link between home and school has improved since the last inspection. The quality of information provided for parents has improved and is now good overall. The prospectus and governors' annual report to parents include all of the required information in a parent-friendly format. Pupils' end-of-year reports meet requirements and inform parents about pupils' progress in each subject. However, these reports tend to give a general description about pupils' efforts rather than a clear message about strengths and weaknesses and how to improve. This confirms the concerns expressed by a few parents. Newsletters from the headteacher about school life are distributed regularly and the notice board for parents is kept up to date. All parents attend the termly consultation meetings and there is good attendance at special meetings, such as the ones before national tests. Parents are informed about the school's expectations regarding homework at the beginning of the academic year.
29. The school values its links with parents and welcomes their opinions. In response to their requests there is now provision for after-school care for the pupils and more sports activities. Questionnaire results confirm that parents are comfortable about approaching the school. Parents' support for learning is good and a number volunteer to help in school on a regular basis. The All Saints School Association raises a significant amount of money each year. They contributed vital funding to the new Early Years Centre and computers.
30. The school has maintained its very good link with the local community since the last inspection. Pupils visit nearby All Saints Church regularly for services and to study the church building or take part in performances. The vicar leads a whole-school assembly each week. Pupils regularly visit the nearby synagogue and representatives from other faiths visit to lead assemblies. Community groups meet in the school premises in the evenings throughout the year. Retired volunteers read to pupils each week. Pupils learn how to play tennis at the

adjacent sports centre because of funding from the National Lottery fund. Pupils benefit significantly from the school's links that support music. There is peripatetic teaching in musical instruments. The opportunities for pupils to learn more about music and perform are extensive and range from local concerts to visiting the Royal Albert Hall.

31. The school benefits from its very good links with other schools because there is a regular programme of student teachers and secondary students on work experience. The school participates in sporting competitions with other schools in the borough. There is a good link with Oakleigh School as part of their out-reach programme. Pupils from each school have a programme of visits and share musical performances. There are good arrangements to prepare Year 6 pupils for transfer to secondary school. There are meetings with parents and visits by pupils in the summer term. Pupils transfer to more than a dozen different secondary schools and some require entrance tests. The school does all it can to provide induction for the next stage of education, including transition programmes of work in the summer term prior to pupils leaving in Year 6.

## LEADERSHIP AND MANAGEMENT

Leadership and management are consistently **good**. The work of the governing body is **good**. The headteacher provides **strong** leadership and is **well supported** by those with subject responsibilities.

### Main strengths and weaknesses

- The leadership team, staff and governors share a clear vision of the school's future.
- The headteacher provides a strong sense of purpose.
- The governing body makes a good contribution to the way the school is led and managed.
- Curriculum leadership in the core subjects is good.
- The budget is well managed and finances are very well applied to school improvement.
- Some teaching methods, including behaviour management, would benefit from closer scrutiny.

### Commentary

32. The good leadership and management of the school have been maintained since the previous inspection when the current headteacher was deputy head. Her appointment was seen by the headteacher and governors as an opportunity to develop a more open and shared approach to school leadership. Parents appreciate the new direction provided by the headteacher and are committed to the school's ethos.
33. The headteacher has a clear idea of what needs to be done to maintain high standards and has developed a successful school improvement planning process which involves staff, governors and the views of parents. The needs of children and classroom standards remain high on her school improvement agenda. She has worked hard, with the valuable support of the deputy headteacher, at establishing and maintaining an open approach to school leadership and values the involvement of others.
34. Subject leaders, including the Foundation Stage leader, contribute well to the development of the curriculum. For example, the ICT leader has led a significant improvement in standards in recent years. Their action plans are used by the headteacher, leadership team and governors to establish the school improvement process. This follows the academic year and is tied in well with the annual deployment of finances. Leadership and management in special educational needs are satisfactory, with the recently appointed subject leader identifying clear priorities for development linked to the school improvement plan. For example, forthcoming training on the management of behaviour for herself and the teaching assistants has been identified in response to the need for a consistent approach across the school. Good links with



a special school have been established, enabling reciprocal visits by pupils as well as offering training opportunities for staff.

35. The school has already identified that the approaches to some aspects of behaviour management and the further development of teaching methods, including assessment and individual target setting, are not yet fully consistent across all staff. As part of the ongoing professional development of the subject leaders, there is now a plan for rigorous scrutiny of classroom management and teaching methods which, it is hoped, will help raise standards even further.
36. There is a strong commitment to inclusion at all levels of leadership. A significant amount of money is committed to the effective deployment of high levels of classroom support staff in order to ensure that all children have ease of access to the curriculum. The governors have also established a thoughtful premises access plan which further reflects their strong will for an inclusive school. These are both having a positive effect on the provision of the school.
37. The work of the governors is at the heart of the school where they have successfully established a good working partnership between the governors' strategic role and the day-to-day management by the headteacher and staff. There is a well-established cycle of policy review ensuring that the school's statutory duties are fulfilled. Governors have a well-developed understanding of the strengths and weaknesses of the school, gained through a network of committees. A good example of their work is a recently formed working party, including parental representation, set up to review and make recommendations about methods of communication in and around school.
38. The headteacher has led the development of self-evaluation processes, which enable the governors to have a good idea of how the school is performing and then to take appropriate courses of action. As a result, the governors provide a good level of challenge for the headteacher and senior staff. Performance data is analysed each year with a good understanding of the information it provides. Using the information they collect from this, governors set aspirational targets.
39. Performance management practices are well established and are extended to include support staff. There is a strong commitment to staff development, led by the objectives of improvement plans.
40. Retention of staff has presented some difficulties recently and staff turnover has been of some concern to the governors. This has contributed to some discontinuity of classroom provision, which has affected standards. Workload is well managed and the school is already planning for the next stage of work force reform by budgeting for some non-contact time for teachers.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	697,734
Total expenditure	654,076
Expenditure per pupil	2,819

Balances (£)	
Balance from previous year	35,000
Balance carried forward to the next year*	43,658

\* Includes extra finances already assigned.

41. Finances available to the school both from the LEA and the Diocese are very well used, with spending decisions focused on improving standards. Financial arrangements are managed well by the school's administrative staff, a service bought in from the local authority and the governors' finance committee. There is due regard for the objectives of best value and although money carried forward in recent years has exceeded the amount recommended, the headteacher and governors are committed to a significant reduction in the current financial year.

42. When consideration is given to children's good standards, the good quality of education, leadership and management, the school provides good value for money.

**PARTICULAR AIDS OR BARRIERS TO RAISING ACHIEVEMENT:**

- The level of staff turnover and retention difficulties lately experienced have affected the consistency of teaching methods.
- The lack of a school field somewhat restricts the school's ability to improve achievement in physical education and competitive sport.

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

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

Provision in the Foundation Stage is **good**, as it was at the time of the last inspection.

The Foundation Stage area has been recently moved from another site. The purpose-built rooms are attractive and provide all the necessary areas for learning, including two outside play areas. Most children begin in the Nursery and spend two years at Foundation Stage. Children attend part-time in Nursery and move into the Reception class full-time in September or January, according to their age. The new accommodation, bringing the Foundation Stage together on the same site since January, has enhanced the provision for personal and social education because the children quickly become confident in the environment. Home visits and a welcoming attitude towards parents in the Nursery help children settle quickly. Children in Nursery have opportunities to play with the Reception children and visit the Reception classroom so they make a gentle transition from Nursery to Reception without damaging their self-confidence.

Overall, teaching and learning are good and children achieve well. The very good teaching in the Nursery ensures that children achieve very well, particularly in developing personal, social, speaking and listening skills, and they make a good start to their education. This is continued in the Reception class where children are in line to achieve the requirements of the nationally agreed Early Learning Goals before they start in Year 1. The variability of teaching between the two years has been eliminated and there is a much better cohesive approach to the whole of the Foundation Stage. This is characterised by the good teamwork between all staff. Every opportunity is taken to develop children's skills and knowledge through lots of interesting activities that engage their interest. The detailed information recorded about each child's learning is not yet used sufficiently well to set short-term personal targets and to plan for the next step in all areas and stages of the Foundation Stage curriculum, although it is better at providing information about the overall progress and achievement. Leadership of the Foundation Stage is good.

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

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

### **Main strengths and weaknesses**

- The learning is well planned to ensure the development of personal and social skills as a priority.
- Children soon become self-confident and enjoy learning through playing and exploring together.
- All adults set firm and consistent boundaries for appropriate behaviour so that children soon learn what is expected.
- Relationships between adults and children are good.
- Children are happy in school.

### **Commentary**

43. There are wide variations in children's development when they begin Nursery. Although most children have satisfactory personal and social skills when they begin Nursery, approximately a quarter have good skills, a similar proportion have skills below the national average and a small number have skills well below average. The majority of children are expected to reach or exceed the national goals for this area of the curriculum at the end of the Foundation Stage. The very good curriculum in the Nursery places emphasis on providing opportunities for all children to develop social and personal skills as the basis of good learning in all other areas. Most children in Nursery are articulate and self-confident and able to talk readily to adults. The

more able children are able to initiate conversation with adults and other children and show care and concern for others.

44. By the time they reach the Reception class, most children are able to play with others and interact well, sharing toys and equipment. Most are able to sustain concentration and listen well to the teacher when sitting on the carpet. A small number with special educational needs still require lots of encouragement and support from adults.
45. Teaching and learning are good and children achieve well. Very good planning and teaching by the class teacher and Nursery nurse mean that activities are very well organised to encourage the development of independence and self-confidence. Lots of equipment, such as writing materials, painting easels, low-level book storage, construction toys and other equipment, is arranged so that children can access it easily. Simple routines have been established to support independence. For example, children dress themselves for outdoor play with minimal help from adults and can organise themselves into a circle on the carpet with little fuss.
46. The learning environment in the Reception class is good, with good planning providing a range of practical activities. Children are able to sustain concentration on activities and show good independence. For example, children using the computers were able to wait their turn and then operate drawing and maths programs with no adult intervention.
47. The daily social time for drinks and fruit in both classes is a time when children learn to enjoy listening to each other and sharing news or listening to a story read by an adult. The teachers, Nursery nurse and teaching assistant encourage children to take responsibility, for example, by clearing away their own rubbish.
48. The teachers in Foundation Stage insist on the children behaving well, for example, by sitting quietly and listening when asked to do so or by carrying out adults' safety instructions. All adults give lots of praise for good behaviour and good effort, so the children are constantly affirmed. Children are developing positive attitudes towards learning because of this good teaching. The children respond well to structure, routine and consistent expectations and make very good progress.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The majority of children in the Foundation Stage have speaking and listening skills in line with, or above, national expectations.
- The number of children with special educational needs is above national expectations and most of these children have difficulties with communication, language and literacy.
- Good teaching ensures that children are able to achieve well in speaking and listening and make satisfactory progress in reading and writing.

### **Commentary**

49. Whilst most children begin Nursery with speaking and communication skills in line or above national averages, a significant number have poor speech and language and many children cannot listen well. Literacy skills are broadly in line with average levels found nationally. Good teaching means that the majority of children in the Reception class are in line to attain or exceed the national goal for communication, language and literacy at the end of the Foundation Stage, with approximately one quarter below national expectations.
50. The teaching provides opportunities throughout the day for the adults to engage children in discussion and develop their vocabulary. For example, during the inspection the class teacher

in the Nursery helped children develop words about days of the week whilst the teacher in Reception led a discussion about what we do at different times of the day, encouraging children to reply in longer sentences and gently correcting mispronunciation. In an outdoor bubble-blowing activity, the Nursery nurse led a discussion on colours seen inside the bubbles and encouraged children to describe what they saw. The teaching assistant in Reception encouraged conversation between children in the role-play corner. Most children speak readily and many show speaking and listening skills above national expectations.

51. The teacher and Nursery nurse identify children who appear to have difficulty in communication, language and literacy within the first weeks of attending Nursery. The school's co-ordinator for special educational needs carries out observations, thus ensuring that early diagnosis is made and early intervention and support given to children who may have speech or language disorders or other developmental problems. This ensures that teaching addresses their needs and all children can make good progress in line with their abilities.
52. Children in Nursery and Reception classes enjoy listening to stories, looking at books and joining in with simple rhymes and songs. The teachers provide lots of opportunities for children to look at books to promote reading as an enjoyable activity. For example, children in the Nursery were able to select a book of their choice and settled down to look at it whilst waiting for other children to finish their drink and apple. In reception, the children are encouraged to recognise the sound and shape of letters by listening and looking carefully during literacy lessons.
53. All the children understand that writing is used as a means of communication and they are given satisfactory opportunities to handle a range of writing materials. The most able pupils in the Nursery already hold a pencil correctly, ascribe meaning to marks and are able to make vertical and circular movements. Good teaching of fine motor skills includes such activities as drawing around animal templates.
54. Satisfactory progress is made as children in Reception realise that writing is used for different purposes. Classroom notices in the Reception classroom written in a variety of languages give a positive message about inclusion of children from different ethnic groups, showing respect for their first language and its writing. The teachers plan very well to motivate children to write by linking ideas across several areas of the curriculum. For example, the children in Reception looked at photographs taken at the recent Harvest Festival and, after learning about the initial sounds of a variety of fruit, the children were encouraged to make shopping lists of fruit and vegetables, using labels to copy writing. A role-play area in the classroom set up as a post office encouraged children to write postcards and envelopes, with children receiving good support from the teaching assistant and encouragement to try writing for themselves. Approximately one quarter of the children in the Reception class are able to form recognisable letters and are able to separate writing into words. They are likely to exceed the national goal in writing.
55. Teachers in both Nursery and Reception keep detailed records of children's progress towards the "Early Learning Goals". However, this information is not yet being used to plan the next step in learning for individuals, although a system is being trialled by the Foundation Stage leader.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching provides opportunities for children to develop counting skills throughout the day as well as during numeracy lessons.
- Mathematical skills and knowledge are generally at or above national expectations.

### **Commentary**

56. Most of the children are expected to reach the national goals for this area of the curriculum at the end of the Foundation Stage and achieve well.
57. Teaching and learning are good. Every opportunity is taken to encourage children to count and develop mathematical vocabulary. In the Nursery the emphasis is on the language of maths as children are invited to develop mathematical vocabulary. For example, during a fishing game the use of mathematical shapes and good questioning by the Nursery teacher enabled several children to learn the names of circle, square and triangle. They also learn a good variety of counting rhymes and games.
58. Good progress is made as the children in the Reception class carry out simple tasks such as drawing around animal templates and comparing and labelling, using 'taller' and 'shorter'. The more able children are challenged with activities such as using clock faces to reinforce recognition of numerals and begin to tell the time. Simple counting games such as counting the days of the week mean that most children are able to count up to ten. They are given lots of opportunities to investigate concepts and learn about number in everyday life by activities such as measuring their own height on a strip of paper and ordering the strips from shortest to tallest. Most of the children are in line to attain the national goals at the end of the Foundation Stage in mathematical development. The more able can already count to twenty and recognise and draw the numerals to ten. They are likely to exceed the goal at the end of the Foundation Stage.

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

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

### **Main strengths and weaknesses**

- Children are provided with good opportunities to explore and investigate through lots of interesting first-hand experiences.
- Adults provide good support and encouragement for children to develop their skills of observation and critical thinking.

### **Commentary**

59. There is a wide variation in children's experience when they enter the Nursery. A significant minority have limited experiences and poor knowledge and understanding of the world. Most of the children are expected to reach the national goals for this area of the curriculum at the end of the Foundation Stage and achieve well. The emphasis in the Foundation Stage on enriching the children's experience and stimulating their interest, curiosity and language development is often through activities that also widen their knowledge and understanding of the world.
60. Teaching is good. A significant minority of children have wide experience beyond school but the majority of children enter the Nursery class with an average level of knowledge about the

world. Approximately one-quarter of children have very limited experiences and their level of knowledge and understanding about the world is below that normally found. Recent work on display and photographic records demonstrate the good opportunities provided throughout the year for children to widen their interest and knowledge by a good range of first-hand experiences. For example, a recent visit to an aquarium provided the stimulus for the current topic in the Nursery “Under the Sea”, which connects learning across all six areas of the Foundation Stage curriculum. The majority of children look closely when encouraged to do so, for example, noticing colours inside bubbles. Making and flying kites helped children in the Reception class learn about wind and its power. Events such as the recent Harvest Festival are used in the Reception class to promote understanding of time and the seasons and also gain awareness and understanding of cultures and beliefs, learning about Harvest as a time for giving thanks. In Nursery and Reception classes, children are able to access lots of different materials such as sand, water and soil. They also learn to use tools to build and construct models and find out about their environment.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good direct teaching helps children develop skills in using tools such as pencils and scissors.
- Good opportunities are provided to develop confidence and control in handling natural materials, equipment, tools and construction toys, which help develop manipulative skills.
- Carefully planned outdoor play involving large apparatus and free outdoor play using tricycles and other large toys helps ensure that children learn to move with increasing self-control and co-ordination.

### **Commentary**

61. Children make good progress in this area and the majority are expected to reach the national goals for this area of the curriculum at the end of the Foundation Stage and achieve well. Good planning and teaching means that within the classroom and throughout the day, children have plenty of opportunities to handle tools, equipment and toys, developing their manipulative skills. Good teamwork between the class teacher and Nursery nurse in the Nursery class and between the class teacher and teaching assistant in the Reception class ensures that maximum use is made of the outdoor space for physical play and guided physical activities. For example, children were encouraged to explore “under” and “over” movements as they made their way across an obstacle course of large wooden blocks, mats and ladders, which enabled them to develop awareness of space and balance. The teacher placed good emphasis on safety and care for each other.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are given good opportunities to experiment with a range of materials and ideas through creative play and guided activities.

### **Commentary**

62. The majority of children are expected to reach the national goals for this area of the curriculum at the end of the Foundation Stage and achieve well. Teaching is good. The planning and organisation of the classroom space means that children are able to experiment with materials

such as sand and water, paint, clay and construction toys to develop their imagination and creativity in both Nursery and Reception classes. Lots of different activities are designed to develop a wide range of skills.

63. In the Nursery there are easels prepared with paint, paper and brushes, encouraging children to explore colour and shape during daily choice activities. Most children in Nursery are able to play imaginatively and co-operatively with others. For example, during the inspection children were daily observed playing in the well-equipped “home corner”, role-playing cooking, tidying and a picnic. Readily available materials such as scissors, glue, sequins, shiny paper and ribbon all encourage the development of an appreciation of colour and texture as well as development of cutting and sticking skills. A good number and range of percussion instruments are available so that children can all participate in making music to accompany singing of favourite songs such as “The good ship sails”. Musical instruments are also included in the provision of outdoor activities so that children can freely explore the different sounds they make. The children demonstrate good rhythm and enjoyment of singing.
64. In the Reception class the imaginative role-play area was designed as a post office during the inspection, and is frequently redesigned to link with other topics. Children enjoyed dressing in uniform and taking turns to queue and serve from the counter. Activities such as painting, collage and music are also organised on a regular basis, so that children extend their skills and make good progress, demonstrating increasing expression in their artwork and music.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **good**.

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

- High standards are consistently maintained.
- Very good links are made within the English curriculum and across other subjects.
- There is a clear focus on areas that need developing.
- Presentation and the quality of handwriting are generally good.
- Ways to improve are not always clearly indicated by teachers’ marking.

#### **Commentary**

65. Because of the high priority given to achievement in English, the school’s results in national tests have remained consistently good over time. From 2001 to 2003, results show that, by the end of Year 2, pupils’ performance in reading and writing was well above that expected nationally, whilst that of pupils by the end of Year 6 was very high. Results for 2004 and inspection findings indicate that this pattern is set to continue. A significant proportion of pupils with special educational needs achieve the national average standard and this represents good achievement throughout the school from broadly average ability on entry. Those with English as an additional language make similar levels of progress to their peers.
66. In the infant classes, pupils speak clearly and with confidence. They have a good range of vocabulary, which is extended by class discussion. Good questioning by staff prompts pupils to recall accurately a story they have heard, discuss whether it is real or imaginary and use descriptive words. By the time they reach the end of Year 6, pupils’ speaking and listening skills develop very well. With a current focus on extending these skills, many lessons begin with discussion, when probing questions encourage pupils to see beyond the literal, express opinions and draw conclusions. For example, during the inspection, Year 5 pupils discussed



issues raised by a class book about a boy living in Egypt. They contributed keenly, spoke clearly and in well-formed sentences to convey their ideas and opinions to others who listened attentively. As well as developing language, this session made a very positive contribution to pupils' social and cultural education.

67. In many instances, stories and poems are effectively used as a stimulus for pupils' writing. During the inspection, work on display showed interesting use of similes in 'Wanted' posters for the Iron Man, a story by Ted Hughes. Dick King-Smith's book 'The Hodgeheg' formed the basis for pupils' own character studies and chapters. Poems show imagination and use expressive language. For example, when using personification, a pupil wrote "*The morning guides the evening to sleep*". Because they are taught the essential elements of story writing, with a clear focus on the correct use of language and punctuation, pupils write at length, demonstrating consistent flow of action and well-defined characters. As a result, writing is well developed across the school and standards by the end of Year 6 are very high. In most cases, care is taken with presentation, which is more consistently apparent than at the previous inspection; handwriting is joined and legible. When word-processed, work employs a range of fonts and layouts often imaginatively linked to the content of the writing, as in the case of Autumn Haiku produced by Year 3 pupils.
68. Pupils achieve well in reading and have a positive attitude towards books. In the infant classes, pupils apply a range of strategies to make sense of their reading. They like to talk about the books they read and are well supported in their learning both in school and at home. As a result of good provision and the level of encouragement they receive, by the end of Year 6, pupils read with enjoyment from a wide range of material. Many are expressive and competent readers.
69. The quality of teaching is good overall. In the best lessons seen, teachers effectively planned opportunities for pupils to speak, reason, justify and apply a range of literary skills. They extended pupils' thinking and use of language. This motivated pupils and maintained a good level of interest through challenging activities that were well matched to ability. Resources and teaching assistants are used well to support and further pupils' understanding. This level of thorough teaching is ensuring that pupils' attitude to learning is generally good. Pupils respond well to tasks that interest them and work well both independently and with others.
70. The subject is competently led. The quality of pupils' work is reviewed on a regular basis and performance tracked. Individual targets are set for pupils to work towards, although monitoring of books has correctly identified that ways to improve are not always clearly indicated by teachers' marking.

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

71. Planning for the application of skills, especially writing, across subjects is a strength. As a result, pupils develop a range of styles on a variety of themes. For example, in history and geography, factual accounts are written about life in Victorian Britain or climatic conditions worldwide. Older pupils study journalistic styles of writing and devise their own style of reporting. Research in books and on the Internet allows pupils to read a variety of sources when finding out about famous people such as Florence Nightingale, Boudicca and Elizabeth Fry. Pupils confidently use computers to express their ideas and produce attractive printouts of their work. Discussion forms the basis of many lessons but the school has rightly identified the need to develop speaking and listening further through role-play and drama.

### **French**

During the inspection three lessons in French were observed. Pupils attain standards above the national average because French is not generally taught in primary schools.

72. The lessons were entirely oral, with emphasis on pupils' developing vocabulary. For example, in Year 1 the pupils showed good previous learning of the names for parts of the body and counting to ten and thoroughly enjoyed reinforcing this knowledge. The specialist French teacher was able to demonstrate correct French pronunciation and her lively teaching made the lesson fun. In Year 3, a taped French 'rap' style song engaged the pupils' attention and most pupils joined in with enthusiasm to learn the alphabet in French. A lesson in Year 5 was aimed at consolidating knowledge of the names of parts of the body and was based on the game "Simple Simon said".
73. In all lessons observed, a significant number of pupils became excited and noisy in response to lively, fun activities. On some occasions, where teachers do not insist on polite, considerate behaviour and good listening, progress in lessons is more limited. Pupils generally enjoy the lessons and demonstrate enthusiasm for learning French.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- High standards have been maintained since the last inspection.
- There is particularly good teaching and learning in the juniors.
- The subject is led and managed well.
- There is a high level of support for less able children.
- Junior pupils have mature attitudes to their work.
- There are some inconsistencies in classroom management and assessment practices.

### **Commentary**

74. Standards in mathematics are satisfactory in Year 2 and very good in Year 6. In 2004 almost all the children achieved the national standard in both year groups. Nearly a third of Year 2 children and nearly three-quarters of Year 6 children achieved higher levels. Overall, the school does well for its pupils because the teaching and learning are good. High numbers of children with special needs are supported by teachers and assistants, and achieve as well as their classmates. Boys and girls are currently making similar progress. Pupils from minority ethnic groups also achieve at similar levels to their peers.
75. Since the last inspection, standards in tests at Year 2 have remained above average but there was a fall in performance against national standards in 2003, which was closer to being in line with similar schools. By the end of Year 6 the trend has been consistently above the national average. Standards are well above those of similar schools. Given that the children enter school with average levels of attainment and maintain that standard until the end of Year 2, they progress particularly well through the juniors and achieved well in the lessons seen during the inspection. There is some evidence from tests to show that achievement increases towards the end of Year 6.
76. There is a strong focus on numeracy skills through the use of the National Numeracy Strategy. Children's books show that there is good coverage across all areas of mathematics, particularly in the juniors. Most Year 6 children understand terms such as numerator and denominator as a result of the teacher's insistence on correct terminology. Children make use of computers and calculators in the classroom, particularly in Year 6, in order to practice their mathematical skills and increasing use of interactive whiteboards by teachers further promotes the use of new technology.
77. Teaching and learning in the infant classes are satisfactory. Here, teaching styles vary somewhat and there is a variance between the challenge provided for different levels of ability

and the use of individual target-setting. This sometimes inhibits the challenge for the most able. There was little evidence of different work in books at the start of term because the children were being assessed for their groups. Lessons are of average pace and interest but can be noisy when some children are distracted. The Year 2 class has suffered from some discontinuity of teaching at the start of the term. Despite this, standards and achievement are satisfactory. Teaching and learning are good in the juniors. From Year 3, the pace quickens and children respond well to the generally good quality of teaching. Standards and achievement improve but there is still some discontinuity in teaching style. In Year 6, lessons are very good. A lesson on probability was well differentiated with high expectations, high levels of knowledge and very good pace. As a result, the children settled quickly, were well motivated, enjoyed their work, made good progress and achieved well. The least able children receive high levels of support, enabling them to achieve well in lessons. Lesson planning throughout is detailed and consistent. Information and communication technology has become increasingly better used as the resources have been improved.

78. Children's attitudes and behaviour are good on the whole and their responses to teaching are best where teachers insist on good levels of attention through more stimulating and imaginative activities. Individual lessons seen throughout were well planned with appropriate differentiation, using a variety of planning formats but all drawing heavily on the National Numeracy Framework. The best examples of marking tell children how they can improve. A regular pattern of monitoring arrangements provides the subject leader with an accurate picture of teaching quality. Resources are sufficient. The leader sets a good example of practice and the quality of leadership is good.

### **Mathematics across the curriculum**

79. Children often use mathematics as part of their work in other subjects and develop an appreciation of the practical use of these skills. For example, in science, older pupils can analyse charts and graphs to check out whether an initial hypothesis is correct. The use of cross-curricular work is planned for well to enhance the use of applying and investigating mathematical knowledge.

### **SCIENCE**

Provision in science is **very good**.

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

- Standards are consistently maintained at high levels.
- A good balance between the different strands of the subject.
- Very good teaching ensures pupils learn very well.
- The subject is well led; the correct priorities are continuing to improve the provision.

#### **Commentary**

80. Standards at the end of Year 2 are above average and at the end of Year 6 are well above average. Teacher assessments validated by national comparisons in 2003 show that pupils then in Year 2 gained standards in the top five per cent nationally. In Year 6, national tests results were also in the top five per cent nationally and nearly three quarters of pupils achieved above the levels expected for their age. At the time of the inspection there are no national comparisons for the tests conducted in 2004 but at the end of both Year 2 and Year 6 the percentage scores have increased. This very good performance has been maintained over the last five years, with only slight fluctuations caused by the normal differences between cohorts.
81. From Year 1, achievement through all years is good. This is because the teaching focuses clearly on ensuring that there is a balance between learning new facts and investigating and experimenting that enables pupils to use the knowledge they have gained in new situations. In

the infants, pupils have learnt about healthy lifestyles. They have looked at what foods they need to provide extra energy and growth. They know that they need a balanced intake and have written about these in diagrams and charts. Those with higher ability have good background knowledge and are able to record the finding of their experiments well. Those with lower ability are equally capable and only in a few cases are they partially restricted by their literacy ability when recording their findings. Through the juniors these early skills are built upon well. There is a good balance between the different strands of the subjects and pupils increasingly use their computer, mathematical and recording skills to help them keep good evaluations about the work that they have undertaken.

82. Teaching is very good. Since the last inspection, when provision was good, increasing the opportunities for pupils to work on their own and to devise their own experiments has enhanced it. Good examples of this were seen during the inspection. In one lesson in the juniors, the class were working on developing an experiment that would test how air resistance affects the fall of a parachute. In their pairs they discussed how they must make a 'fair test.' They knew that they could only change one factor and an interesting chat took place to see how having a bigger parachute would change the weight and thus another factor. The highest-attaining pupils were already thinking "*that the larger the pocket of air, the more resistance there would be*". All these skills are well above those expected for their age. The strong teaching was characterised by high quality planning, very pertinent questions and an expectation that pupils would think for themselves. This is an area that has greatly improved since the last inspection.
83. There is also now more realisation that other subjects can link to the work in science. Links are made to history, mathematics and ICT. The increasing use of the class whiteboards is providing a further stimulus to the very good learning in lessons. In the infants, for instance, the teacher used a graphing program to allow pupils to enter their eye colours and to discover which were the most usual. Teaching assistants, who are always well briefed, provide valuable extra support, giving explanations to those with lower ability as well as providing general support with organising the class. Marking is good. Pupils are challenged to think about how they can improve their work with short but effective assessments at the end of each unit of work.
84. Leadership is good and the subject is managed well. The subject leader has worked hard to develop this from a strong position. Developments presently in hand include the use of better computer software and improving the understanding of evaluation, experimentation and investigation. There have been science days held to raise the profile of the subjects and to show the pupils how learning can be fun. The local education authority also provides good support and a local cluster of schools is at an early stage of development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards, now above those expected nationally, have shown a considerable improvement since the last inspection.
- Teachers are confident and competent to provide the best opportunities.
- There are very good links to other subjects.
- The subject is led and managed very well.

### **Commentary**

85. At the time of the last inspection, standards were below those expected for pupils' ages. Since then the position has been reversed and attainment is now above that expected nationally, except in the use of control technology. The enhancement in provision has come about

because the subject leader has worked very hard to ensure resources are of good quality and that teachers are confident and competent to teach the subject. In the lessons seen there were some very good examples of work closely linked to other subjects and this was giving pupils the opportunity to see how ICT can be used as an intrinsic tool for learning.

86. Pupils' ability when they enter Year 1 is generally at average levels. During the infant years they quickly learn the basics of word-processing, drawing and research. The recent introduction of wireless laptops has meant that slightly new skills have had to be learnt. These include how to manipulate a touchpad and that the keyboard is set out differently. In a Year 1 lesson, the pupils quickly picked up these skills and were able to get on independently, showing high levels of concentration. By the end of Year 2, the good achievement means that standards are above the level expected for their age.
87. Through Years 3 to 6, pupils build on these early gains and their work in a number of subjects is enhanced by the use of technology. In Year 4, an interesting topic based around making a pop-up book has included an examination of different typefaces for headings and body text. Older juniors have used a variety of spreadsheets and pupils are very confident building their own formulae. In an exciting lesson in Year 6, the class were studying mountain ranges and the teacher had devised a simulation to extend their understanding. Groups were asked to design a camping holiday. They had to design their own spreadsheet that would give them the costs of flights, campsites and equipment. The teacher was then moving this on by introducing variables such as *"flight delayed three days – recalculate the cost for staying at campsite."* The class were very highly motivated, worked well in their pairs and showed high levels of competence. Achievement is good in all areas although the subject leader recognises that more needs to be done to enhance the provision for work involving moving and commanding models in control technology. This is part of the continuing development of the teachers. Standards by the end of the juniors are above those expected for their age.
88. Teaching is good, a far better situation than at the time of the last inspection, when it was unsatisfactory. In the interim, teachers have had high levels of training and support, ensuring that even those who lacked experience in this area are now confident using all the different sorts of hardware that have been introduced. This includes interactive whiteboards, used regularly each day. Subject knowledge is good and lessons are particularly well planned and integrated. The Year 4 topic on designing books incorporates work in ICT, design and technology, literacy and art and design. Support staff are also used well and one member is being trained to provide technical support, thus allowing the subject leader to spend more time on curriculum development. This is a very good use of resources. Pupils with special educational needs are well supported by their peers and by learning assistants. They make a similar level of improvement to other pupils.
89. Marking is thorough and a start has been made on collecting portfolios of work. An interesting innovation is the use of hidden data within the examples so that pupils can see how they built up their conclusions as well as teachers being able to see any extra help that may be needed.
90. Subject leadership is very good. The dedicated leader's own role model in teaching is helping other teachers to see the potential of the subject. He ensures that any new hardware is trialled and that teachers have the confidence to use it. There is a very clear development plan for the subject, which forms the backbone of his working document. There is a very good capacity for the subject to improve even further.

### **Information and communication technology across the curriculum**

91. There are many good examples of links to the majority of other subjects of the curriculum. These include the use of the Internet for research in history and geography, graphs, charts and diagrams in science and design and technology and the use of presentational programs in art and design. In addition, the school is actively seeking as many links as possible in the topics and themes that are studied. Good recording takes place using the digital cameras.



## HUMANITIES

### Geography

Provision in geography is **good**.

#### Main strengths and weaknesses

- Good links made with other subjects.
- Teaching builds upon pupils' own experiences and widens their understanding of the world.
- Effective use of resources, including ICT.
- Teaching methods do not always sufficiently stimulate pupils' sustained attention.
- No consistent means of tracking how well pupils are doing.

#### Commentary

92. Pupils achieve well. By the end of Year 2, standards are in line with those expected and exceed national expectation by the end of Year 6. Infants learn about the immediate school environment and how to make it safe. They respond well when asked to supply items and photographs from their holidays, leading to attractive displays. They enjoy answering the register in a range of languages and identifying in an atlas where the countries are located. Based upon the stories of Katie Morag, they become familiar with an island community and begin to identify differences between man-made and natural features. By the time they reach the end of Year 6, pupils have studied a range of places and environments and become competent in applying geographical language and skills to their learning.
93. Generally, geography is well taught. In lessons seen, teachers have secure subject knowledge and involve pupils in discussion. They encourage pupils to express their own opinions on environmental issues such as pollution and the effect of tourism on localities. Good use of resources maintains pupils' interest and keeps them involved. Interactive whiteboards and laptops are efficiently used for class discussion, to gain information from the Internet or to produce written pieces, posters and graphs. However, when resources are inadequate or pupils are not actively engaged, some members of the class become restless, noise levels rise and pupils do not make as much progress as they could.
94. The new subject leader is keen to maintain the improved provision in the subject. Pupils' work is sampled, although there is no formal way of recording how well individuals are doing. However, the monitoring of the coverage of different topics and themes ensures that there is a good balance between each year as well as a suitable allowance for learning key skills as well as factual knowledge.

### History

During the inspection, three lessons were seen in **history** but none in Year 2 or Year 6. It is not possible, therefore, to make a secure judgement on the quality of teaching and learning or on standards achieved by pupils. From the lessons seen and scrutiny of pupils' work and teachers' planning, there is evidence that the curriculum is fully taught and provides a good balance between historical enquiry and the acquisition of facts. For example, Year 3 pupils used books and fact sheets to try and determine what Boudicca might have looked like, while Year 5 pupils clearly identified the authenticity of sources when studying the ancient Greeks. Pupils' learning in history is well supported by opportunities to handle items from the past and visits to interesting historical sites and museums.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only four lessons were seen altogether in other creative, aesthetic, practical and physical subjects. It is not therefore possible to make firm judgements about provision. Discussions were held with subject leaders about their work and with pupils about what they had learnt in art and design and design and technology. Pupils' work on display was examined.

### Music

Provision for music is **good**, as it was at the time of the last inspection.

### Main strengths and weaknesses

- Standards are generally above national expectations in pupils' knowledge.
- A higher-than-average percentage of pupils learn a musical instrument.
- There are good opportunities for performance.
- Pupils respond with good behaviour and enjoyment when lessons are well taught.

### Commentary

95. The school has a very good range and quantity of instruments, and percussion instruments are readily available for class music lessons, so that all pupils are able to learn by first-hand experience. The published scheme provides good support for teachers who are non-music specialists and ensures that pupils cover the full range of national curriculum music, including singing and performance. ICT is used effectively to aid composition.
96. Pupils have good knowledge and understanding of musical terms. For example, pupils in Year 2 knew the names of main groups of instruments such as strings and woodwind, and could discriminate between different sounds made by a range of percussion instruments when listening to taped music. Pupils who have special educational needs are able to participate well during lessons because of the good support from teaching assistants. All pupils make good progress so that by the time they reach Year 4, pupils showed good appreciation of the difference between metallic sounds and wooden sounds and knew the difference between the glockenspiel and the xylophone.
97. Class teaching is generally satisfactory, but when taught by music specialists the teaching is good. From Year 2, pupils have the opportunity for instrumental lessons from peripatetic music teachers in keyboard, violin, woodwind and brass and many are entered for grade exams. In good lessons the pupils make rapid progress in skills and knowledge because lessons have good pace. During a trumpet lesson observed during the inspection, the teacher's good subject knowledge meant that she could demonstrate, enabling a pupil to gain mastery of a new technique and make good progress.
98. Provision for music in the school is well managed. There are good opportunities for pupils to perform. For example, they have taken part in the annual music festival organised by the local education authority and they have performed in public concerts. Pupils have sung at local community events such as the Harvest Festival at church, an end-of-term concert at the nearby special school and carol singing at a local residential home. Pupils may join the school band once they have attained Grade 1 in their instrument. The band and string ensemble rehearses weekly and performs regularly in assemblies and school concerts. The school also provides good opportunities for pupils to listen and appreciate music by inviting visiting musicians and groups to play for the school and by arranging occasional visits to concerts outside of school.



## Art and design

99. It is evident from teachers' planning, discussions with pupils and the work on display that work planned in **art and design** is varied but limited to drawing and painting. There is evidence that standards have remained constant since the last inspection and there are examples of links with other subjects such as history and religious education. A wide range of media in two dimensions was seen but limited evidence of three-dimensional work. The pupils study different artists from the past and present but there were very few examples of their work around school. Skill levels in the work seen continue to be variable, from extremely primitive drawings of figures in Year 1 to thoughtful interpretations of friendship at Year 6.
100. The use of sketchbooks as a tool for assessment is underused as new books are issued each year. Children in Year 6 were able to recall their use of a variety of media over time but were surprisingly modest in their enthusiasm for the subject.

## Design and technology

101. In **design and technology** there was very little evidence of work in the infants, for timetabling reasons and owing to the timing of the inspection. In two lower junior lessons seen, provision was variable but the teaching was satisfactory at best. Despite this there was good evidence of designing and making in the children's books and the evaluation process. This was a weakness at the last inspection. It was particularly clear in a lesson about bread making, where children had been creative in making their own style of bread at home, following a basic recipe in school.
102. Resources are sufficient but the use of ICT to support learning either through planning, modelling or control is at an early stage. The quality of provision has been maintained since the last inspection.

## Physical education

103. The lack of a field seriously hampers the development of a completely suitable curriculum in **physical education**. However, the teachers work hard within the constraints of the facilities available to them. All junior children have the opportunity to learn to swim at a local pool and use the facilities of the neighbouring all-weather tennis courts and tennis coach. Other than that, the unevenly shaped playground and the hall are their teaching bases.
104. Resources are adequate, with a suitable and sufficient range of small equipment, but some of the larger gymnastics equipment is beginning to look dated. Wall ropes have little place in the modern primary gymnastics curriculum and Year 6 children referred to the wall bars as monkey bars. Involvement in competitive sport has been limited but the inexperienced though enthusiastic new subject leader is attempting to increase opportunities in this area. There are a good range of after-school sporting activities, including karate and table tennis which helps make the best use of facilities available. Competitive sport is encouraged through a netball club and there are football, athletic and swimming teams who take part in competitions against other schools.
105. The role of subject leaders and the school's policy about their work and level of influence are clearly established, judging from the records and files. Actions to develop the subject are soundly based and some opportunities to monitor the subject are established.
106. In physical education and design and technology, the subject leaders are new to their role and therefore their influence is yet to be fully realised. The design and technology leader already provides good leadership in art and the link between the two in terms of design policy is promising. Their level of energy and enthusiasm determines their effectiveness, as the school expects that they will contribute fully, when the designated cycle dictates, to the school's annual improvement plan.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

Information for this area has been sampled, as it does not form a statutory subject within the primary curriculum. PSHE has been timetabled regularly for a number of years and is well established. There is a positive scheme of work and effective policies for sex and drugs education. The school works very hard to provide a wide range of opportunities for all pupils. These include discussions known as 'Circle Time' and through assemblies they find out about the importance of friendship and learn to be tolerant of the beliefs and traditions of other cultures. The success of these procedures can be seen in the way that pupils play with each other and work very well together during lessons. They understand the need to listen to each other's views and how the development of a healthy lifestyle will set them in good stead for the future. The school council provide a positive method of allowing pupils to build upon their sense of citizenship. Their values and suggestions are taken seriously and acted upon.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</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	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
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	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
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).*