

INSPECTION REPORT

BROAD CHALKE C of E (VA) PRIMARY SCHOOL

Broad Chalke, Salisbury

LEA area: Wiltshire

Unique reference number: 126435

Headteacher: Mrs M Pearson

Lead inspector: Mr M S Burghart

Dates of inspection: 24th - 26th January 2005

Inspection number: 266492

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 10
Gender of pupils:	Mixed
Number on roll:	143
School address:	South Street Broad Chalke Salisbury Wiltshire
Postcode:	SP5 5DH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Canon D Henley
Date of previous inspection:	July 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average village school in Broad Chalke near Salisbury in Wiltshire. Since the last inspection in 1999 the school has changed its status from first school to primary. As such judgements are made in this inspection on a different basis and to a new Ofsted Framework and criteria. At present there are no pupils in Year 6 but next year the school will cover the whole four to eleven age range. There are 143 pupils on roll in six single age classes. The Year 3 class is taught by two part time teachers, one for four days and one for one day. Music is taken in all classes except reception by a member of the local education authority's music service. French is introduced to Years 2 to 4 in a lunch time club and is taught to Year 5 by a visiting teacher. The school has a well above average proportion of pupils with special educational needs, but no pupil requires extra help for having English as an additional language. No pupils are known to be eligible for free school meals. The proportion of pupils joining or leaving at times other than in reception or from Year 5 is above average, and this generally affects Years 3 to 5. Reasons for this include service families being posted away, other families relocating, parents choosing to transfer their children to the middle school at nine, and pupils moving into the private sector. The attainment of children on entry to reception is about average, but this represents a range from well below to well above. The school received the Investor in People award in 2004 and, until the end of government funding last year, held Beacon School status. The school runs daily an early morning care club whereby parents pay for supervision from 8.15 a.m. As a Voluntary Aided church school, religious education and acts of collective worship are to be inspected by a representative of the diocese. Such a report appears under a separate cover.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Areas of learning for children in the Foundation Stage, Science, Art and design, Physical education, Personal, social and health education.
9487	Dr F Hurd	Lay inspector	
27180	Mrs E Whiting	Team inspector	English, Geography, History.
20671	Mr J Palethorpe	Team inspector	Mathematics, Information and communication technology, Design and technology, Music, Special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This continues to be a good school where pupils frequently achieve well to reach above average standards before they leave. Pupils are very well cared for and relationships are very good. As a result of the head's very good leadership and management, and staff and governors' good teamwork, the school gives good value for money and is developing well towards becoming a full primary school.

The school's main strengths and weaknesses are:

- Standards are above average in English and mathematics, and well above in science by the end of Year 5 (currently the top year group in the school).
- Pupils' attitudes, behaviour and personal development are very good.
- Teaching is good and frequently better.
- Special educational needs provision is very good.
- Links with parents are very good and with the community excellent.
- Children in reception are given a very good start to education.
- The school is very well led and managed by the head, very ably supported by the senior teacher and the governors.
- Consideration of matters of health and safety is excellent.
- Some aspects of subject leadership and monitoring need improvement.

The school has made good progress since the last inspection in 1999 with very good progress in the last two years. Notable developments have been in creating an improvement plan which draws on the contributions of staff, governors and parents, and links action planning to finance. Improvements to resources include outdoor provision for reception, the appointment of new staff, and better library and information and communication technology (ICT) resources. A range of initiatives are in hand to continue the development of the school as an all through primary. It is too soon to evaluate the success of these fully, but early indications are positive and the future looks secure.

STANDARDS ACHIEVED

Results in National Curriculum assessments at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	A	A	B
Writing	A	A*	A	A
Mathematics	A	A	B	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with a similar proportion of pupils eligible for free school meals. A indicates that the school was in the top 5% of all primaries*

Standards have been consistently above average in national assessments for Year 2 in reading, writing, mathematics and science since the last inspection. Performance in maths was less successful this year but it was still above average for all primaries. Pupils currently in Year 2 are all expected to reach at least the national average, but comparisons by average point scores, which give weighting to each pupil's attainment, are likely to be lower, especially in maths. Inspectors find standards in Year 2 are average with pupils' achievement being satisfactory and good for those with special needs. By the end of Year 5 pupils' standards are judged as likely to be above average in English and maths and well

above in science. In the light of well above average special needs and high levels of disruption due to lots of pupils moving in and out of the school between Years 2 and 5 this represents very good achievement. Standards in ICT are satisfactory, being consistent with what is expected. Attainment is above national expectations in history, and aspects of art and music. Too little evidence was available to make firm judgements in other subjects. However, it is clear that all are at least satisfactory. Standards of presentation are in need of some improvement. Children in reception do well, and sometimes very well, to achieve all the expected early learning goals before joining Year 1, with particular strengths in progress in personal, social and emotional development. Throughout the school pupils' personal development is very good. Pupils show very good attitudes, behave very well, and form strong relationships. Attendance is very good.

QUALITY OF EDUCATION

The school provides a good standard of education. A good curriculum continues to be developed, but some policies and schemes of work need updating. Teaching is good and frequently better. Strengths are in relationships, questioning and class management. Teaching assistants make a strong contribution to teaching. The quality of learning is good with notable (but not exclusive) examples in reception and Year 5. Staff take very good care of pupils and this, with a commitment to raising standards, supports the school's very good ethos. All pupils are fully included in all activities. There are very good links with parents and excellent links with the community. Good links are being forged with other schools. Assessment is good in English, maths and science and, with new initiatives, is being streamlined and encouraged in other subjects. However, there is still more to do especially to analyse reasons for fluctuations in success levels in Year 2 and to identify what changes

LEADERSHIP AND MANAGEMENT

The head leads and manages very well in a very good and growing partnership with the senior teacher. She has created a school improvement plan which uses views and action plans of all staff and governors to guarantee the school's direction. This is proving effective in moving the school from being a successful first school towards being a successful primary. Some subjects are well managed but some remain areas for further development. Financial management is very good. Governors give very good support. Their governance is very effective in identifying areas for yet further improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school especially how it is led and managed, how pupils are treated, and the quality of teaching. Pupils clearly like the school particularly art, the school's friendliness, and their teachers and support staff.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to:

- Further improve monitoring of standards and the quality of pupils' work, especially (but not exclusively) in Years 1 and 2; developing the roles of co-ordinators and senior managers as already intended.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average at the end of Year 5, which is currently the oldest age group in the school.

Main strengths and weaknesses

- Pupils in Year 2 in 2004 did very well in national tests. Standards currently in Year 2 are judged as average.
- Pupils achieve well to reach standards in Year 5 that are well above average in science, and above average in English and mathematics.
- Children in reception meet all expected early learning goals, often well before they join Year 1.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.7 (17.3)	15.8 (15.7)
Writing	16.8 (16.3)	14.6 (14.6)
Mathematics	17.3 (18.2)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

(Note: There were no pupils in Year 6 in 2004)

1. Results in 2004 when Broad Chalke was still a first school were well above average in reading, writing and above average in maths compared with all primary schools. In comparison with similar schools on the basis of eligibility for free school meals the school's performance was well above average in writing, above average in reading, and average in maths. Overall, considering that nearly all pupils achieved at least the nationally expected levels, results were as good as at the last inspection in 1999.

2. Inspectors find that standards in the current Year 2, where over a quarter of pupils have special educational needs, are well above average in speaking and listening, and average in reading and writing. This represents good achievement for those with additional needs. However, because the proportion of pupils likely to reach above average levels is smaller than in previous years results are likely to be lower in national assessments to be carried out later in 2005, especially in maths. This is confirmed by the school's own predictions and was noted during the inspection. The school is aware that there is a need to analyse data and trends more closely to establish reasons for the apparent decline in average point scores. Overall pupils are achieving at least satisfactorily.

3. Pupils' work in Year 5, where over a half of the class is on the special needs list, shows that achievement is very good in maths, science and writing, and good in speaking, listening and reading. Pupils are reaching levels above what is expected for their age in English and maths, and well above in science. The school clearly adds value to pupils' performance across their time at the school as a direct result of good, and frequently very good, teaching.

4. Despite limitations of accommodation and resources, standards, achievement and progress are judged as appropriate for pupils' ages and abilities in ICT, notwithstanding considerable improvements to provision since the last inspection. Pupils' attainment is good in history by the end of Year 5, and throughout the school in two-dimensional art, and singing. Too little evidence was available to make firm judgements in other subjects, but there was sufficient to suggest that standards are at least satisfactory. However, standards of presentation are in need of some improvement in a variety of subjects across the school.

5. Children in reception make very good progress to achieve all the expected early learning goals before joining Year 1, with many children reaching them well before. Progress is notably good in personal, social and emotional development where a significant minority of children start school with below average skills and understanding.

6. Pupils with special educational needs are very well supported. They achieve well throughout Years 1 and 2 and this builds to very good achievement by the end of their time at the school. Pupils with special educational needs achieve well in reception, Years 1 and 2, and very well in Years 3, 4 and 5. This is because of thorough planning and monitoring, and very good teaching. This enables many of these pupils to achieve the nationally expected levels for their age in spite of their difficulties in learning.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are very good. Pupils have very good attitudes towards learning in general and their school in particular, and their behaviour is very good overall. Pupils' personal development is very good.

Main strengths and weaknesses

- The school's recognised principles which enable pupils to distinguish right from wrong are excellent.
- Relationships within the school are very good.
- The school's provision for the social and moral development of its pupils is very good; provision for spiritual and cultural development is good.
- Pupils respond well to the increasing opportunities for them to show enterprise and take responsibility.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.0	School data	0
National data	5.1	National data	0.4

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

7. Attendance is well above national averages. The school has very good procedures in place to monitor and promote regular attendance, and follows up any unexplained absence on the first day. Parents are conscientious in ensuring their children's attendance, and in informing the school of the reasons for absence.

8. Pupils are noticeably confident and articulate, and are good ambassadors for their school. There have been no exclusions in the last academic year. Behaviour is managed to a consistently high standard, in line with the school's stated aims of mutual respect and

courtesy. Pupils respond very well to good teaching, and the level of discussion in all classes is impressive. Pupils' enthusiasm for learning extends to the additional activities offered: the girls' and boys' football teams and the Christian 'Secret Agents' club are particularly popular. Relationships between older and younger pupils are affectionate and caring. All staff have high expectations of pupils' personal and academic abilities, and provide good role models by their conduct and teamwork. The school council is newly established, but pupils' suggestions have already had an impact on the management of playtimes. Behaviour in class was at least good and more often better throughout the inspection: the confined space available at playtimes in winter months is sometimes a cause of minor upsets.

9. Assemblies make a good contribution to pupils' personal development. Individual and class achievements of every kind are recognised and celebrated, and good efforts are made to create a special atmosphere in which pupils can reflect on moral and social issues. All classes have regular 'circle times' when they discuss personal and health topics. The expanded provision for art, music and drama over the last two years has contributed to pupils' cultural development, and this has included appropriate visits and visitors. The provision for multicultural education across the curriculum is good. Pupils learn about non-Christian religious festivals and cultures, and are fundraising for a field hospital in Indonesia, as well as for an Indian children's charity.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good standard of education. Pupils with special educational needs receive very good support from teachers and teaching assistants. Great care is taken to ensure that all pupils have full access to the whole curriculum.

Teaching and learning

Teaching is good and frequently better. It continues to be a strength of the school.

Main strengths and weaknesses

- All teachers were seen to teach very good lessons and four had sessions judged as excellent.
- Teaching assistants make a strong contribution to the quality of teaching.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (12%)	8 (24%)	14(41%)	8(24%)	0	0	0

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

10. Very good teaching was observed in all classes across a range of subjects. All teachers had very good lessons and four different staff excellent. Year 3 maths. Year 2 games, Year 5 music and a reception knowledge and understanding of the world session were all excellent. The eight satisfactory lessons were spread across six different teachers.

11. Good teaching in this school features:

- Strong relationships between adults and pupils allowing pupils to have confidence to try out ideas even if they may be wrong;
- Perceptive questioning which draws all pupils into debate and challenges them whatever their ability and experience;
- Very good understanding of pupils' special needs and very good planning in order to support them;
- Very good class management;
- Very good marking which especially (but not exclusively) in Year 5 identifies how well pupils are doing and sets targets for improvement;
- Good teamwork, where staff share expertise and support colleagues effectively;
- Good use of teaching assistants and volunteers to teach pupils in groups, often by ability, which are smaller than class size;
- Good use of appropriate homework which prompts pupils to work at their own levels to extend their knowledge and understanding without it becoming a burden.

All these factors have positive impacts on pupils' learning which across the school is good, and in many lessons very good.

12. Good, and growing, use is made of visits and visitors to bring the curriculum alive. For example a part time teacher dressed as Boudicca added considerable colour to history lessons during the inspection and there is evidence that local artists and visiting musicians help the school to pursue its enjoyment and enrichment intentions.

13. Recent initiatives in revising planning and introducing new assessment procedures, most obvious in science, are having positive effects. However, in a variety of subjects policies and schemes of work need updating and the lack of assessment and the analysis of data in some areas still have negative effects on learning. The use of ICT to support other subjects is one of the school's targets. The absence of specific reference to this in subject planning makes it difficult for teachers, and is an area for improvement.

14. The teaching of pupils with special educational needs is very good, and as a result, they are achieving well, and sometimes very well. Thorough assessment identifies pupils' needs, and individual education plans effectively set out clear short term targets. Teachers, and especially teaching assistants, work with pupils on activities designed to help them achieve their targets, either on a one-to-one basis, or in small groups within the class situation. Planning and monitoring are regular and effective.

15. In a few instances evident in pupils' work rather than lessons seen, expectations have been too low particularly in terms of presentation and attention to detail. For example when pupils write in their 'first of the month' records they use good punctuation and write in a cursive style, whilst in day to day work these elements are often ignored. In a variety of younger pupils' books there are too few signs of teachers expressing concerns or making corrections, and at the same time over praising the quality of the work in favour of the effort made. The school is aware that there is a need for closer scrutiny of pupils' books by subject co-ordinators and senior managers to guarantee consistency, as well as to assess standards and make improvements.

The curriculum

The school provides a curriculum that is good with some significant strengths.

Main strengths and weaknesses

- The curriculum is broad, well balanced and stimulating.
- The school constantly improves its curriculum through working towards national awards.
- There are effective links across subjects, which make pupils' learning meaningful.
- The good range of visits and visitors with expertise brings a sense of purpose and life to pupils' learning.
- The school has a good number of teaching assistants who provide very effective help for pupils.
- Provision for pupils who have special educational needs is very good.
- The provision for enrichment and extracurricular activities is good.
- Resources for learning are satisfactory. Best use is made of the accommodation which is in need of substantial updating.
- Provision for outdoor play in the reception class is satisfactory.

Commentary

16. The curriculum meets statutory requirements and is fully inclusive. Teachers use national strategies for teaching literacy and numeracy in an integrated and cross-curricular way. A combination of national guidelines and commercial schemes is used. Some blocking of subjects, such as history and geography, ensures that resources are used well. The school provides very well for pupils' personal, social and health education. Through the school council pupils gain an insight into democracy and citizenship. The provision the school makes for enrichment and after school clubs is very effective in developing pupils' skills especially in sporting and musical activities. The visits pupils make in relation to their work, such as trips to Lulworth Cove, Kew Gardens, a supermarket, and a garden centre, enrich the curriculum, as do the many visitors who bring with them their own expertise.

17. Within the teaching staff there is a good balance of experience and expertise and a high level of teamwork. The school uses skills of parents and governors effectively to support in-school learning and out of school activities. The accommodation is used well and the school is kept clean and tidy. Although the school does not have its own field it uses one nearby for sporting activities. However, storage of physical education (PE) equipment is difficult and the hall has limitations for physical activities for older pupils.

18. The school makes strong and successful efforts to inform and consult parents and helps them to support their child's learning. Resources for ICT (although improved) are limited and the school recognises the need to make this curriculum area a priority in the near future. Governors visit classrooms for monitoring purposes and take an active interest in the education provided by the school.

19. The school has a clear special educational needs policy which meets the requirements of the Code of Practice for special educational needs. Individual education plans clearly set out short term targets, and appropriate activities are given to enable pupils to achieve them. Great care is taken to ensure that pupils do not miss other lessons, thereby enabling them to access the full curriculum.

Care, guidance and support

Provision for pupils' care, guidance and support is very good overall. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- Procedures to ensure pupils work in a healthy and safe environment are excellent.

- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good.
- Pupils' access to well informed support, advice and guidance is good.
- Induction arrangements for pupils throughout the school are very good.

Commentary

20. The governing body does everything in its power to ensure the health and safety of everyone in the school. Regular site inspections are always followed up, and risk assessments are carried out by staff before offsite visits. There is a rolling programme of first aid training: the child protection liaison officer is fully trained and regularly briefs staff. All staff, including temporary ones, are briefed on health and safety. Healthy eating is strongly emphasised, and staff are trained to handle medical difficulties. The school, parents and outside agencies work together very effectively. The Victorian main building is maintained to the highest standard possible. Some issues related to health and safety have been passed to the governing body.

21. Staff know pupils and their families very well, and use their knowledge of individuals to support their progress. Pupils with special educational needs are quickly identified and given a very good standard of personal support. The school is working with neighbouring primary schools to expand its provision for gifted and talented pupils. All pupils have termly targets which are discussed with them and their parents, and staff are quick to praise effort as well as achievement. Teachers and teaching assistants work hard to ensure that the needs of all pupils are met, including those with special educational needs.

22. The school has a detailed programme of induction for children joining the reception class. The class teacher visits them at their pre-school as well as at home whenever possible, and both teacher and parents compile profiles on each child's achievement on entry. Children are gradually integrated into the class by a lengthening attendance programme. Pupils joining the school in older age groups are made very welcome. Staff provide them with supportive 'buddies' to ease their transition into school life and every effort is made to make them feel part of the school 'family'. This is a very caring school whose staff genuinely want to do their best for their pupils, and help them perform to the very best of their ability.

Partnership with parents, other schools and the community

Links with the local community are excellent. Links with parents are very good. Links with other schools are good.

Main strengths and weaknesses

- Procedures to ensure satisfaction and deal with any concerns or complaints are excellent.
- The school makes very good efforts to involve parents through seeking, valuing and acting upon their views.
- Parents make a very good contribution to their children's learning and support the school very well.
- Mechanisms for the transfer of pupils are satisfactory.

Commentary

23. Over three-quarters of the parent body returned Ofsted questionnaires, a high proportion. All thought that: teaching was good, the school well led and managed, children are helped to mature, and are treated fairly. The inspection confirmed all these opinions. Parents attending meetings held before and during the inspection stressed how approachable the school is. They emphasised that individual concerns were handled quickly and efficiently. Concerns can be raised informally before and after school, and parents can generally see the headteacher without an appointment. Staff go to great lengths even outside school hours to help pupils and their families. Questionnaires are used to gauge parental opinion: the findings are reported and acted upon. The annual meeting of the friends' association is used as a brainstorming session with teachers and governors to generate ideas for improvements. Regular newsletters and curriculum information keep parents informed, but pupils' annual reports do not always give a clear picture of the standard pupils have achieved, and provide no opportunity for pupils themselves to comment on their progress.

24. Parents support the school in many different ways. The friends' association raises about £8,000 annually, and its social and fundraising activities are a focus of local life. Parents regularly help in school, and many governors are parents. They provide contacts, materials and expertise, all of which are proving invaluable as Broad Chalke undergoes its transformation into a full primary school.

25. This transformation has generated an extraordinary level of support amongst the local community, which is totally committed to raising a significant portion of the costs. Past pupils and their parents, local shops and businesses, the farming community and local residents with no personal link with the school have all rallied round to hold fundraising events. The new school will provide primary education for the whole valley, and all the villages are helping in various ways. Voluntary helpers have produced an appeal brochure and an organised approach to various grant-giving bodies is under way.

26. Parents are informed at a very early stage if teachers have concerns about their child's rate of progress. If intervention is required, parents are kept informed of the work being done with their children and the progress they are making. Even before this, however, the school had very well established community links, particularly with the local church and clergy. The school choir sings at the different valley churches, and the 'Secret Agents' club is run by a teacher assisted by parishioners and local clergy. The village sports centre and the church hall are used for physical education. Regular reports on school activities appear in the local newsletter. Local people come in to help with reading, cookery and other activities, and elderly residents have talked to pupils about their lives in general and the Second World War in particular. Older pupils visit Lord Head's estate at Bishopstone for environmental work, by his invitation. The school supports several local charities, whose representatives give firsthand accounts of their work.

27. The school is developing links with secondary schools. It works closely with its cluster group of neighbouring primary schools, with a joint development plan and several working groups for particular curriculum areas. Pupils join in shared sporting and musical activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The leadership of the headteacher in a partnership with the senior teacher is very good. The leadership of other key staff is satisfactory. The management of the school is good. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher has a very clear vision, a sense of purpose, and high aspirations for the school.
- The senior teacher provides very good support in leadership and management.
- Governors play a major part in the school's development.
- The role of subject co-ordinators is underdeveloped. There is insufficient use of performance data.
- Inclusion and concern for the needs of individuals are evident in all of the school's work.
- The school's finances are very well managed.

Commentary

28. The headteacher has been in post for a relatively short time, yet has already shown that she is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work. She has a shared vision, and is creating a team of people around her who have the same aims and commitment. All are encouraged to play a part in the school's development and the formulation of the school improvement plan. This is a well constructed document which clearly identifies how the school should develop, and how it will be financed. This is having a positive impact on teaching and learning.

29. The senior teacher is a recent appointment. He is very effectively supporting the headteacher in the leadership and management of the school, and is leading the planning for the school to become fully primary, with pupils in Year 5 at present, and Year 6 in the next academic year. Notwithstanding difficulties with accommodation, plans are going ahead smoothly, and Year 5 pupils have settled well.

30. There is a strong team of governors who have attended courses to help them have a good understanding of strategic planning. They now play their full part in the formulation of the school improvement plan. Governors' close involvement with the school, particularly the chairman, enables governors to have a good understanding of strengths and areas for development, and thereby make informed decisions.

31. The headteacher's desire for teamwork means that delegated responsibilities have been placed on subject co-ordinators. This development is in its infancy, and has yet to be fully implemented. At this early stage it is difficult to assess the impact it is having. However, it is evident that there is insufficient clarification of the role through job descriptions, and that co-ordinators need more support and guidance. For example, their monitoring role is not sufficiently rigorous nor sufficiently documented to be able to measure impact. Performance data is analysed, but the information is not used sufficiently to modify planning to overcome deficiencies in pupils' knowledge and understanding. For example, too little note has been made of pupils' relatively worse performance in mathematics in tests in Year 2 to address the situation fully.

32. The school has pupils with a wide range of abilities. It provides well for all its pupils, particularly those who have physical impairments, or have difficulty in learning. This is facilitated by the teachers knowing their pupils and their needs well, and is enabling pupils to achieve well. There is a good policy for special educational needs, and all aims are put into practice very effectively. There is a good number of support staff who are well deployed and highly valued. They work in partnership with teachers to ensure that pupils have full access to the curriculum through effective support.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	326081
Total expenditure	320263
Expenditure per pupil	2604

Balances (£)	
Balance from previous year	15861
Balance carried forward to the next	21679

33. Finances are very well managed. All spending is carefully monitored by the finance committee, and best value principles are applied. Financial planning is very thorough, and is designed to enable the school's priorities in its improvement plan to be implemented. There is a higher than normal carry forward to 2005. This is largely to help finance the new Year 5 and the following Year 6. The reasons are well founded and convincing, and have been accepted by the local education authority. The school's self assessment audit raised minor areas for improvement, all of which are being addressed appropriately. Taking into consideration the effectiveness of the school and its unit costs, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in reception is **very good** and this has been sustained since the last inspection.

Main strengths and weaknesses

- Children settle in quickly and make good, and often very good and rapid, progress.
- There is an excellent partnership between staff who know children very well.
- Assessment procedures and record keeping are very good.
- Learning is fun and children are very well challenged in all the areas of the Foundation Stage curriculum.
- The school ensures that children make a very good start to education.

Commentary

34. Improvements have been made to resources, especially for outdoor activities, and to space, with the inclusion of the old school kitchen into the reception classroom. Provision continues to be very well led and managed principally by a leading teacher, but she is very well supported by a higher grade teaching assistant with whom she has an excellent working partnership. This has very positive effects on not only day to day arrangements, but on the induction of children at both points of entry, autumn and spring, and on the quality of assessment and record keeping which are very good. There is very good communication with, and co-operation from, parents.

35. Staff know children very well and this makes a very strong contribution all round but particularly to children's **personal, social and emotional development** resulting in very good provision and children making rapid progress. That children are all set to achieve the learning goals in this area, some from below average starting points, is a considerable credit to staff.

36. Children settle quickly to school routines, are successfully encouraged to show independence, readily share, take turns and show consideration for each other. Behaviour is very good and relationships between children and staff are very well established. Children respond very well to a good mix of structured play and more formal opportunities. Learning is clearly fun and children obviously enjoy school.

37. In **communication, language and literacy** progress is very good and children reach the early learning goals often well before the end of reception. Children respond very well to very good teaching and high expectations that they should join in discussions. They soon learn to express themselves and to listen to other people. Strategies to sound out words, derived from the very successful introduction of the Jolly Phonics scheme, help children with their emerging reading. Standards for most are above average, and for the most able well above.

38. Children are encouraged to write, and the majority will be able to write simple sentences by the age of six. They were observed freely choosing the 'writing table' as well as responding enthusiastically to being invited to join in writing activities. Considerable emphasis on developing the skills of speaking and listening is very successful and has very positive effects on all aspects of the curriculum.

39. In **mathematical development** and **knowledge and understanding of the world** children make very good progress achieving the early learning goals; responding to opportunities to explore numbers, shapes and patterns, and to find out about nature and materials. Children develop a good understanding of comparisons such as more than and less than; and begin to appreciate differences in shape and size. Strengths in knowledge and understanding of the world reported in 1999 have been sustained with children learning to consider how things have changed over time; for example teddy bears and toys. A highlight of teaching and learning in reception was an excellent lesson where children explored different textures such as cold baked beans, jelly and feathers with their feet. Apart from the squeals of delight which confirmed the fun of the activity, the quality of the literacy that spontaneously emerged was of the highest level. Children made excellent progress in both vocabulary and what will become spelling and reading skills as well as in making comparisons.

40. Children are given a good introduction to ICT through use of computer programs: for example in maths, and the use of the new interactive smartboard in their classroom.

41. Provision and teaching in **physical development** and **creative development** are very good. Children achieve all expected goals. They benefit from work in music, art and physical activities inside and out of doors. Much improved provision in terms of ride on and playground equipment is used very well to extend children's awareness of what their bodies are capable of as well as the space around them. The school is aware that more opportunities for children to climb and balance would be an advantage but limitations of space explain the situation.

42. Very good creative work in painting and making helps children learn fine motor skills: for example by handling brushes, scissors and glue sticks. The use of such toys as jigsaws and construction sets encourages hand eye co-ordination. Frequent role play activities: for example in the three bears' house, develop creativity in terms of imagination, whilst extending oral skills very effectively.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** overall with good features in teaching.

Main strengths and weaknesses

- Standards in reading and writing are good in Year 5.
- Standards in speaking and listening are very good throughout the school.
- Teaching is good with good contributions from teaching assistants.
- Marking is not always analytical enough to move pupils forward.
- Standards of presentation are inconsistent and generally not good enough.
- Literacy skills are used effectively to support other subjects.

Commentary

43. Considering the levels of special educational needs in the school pupils are achieving well with very good features in Years 3 to 5. Standards in English are usually good as shown by results of national tests for seven year olds. Pupils' attainment was higher than the national average and when compared with schools in similar contexts in reading and writing in 2004. (There are no national tests at Year 5.)

44. Pupils start Year 1 with an appropriate range of vocabulary and speak confidently. Throughout the school pupils speak with confidence and listen well. Pupils make good progress in all classes. They can speak at length about things that interest them and teachers actively encourage detailed answers, giving time and importance to pupils' explanations. During a history lesson in Year 4 for example, pupils discussed bias when examining an account of historical events. This provided an excellent opportunity for debate and discussion. The very good modelling of language, clear explanations and skilful use of questioning by class teachers mean that standards in English are more than meeting expectations in Year 5.

45. Standards in reading are more than meeting national expectations and pupils have an appropriate range of strategies to sound out unfamiliar words. When pupils encounter new words they draw well upon their knowledge of Jolly Phonics, sounding out parts of words and using picture cues to make intelligent guesses. Pupils read with expression and intonation, and by Year 5 use dictionaries and thesauruses with confidence.

46. By the end of Year 2 pupils are beginning to read fluently and express an interest in reading a variety of books at home. They are familiar with a range of texts and genre. During reading time in Year 1 pupils read and shared books on water related to their topic. This provided an opportunity to retrieve and discuss information, and use contents and index pages. Many older pupils are avid readers and explain their preferences. Pupils have access to a broad range of texts, fiction and non fiction, and use both with confidence. The school makes good use of parents and members of the community to hear pupils read. Home/school reading records are used to record comments and indicate progress. Parents are keen to support their children with reading. The recent reorganisation of the library acts as further encouragement for pupils to read or look for information. The co-ordinator has clear plans to extend this further with additional resources.

47. Standards in writing at the end of Year 2 are generally satisfactory and the content of written work is well supported through a range of work in other subjects. The school has worked very hard to make the best use of curriculum time; consequently, cross curricular links with English are very good. When Year 5 pupils (whose standards are above average) were given a photograph as a stimulus for writing they showed considerable enthusiasm. In their descriptions of the scene, the teacher insisted that pupils substantiated their answers in such a way that not only improved their comprehension skills but developed their abilities as confident speakers. Pupils respond very well to all opportunities and learn well as a result. However, pupils do not always have enough opportunity to write at length to show that they can develop a structured story or to begin to shape their writing with longer sentences.

48. Spelling skills are meeting national expectations. However, handwriting and presentation skills are not always good enough because letters are not always correctly orientated and joined, and some work is difficult to read due to an inconsistent approach to presentation and style. The school should revisit the handwriting scheme, clarify expectations of pupils, and improve some aspects of marking. However, marking is mainly appropriate and occasionally good. The best marking can be seen when teachers draw attention to pupils' individual targets and follow them up with praise and suggestions for what they might do next to improve.

49. Observed teaching was good with very good features in Years 1 and 5. Satisfactory progress has been made in provision for English since the last inspection. Teachers use interesting starting points and good subject knowledge skilfully to manage writing. In Year 2

for example, pupils were asked to produce a poster for a character in a traditional tale. The class teacher used resources well to plan the activity, modelling her own approach on encouraging the class to use imagination through skilful demonstration and clear explanations. The pupils could hardly contain themselves long enough for her to finish the introduction before they set off to make their own posters.

50. Teaching assistants are effectively deployed and support learning well. In a Year 1 class, the teaching assistant worked as part of the lesson, with imaginative recount of a story and puppet work with the Three Little Pigs. This ensured that pupils were being sufficiently challenged in smaller groups whilst enabling the teacher to spend time with the rest of the class on more skills based work, such as composing a story. For lower attaining pupils there are good strategies in place such as the provision of 'catch-up' groups aimed at improving pupil progress.

51. Leadership and management of English are satisfactory overall. The co-ordinator is new to the role and has made a good start in identifying areas for development: for example the need for regular subject evaluation to ensure a smooth transition into Year 6, with appropriate emphasis on assessment. A detailed action plan for English identifies the need to focus on standards and improved access to resources. However, some aspects of monitoring have yet to take effect and will depend on further support from the whole staff. There is a whole staff commitment to raising the profile of English. Involvement in the cluster group has included participating in gifted and talented workshops.

Language and literacy across the curriculum

52. English is used effectively to support other subjects: for example in role play for geography and history; writing about experiments and investigations in science; and high level debates and discussions across the whole curriculum. Notebooks are used very effectively for thinking through work and jotting down ideas and they provide a way of minimising the time spent recording, where interactive learning achieves better results. For example in one history lesson, pupils had to plan a strategy for winning a battle through positive team talk and they used their notebooks to draft and redraft suitable phrases.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good in the lower school, and very good for older pupils.
- The National Curriculum is covered well.
- Teaching is consistently good.
- Test results are analysed well.
- There is insufficient use of information and communication technology.
- Monitoring of the subject is insufficiently developed.

Commentary

53. Pupils' attainment is average at the end of Year 2, and above average at the end of Year 5. As the school has a well above average percentage of pupils with special educational needs, this means that Year 2 pupils are achieving well, and Year 5 pupils very well, for their abilities.

54. The National Numeracy Strategy has been implemented well, and teachers are following the guidelines. There is an emphasis on number work which is quite appropriate. However, there is still good attention paid to all other areas of the National Curriculum. This means that pupils are developing their mathematical skills, knowledge and understanding in a methodical and thorough way.

55. Observed teaching was never less than good, with some sessions very good and excellent. The particularly strong aspects of teaching are:

- Well planned and well prepared lessons;
- A brisk opening to the lesson, followed by a brisk pace of teaching, thereby maintaining interest;
- use of appropriate mathematical vocabulary;
- Different work given to different ability pupils to ensure that all are suitably challenged;
- Very good support for less able pupils given by teaching assistants;
- Very clear explanations enabling pupils to learn well;
- Very good management and motivation of pupils, causing them to concentrate well.

These features enable pupils to work hard and make good progress. The main feature to be improved is the use of information and communication technology. There are numerous programs available that could support pupils' learning and provide further motivation for pupils to learn, which are not being used at present.

56. The co-ordinator has analysed test results and identified areas of strengths and weaknesses in pupils' understanding. However, the next step, to ensure that planning effectively deals with the areas of weakness, has not yet been undertaken. Monitoring of the subject is at an embryonic stage. Work has been sampled and lessons have been observed. These have given rise to issues such as over-reliance on worksheets in some cases, and agreement being needed on the types of exercise books to be used at each stage. The inspection concurs with these findings. Whilst this is a good start, the monitoring of lessons does not have sufficiently high priority, nor is it sufficiently rigorous. With a lack of recording of findings, it is difficult to ascertain the impact of such work.

57. There has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

58. Pupils are encouraged to use their mathematical skills in other areas of the curriculum, particularly science and design and technology. This helps them to practise their mathematical skills, and understand the importance of learning these skills to apply elsewhere.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 5.
- Pupils are successfully encouraged to predict, investigate and experiment especially in Years 3 to 5.

Commentary

59. Judgements on standards were arrived at from pupils' past work and staff records as well as the few lessons available. Evidence suggests that all Year 2 pupils usually reach at least national average levels. Teachers' assessments made as part of the national profile in 2004 for the seven year olds who have since moved to Year 3 put pupils' performance in the top 5 per cent of all primaries. Inspectors find that standards of work of those currently in Year 2 are in line with what is expected and that the achievement of pupils, over a quarter of whom have special educational needs, is good. Although no science lessons were seen in Years 1 and 2 there are indications that teaching and learning are satisfactory.

60. Standards in Year 5 are well above average and indicate that teaching is very good. Particularly noteworthy is pupils' success in experimenting and investigating. Pupils' understanding of fair testing and their use of speculating and predicting in terms of drawing conclusions are consistent with what is usually expected for Year 6. It is clear that the teacher's expectations are high. That pupils achieve very well and reach high standards when 50 per cent of the class are on the SEN register is a considerable strength.

61. Science is very well led and managed. This includes good planning, assessment and record keeping which is being developed by the new co-ordinator and trialled elsewhere. There is an excellent plan for the subject's improvement and good intentions for monitoring teaching and sharing moderation of pupils' work with colleagues. Good features reported in the last inspection have been built upon very successfully. Aspects for further development are in making more use of ICT to support science work and in making a detailed analysis of pupils' performance in Years 1 and 2 to see where improvements can be made.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology (despite much more rigorous national expectations for the subject) continues to be improved and is **satisfactory**.

Main strengths and weaknesses

- Standards are consistent with what is expected by the end of Year 2 and Year 5.
- Teachers and some support staff have a sound knowledge and understanding of the subject.
- Not enough use is made of computers to support work in other subjects.
- The quality and quantity of computers are restricting pupils' learning.
- The role of the subject co-ordinator is developing well, but still has a long way to go.

Commentary

62. Pupils are attaining standards in line with what is expected for their ages. This is a lowering of standards since the last inspection, and is due to the fact that the subject has moved on a great deal, and the school does not yet have the hardware to follow suit. Many pupils have computers at home which reinforces what they learn in school and helps them to reach the required standards.

63. Teachers and some teaching assistants have sufficient knowledge and expertise to teach the subject. Because of the limited facilities available, skills are usually taught to the whole class or a group, with opportunities for pupils to practise later in the week. This produces difficulties for some pupils who really need to practise straight away. However, this method is the best way forward with the current hardware. Unfortunately, the hardware was seen to malfunction which is evidently not an uncommon situation, and only half of the lesson objectives were achieved. On another occasion, twenty five pupils had to watch a

demonstration on a 14 inch monitor, and it was impossible to follow what was happening. The school has wisely employed a technician and this is a considerable improvement in support since the last inspection.

64. The co-ordinator has only been in post since September. She has been particularly effective in sharing her expertise with colleagues so that they are competent and confident to teach the subject. There is a sound long term development plan, but this has been hampered through financial restrictions, and some uncertainty because of the planned new school building. All the required paperwork is in order, including appropriate software licences and an Internet access policy. The areas for development include:

- Improving hardware to enable greater access for pupils, and to ensure Year 5 pupils can be taught the required curriculum;
- Improving records of pupils' access and attainment;
- Further developing the school's web site;
- Improving portfolios of pupils' work as many examples are several years old.

Information and communication technology across the curriculum

65. There are occasions when computers are used well in other areas of the curriculum. For example, pupils use word processing in literacy and data handling in science. However, overall, there is insufficient use of computers to support learning in other subjects. All things considered there has been insufficient improvement in some subjects since the last inspection.

HUMANITIES

66. Few lessons were observed in geography and history so judgements are based on sampling pupils' work, and reviewing teachers' planning and records.

GEOGRAPHY

67. Only one geography lesson (in Year 5) was observed during the inspection and in this lesson, standards were as expected for the year group. Study included the recognition of countries on a world map and the differences between countries. Evidence from discussion with pupils, a scrutiny of work and teachers' plans, show that pupils throughout the school study a full, varied and interesting range of topics in the subject. No judgements are made on the overall level of provision, nor the quality of teaching and learning.

HISTORY

68. Standards in history are satisfactory in Years 1 and 2 and good in Years 3 to 5.

69. Teachers' questioning is good as is the opportunity for pupils to work in pairs and groups. Learning involves role play, 'hot seating', re-enactment and investigation. History is brought to life by good quality and imaginative teaching. Pupils enjoy history and are able explain in detail and with enthusiasm topics they have previously studied. In Years 1 and 2 pupils have studied the Victorians. Lessons in Years 3 to 5 have included a visit by a Roman Soldier and the exciting appearance of Boudicca in a cross curricular link with English. This provides evidence that teachers use relevant starting points for study and enriches the subject further. Teachers' subject knowledge is good and the subject is well planned. It is clear that pupils' achievement is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. These subjects were not the central focus of the inspection. Detailed judgements were not made about teaching and learning (only three art lessons, one music and two PE lessons were observed). However, limited evidence points to provision in both art and PE being at least satisfactory.

ART AND DESIGN

71. Standards in two-dimensional art are above what is expected nationally at ages seven and ten. Pupils' observational drawing shows progress across the school and a growing awareness of perspective. Pupils from Year 1 develop good skills in representing line, texture and tone working in a variety of media. Creativity is encouraged whilst the basic skills: for example in brushwork, are taught and built upon.

72. Good examples in art include Year 1 mixing colours well to match the sun at different times of day, and Year 5 cold, winter landscape paintings after Van Gogh. There is evidence of good appreciation of artists' work and good use of visitors and artefacts to stimulate pupils' own work.

73. Art makes a good contribution to personal development with pupils working well together, sometimes exploring art from different cultures: for example Year 4 illustrations of life in the Gambia. Good literacy skills are promoted in discussions about artistic styles.

74. Too little three-dimensional work was available to make judgements but photographs and teachers' planning demonstrate that the requirements of the National Curriculum are met.

75. The co-ordinator for art has only been in her part time post for a term. She has audited resources and begun to review planning. The leadership and management of the subject are currently satisfactory, as is progress since 1999. Areas still to be developed are in devising procedures to assess standards and gauge progress, and to monitor how art is taught in each class. There is a need to develop the scheme of work ready for Year 6 in September 2005.

DESIGN AND TECHNOLOGY

76. No lessons were seen in design and technology, so it was not possible to make firm judgements on provision, teaching and learning. Planning and a portfolio of photographic evidence show that the subject is covered appropriately, with a clear progression of skills from reception to Year 5. Talking to pupils indicates that they have a sound understanding of the process of design, make and evaluate. There are good cross curricular links, for example with Year 5 pupils making musical instruments. The co-ordinator's own action plan shows a need to update the policy and scheme of work, and monitor the teaching and learning of design and technology throughout the school.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- The school employs the services of a specialist music teacher from the local education authority's service.
- There is a good range of instrumental opportunities for pupils.

Commentary

77. Too little music was seen or heard to make judgements on pupils' standards. The specialist music teacher takes all classes except reception once a week and some of the instrumental lessons. The one observed class lesson taken by her was excellent. Pupils were very well managed and motivated. They were completely immersed in their work, showing enjoyment and enthusiasm. This enabled pupils to make excellent progress in learning a new song. There was a very good contribution to pupils' cultural development as the song was a carnival song from Rio de Janeiro. Class teachers do not stay with their class during these lessons. Despite being gainfully employed elsewhere, class teachers are missing the opportunity for professional development in music by learning from a very competent teacher and would support them in follow up work.

78. About sixty pupils have instrumental lessons for woodwind, brass, strings and keyboard. There is a choir which performs on various occasions, but as yet, there is no opportunity for instrumentalists to play together.

PHYSICAL EDUCATION (PE)

Provision in physical education is **satisfactory** and much improved this school year with much greater opportunities for enrichment in sporting clubs and matches against other schools.

Main strengths and weaknesses

- The subject is very well led and managed.
- Extracurricular sporting opportunities are good.
- The school makes good use of local facilities, links with a sporting college and a variety of sports coaches.

Commentary

79. As the two lessons seen, one indoors (dance) and one outdoors (ball skills), were both in Year 2 no judgements can be made on standards, teaching and learning overall. However, as one of the observed sessions was good and the latter excellent these are positive indications. In both, pupils behaved well and made at least good progress.

80. The school and some parents report that they perceived weaknesses in provision for PE in the interim period since the last inspection. These have been quickly overcome since the new co-ordinator was appointed at the start of last term. He has overhauled planning, improved resources and storage, and dramatically developed extracurricular provision. He very effectively supports colleagues and has forged links with other schools. A good variety of sports is now on offer and good use is made of expertise from coaches and volunteers.

81. The subject is now led and managed very well with very positive effects on provision. Gaps in the curriculum in terms of swimming and adventurous activities will be filled later this year with a swimming programme for Year 4 and a residential trip to an outdoor adventure centre for all Year 5 pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION

82. The co-ordinator for personal, social, health and citizenship education joined the staff in September. He is reviewing and revising the current provision and resources, and a curriculum ensuring planned progression will be in place for September 2005. The school already provides education on sex, relationships and drugs in a manner appropriate to pupils' ages. All classes hold regular circle times, and provision is extended by visiting speakers when appropriate. Current provision is judged satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
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).