

# INSPECTION REPORT

## **HATFIELD SHEEP DIP LANE PRIMARY SCHOOL**

Dunscroft, Doncaster

LEA area: Doncaster

Unique reference number: 106717

Headteacher: Mrs C E Richardson

Lead inspector: Mr C D Loizou

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> September 2004

Inspection number: 266968

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	220
School address:	Sheep Dip Lane Dunscroft Doncaster South Yorkshire
Postcode:	DN7 4AU
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E-mail address:	sdip@sheepdiplane.doncaster.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Mordue
Date of previous inspection:	8 <sup>th</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

Hatfield Sheep Dip Lane Primary School is average in size, with 220 pupils on roll. This includes 26 Nursery children aged three who are admitted part time to the school's Foundation Stage. The Nursery can have up to 52 part-time children (26 full-time equivalent). The school also admits up to 30 four-year-old children into its Reception year each September. The children's attainment on entry to the school is very low. A significant proportion of children joining the school has speech, communication and language difficulties. In addition to the Nursery and Reception classes, there are six single-age classes. The number of pupils leaving or joining the school at times other than the usual time of admission or transfer to secondary education is similar to most schools. Most of the pupils live near to the school. Nearly all of the pupils are of British white heritage as only a very small percentage (two per cent) are of mixed or black African heritage, including a very small number of pupils (one per cent) from white Irish or from other ethnic groups. A small number of pupils (one per cent) come from Traveller families. Less than one per cent of the pupils are in the early stages of English language acquisition. Forty-nine per cent of pupils are eligible for free school meals, which is well above average. The proportion of pupils with special educational needs is above average (23 per cent) and four per cent of the pupils have a Statement of Special Educational Need, which is also above average. Most of the pupils with special educational needs have moderate learning difficulties in communication, language and, in some cases, mathematics as well. The school keeps a register of pupils who are gifted and talented so teachers can prepare tasks and lessons that specifically meet their learning needs.

The school provides out-of-hours community provision as well as crèche facilities for parents who attend workshops or training organised by the school and outside agencies, for example the 'Family Learning' and 'Caring Start' programmes. The out-of-hours provision also includes a well-attended breakfast club and after-school activities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18645	Charalambos Loizou	Lead inspector	Foundation Stage; Special educational needs; Science; Information and communication technology; Physical education
31718	Denise Shields	Lay inspector	
20010	John Sangster	Team inspector	English; Art and design; Design and technology; Religious education
18505	David Matthews	Team inspector	Mathematics; Geography; History; Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a very good education** and has many outstanding features. Inspired by the excellent leadership of the headteacher, teachers and support staff are highly committed to the individual needs of the pupils, their parents and the community served by the school. Standards are rising well and although they are below average in English and average in mathematics, the pupils achieve very well in relation to their attainment on entry to the school because of very good teaching. The management and governance of the school are very good. Consequently, the school makes very efficient use of its resources and provides very good value for money.

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

- The pupils achieve very well because the teaching provides tasks that are very well matched to the needs and abilities of all pupils. This is having a direct impact on raising English standards
- The staff work as a highly effective team, guided and led by the excellent leadership of the headteacher and a team of senior staff who set very high expectations
- The provision for children in the Foundation Stage (Nursery and Reception) is outstanding
- The pupils achieve well above average standards in science and art and design because of specialist teaching that is successful in developing the pupils' skills and understanding
- The staff provide a very good curriculum, enriched by the creative and expressive arts as well as extensive use of information and communication technology
- Parents think highly of the school and are very well informed about their children's progress; the school provides excellent welfare, care and guidance for pupils

The school has made very good improvement since its last inspection in 1999 and has successfully addressed the issues it faced. Standards have improved well, including reading and writing standards and the achievement of more able pupils. The information and communication technology (ICT) curriculum and staff training have improved and so standards are now above average as a result.

### STANDARDS ACHIEVED

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

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

The attainment on entry to the school is very low because approximately one in three children who join the school has speech and language difficulties or has other special educational needs. By the end of the Reception year children reach the early learning goals expected for their age in most areas of learning, although in communication, language and literacy standards are below average.

The **pupils achieve very well overall in Years 1 to 6** having started school from a low baseline. Standards are below average in English by the end of Year 2 and Year 6 they are average in mathematics and well above average in science. The pupils with special educational needs and those who are gifted and talented also achieve very well. In the 2003 end of Year 2 national tests, the pupils attained below average standards in reading and well below average in writing. Mathematics standards were average which signifies very good progress. Results compared well with similar

schools in Year 2. The Year 6 national tests last year declined compared with the previous year and this was due to the impact on overall standards because that year group had a well above average proportion of pupils with special educational needs. Provisional indications from the most recent test results in 2004 show significant improvement on the previous year and signify that the pupils achieved very well in English, mathematics and science. In nearly all other subjects standards are above national expectations and those in art and design are well above average. Music and geography standards are average and the range and quality of singing are good.

The pupils have very good attitudes to learning. They are very well behaved, polite and courteous to each other and relationships are very good throughout the school. Attendance is satisfactory and punctuality is good. **The spiritual, moral, social and cultural development of the pupils is very good.** There are very good opportunities for the pupils to show respect for others and other cultures and the pupils care for each other.

## **QUALITY OF EDUCATION**

**The quality of education is very good.** The quality of teaching across the school is very good and the teaching in the Foundation Stage is excellent. Pupils use literacy, numeracy and ICT skills very well in other subjects. Highly competent staff support pupils with special educational needs very well. Learning is very good overall because teachers plan work that is based on systematic assessments. The teachers' subject specialisms are used to very good effect. ICT is very well used to support teaching and learning.

The curriculum provides very good opportunities for learning throughout the school and it is excellent for children in the Foundation Stage. Creative and expressive arts, as well as art and design, are outstanding features of the school's overall curriculum. Consequently, learning is fun and supports pupils' learning in all subjects. This is enhanced further by a very good range of extra-curricular activities and very good use of ICT such as interactive whiteboards, digital cameras and computers.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school is very good overall.** The headteacher provides excellent leadership and senior staff monitor lessons and teachers' planning rigorously. There is a highly effective commitment to the professional development of all staff and to continually improving teaching, learning and the curriculum for all pupils. Governors are very effective. They receive reports about the impact teaching is having, so have a clear understanding of what needs to be done to sustain improvement. **The management of the school is very good.** The staff and governors work well as a team under the strong leadership of the headteacher.

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

Most parents and the pupils are very pleased with the school and think highly of it. Very good information is provided and very good procedures enable parents to help in school and at home with their children's learning. The headteacher and staff are increasingly involving the pupils in decision making and the school provides many opportunities through its family learning programme to involve parents in their children's education.

## **IMPROVEMENTS NEEDED**

The school has no major areas for improvement, as it is a very effective school. It should continue to implement its school development plan and maintain the trend of rising standards, especially the school's focus on raising English standards further.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Although standards are below average in English, they are average in mathematics and well above average in science. Consequently, the pupils achieve well in relation to their attainment on entry to the school. Standards are rising well throughout the school.

#### Main strengths and weaknesses

- Achievement is very good in English and mathematics. Standards are rising well as a result
- Standards in science are well above average and the pupils achieve very well
- Achievement is very good in most other subjects and the pupils do particularly well in art and design and the creative arts
- The children in the Foundation Stage (Nursery and Reception years) make very good progress and achieve very well
- The pupils achieve very well in ICT which is having a very positive effect on standards in other subjects

#### Commentary

1. Attainment on entry to the school is low and is very much below that expected of children starting the Nursery and Reception years. Provision for both Nursery and Reception children is outstanding and provides the children with an excellent start to their education. By the time they enter Year 1 standards remain below average in communication, language and literacy, but the children have done very well to improve their reading and writing skills in particular. Speaking, reading and writing skills start from a very low point on entry to the Foundation Stage but the children do very well by the time they start Year 1 as they develop confidence in communicating with others. Standards in their mathematical development and knowledge and understanding of the world are in line with those expected by the end of the Reception year. Standards in creative and physical development and in their personal, social and emotional development are above average. The children are always challenged, with an excellent range of activities provided for children of all abilities.

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

Standards in:	School results	National results
Reading	15.2 (15.1)	15.7 (15.8)
Writing	13.0 (13.9)	14.6 (14.4)
Mathematics	16.1 (15.2)	16.3 (16.5)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	23.8 (26.1)	26.8 (27.0)
Mathematics	24.7 (26.2)	26.8 (26.7)
Science	27.7 (29.8)	28.6 (28.3)

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*There were 41 pupils in the year group. Figures in brackets are for the previous year*

2. The school's results in the national tests and assessments for Year 2 pupils in 2003 improved in reading and mathematics, although standards in writing declined. However, the decline was expected as one third of the pupils taking the tests were identified with special educational needs and it was independent writing that the pupils experienced most difficulty with. Furthermore, indications from the most recent test results in 2004 confirm that the school's determination to raise writing standards is having an effect. The results continue a rising trend in standards which is faster than the national rate of improvement and consequently writing standards are now showing signs of significant improvement. This is also reflected in the pupils' current work that shows that although English standards are below average by the end of Year 2, the pupils are achieving very well in relation to their attainment on entry to the school. Compared with similar schools the 2003 test results show that standards were well above average in reading and mathematics and average in writing. Rising standards indicate and confirm that the pupils are achieving very well overall in relation to their attainment on entry to the school.
3. In the national tests in 2003 for Year 6 pupils, the school's results were well below the national average in English and mathematics and below average in science. The above average proportion of pupils with special educational needs affected the test results as in previous years standards have been higher. Compared with similar schools, English results were well below average overall, but the results show a sustained improvement in writing standards each year for the last three years. Currently, standards show significant signs of improvement and the most recent results, in 2004, are significantly better than the previous year. Standards are currently below average in English but the pupils have achieved very well in relation to their attainment on entry. Standards are improving because the headteacher has ensured that the teaching focuses on assessing the progress of all pupils and then tracking their progress to ensure the pupils meet their targets. Since the last inspection, this has had a direct bearing on the very effective teaching seen during the inspection and on sustaining the trend of rising standards across the school. Standards are currently average in mathematics and well above average in science. This confirms that the teaching is having a positive impact on standards and the pupils' achievements. The variations in test results also reflect the very different profiles of the pupils in each year group across the school. The proportion of pupils with special educational needs for example is above average taking the school as a whole. However, in some year groups the proportion is much higher or lower than the school's average and this affects the variation in test results each year.
4. The strong and determined leadership of the headteacher has ensured that the pupils' progress is tracked effectively. This has led to a sustained improvement in standards by Year 2 and Year 6. Since the last inspection, teachers have adapted their planning and the curriculum successfully to the needs of pupils of all abilities. Gifted and talented pupils are identified early and tasks are provided that enable them to achieve very well in lessons. The pupils with special educational needs make very good progress also. Individual education plans are put together carefully by teachers and the headteacher to enable pupils to progress in small, well-defined stages, set against their individual learning targets. The small number of Traveller pupils also achieve very well.
5. Standards in ICT are above those expected by the end of Year 2 and Year 6. There has been excellent progress since the last inspection which found that standards could have been higher. The teaching is very effective and the school makes best use of new technology and the resources needed for the pupils to use ICT effectively in other subjects. Very good leadership and management of this subject and the carefully targeted use of resources are responsible for the significant improvement to the ICT curriculum, which is now very good.
6. Standards in other subjects of the curriculum have improved very well because the school provides a very rich and broad curriculum. There are notable strengths in the creative arts such as in art and design, dance, drama and role-play. This has led to national recognition with the school being awarded its National Arts Mark Gold. Standards in geography and music are average. The school does well by using specialist music teachers who provide part-time

peripatetic music support for pupils across a range of instruments. In nearly all other subjects standards are above average reflecting a very good and practical curriculum. In particular, art and design and design and technology standards have improved very well since the last inspection and art and design standards are now well above those expected by the end of Year 2 and Year 6. Standards in geography, history, music and physical education are better than is normally seen for pupils' ages. The pupils achieve very well in these subjects because the teaching and enrichment of the curriculum are very effective. The school has done very well to maintain a broad and balanced curriculum with enrichment activities that enhance the pupils' experiences. These include a rich and varied programme of educational visits, specialist visitors that involve art and design, drama, dance and music as well as a very good range of extra-curricular provision.

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

Pupils' behaviour and their attitudes to school are very good. The school provides very good opportunities for the pupils' spiritual, moral, social and cultural development. Pupils' attendance is satisfactory and punctuality is good.

## **Main strengths and weaknesses**

- Pupils of all abilities or background show a real desire to learn
- Pupils are developing into mature young citizens
- The school gives pupils very good opportunities to improve their personal development
- Attendance rates have improved significantly since the previous inspection

## **Commentary**

7. Pupils get on very well with their classmates and have extremely secure relationships with teachers and other adults who work with them. Pupils hold the headteacher in extremely high regard. One older pupil states, "She always has time to listen to you," whilst another says, "She instils respect and confidence in you". Unanimously pupils say they are very proud of their school. In discussions pupils confidently express the view that bullying is rare. If it does happen they tell an adult whom they confirm will help them. Discussions with pupils indicate that they have a very good understanding of both racism and sexism. Pupils with special educational needs and those who sometimes experience difficulty controlling their behaviour equally enjoy, and are involved in, all aspects of school life.
8. Lessons and other school activities are happy, busy and productive. This is because all pupils enjoy the experience of learning, they try very hard and are attentive and this has a positive impact on how well they achieve in lessons. They co-operate with each other and work very well in small groups and pairs; this is particularly noticeable in science lessons. This contributes very well to their growing confidence and independence. Pupils overwhelmingly confirm that lessons are interesting and fun and that they are trusted to do things on their own. Pupils are able to get on with their work because they behave very well. One reason for this is all adults have a consistent approach to behaviour management. The other is the high priority that the school gives to pupils' social and moral development. There are clear but fair rules that pupils say they understand. Very occasionally a very small minority of pupils have difficulty controlling their behaviour. They receive very good support from the learning mentor and other adults who work in the school; as a result they are able to continue with their lessons.
9. Pupils are encouraged to respond to and value the views of others. For instance, in subjects such as music, art and design and literacy, the pupils' spiritual development is fostered very well. Daily assemblies have a very good social and moral content, but equally opportunities for pupils to reflect on how these themes might apply to their own lives are provided during 'the time of silence'. Pupils are valued and treated with respect and as a result they are polite, courteous and friendly towards visitors and to other adults who work in the school. The school prepares pupils very well for life in a multi-ethnic society and very effectively raises their

awareness of cultural diversity. A wide range of different cultures and traditions is regularly celebrated; for example, pupils speak enthusiastically about the African rap music they have enjoyed as well as the visitors from Sweden.

- The school has worked very hard to raise parents' awareness of the need for their children to attend on a regular basis and on time. There is a very good relationship with the overwhelming majority of parents who almost always follow the school's attendance policy. Consequently, attendance is now similar to that found in most schools and almost all pupils arrive at school on time.

## Attendance

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

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
Mixed – any other mixed background
Black or Black British – African
Any other ethnic group

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
191	1	0
2	0	0
1	0	0
1	0	0
1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good and enables the pupils to achieve very well overall. The curriculum is enriched with a broad range of activities in lessons and outside school times. The welfare and care of the pupils are excellent and the school's partnership with parents and its community are very good.

### Teaching and learning

The teaching and learning are very good overall with some outstanding features. The assessment of pupils' work is very good.

### Main strengths and weaknesses

- Teachers set high expectations and tasks are well matched to the abilities of the pupils
- Very good use is made of teachers' specialisms, especially in science and art and design
- The teaching and use of assessment to inform planning are excellent in the Foundation Stage
- ICT is used very well to support teaching and learning

- Classroom assistants make a very good contribution to pupils' learning

## Commentary

11. The headteacher has established a highly effective team approach across the school. The school has a well-established teaching and learning policy which has resulted in a high degree of consistency in the quality of teaching across the whole school. Training and professional development has been highly innovative; for example, this is currently focused on different learning styles, so that teachers and support staff have a very good understanding of how pupils learn and what their specific needs are. Very good use is made of teacher's specialisms and strengths so that the timetable is organised so that pupils are taught by teachers who have particular expertise in science, art and design, geography and history.

### **Summary of teaching observed during the inspection in 41 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (12%)	17 (41%)	16 (39%)	3 (7%)	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.*

12. Teachers plan lessons that provide tasks that are very well matched to the needs and abilities of the pupils. The Foundation Stage staff work closely with those in Years 1 and 2, so the transition from the Reception year to Year 1 is very smooth. This team approach results in a high degree of consistency in teaching styles. Teachers and support staff regularly discuss the pupil assessments to ensure that pupils of all abilities are making enough progress.
13. The teaching in the Foundation Stage is excellent and is having a positive impact on children's learning. The staff have an excellent understanding of how young children learn and they have high expectations. They teach basic communication skills extremely well and are very successful at improving the children's personal and social development. From the very start, the children soon learn to settle into school each morning. The children choose from a range of well-prepared activities such as drawing and mark making or writing. Activities are prepared for the children to choose that reinforce their communication and language skills, as when they share familiar stories about sea creatures or pirates, or traditional nursery rhymes. There are also very good links to numeracy as some groups count out places when sorting and matching coloured toys or arranging characters in the small world area.
14. Teaching in Years 1 to 6 is very good overall with some excellent features, for example, investigating and planning experiments in a Year 6 science lesson, and planning a Halloween party using spreadsheets in an excellent Year 5 ICT lesson. A significant amount of very good teaching was observed in every class. Literacy and numeracy skills are taught very effectively and the pupils read a range of texts with increasing accuracy and fluency. It is clear from pupils' books in all subjects that extended forms of writing are given high priority. The main characteristic that distinguishes very good or excellent teaching is the very high expectation set and the precise nature of the tasks set for pupils of different abilities. Although good lessons were observed and a very small number of satisfactory lessons, when compared with the high quality lessons seen, good lessons lacked clearly defined tasks that, say, differentiated between tasks for more able and those for average attaining pupils. This is a minor point to raise but important for the school to realise, in order to build on what is already a strong foundation of teaching across the school.
15. Assessment is used very well to inform teachers' planning. The consistency in teachers' marking reflects high expectations and learning targets are usually individual to the pupils and well linked to National Curriculum levels. In all subjects, assessments are regularly made of the pupils' progress and teachers monitor and track the progress of individual pupils accurately. Consequently, all subject co-ordinators have a very good grasp of standards in their subjects. They prepare action plans that take full account of relative weaknesses or that maximise

learning opportunities for the pupils. Learning is made fun for all the pupils by teachers and support staff who show enthusiasm for teaching and enjoy helping the pupils to improve their learning and performance.

16. Teaching for pupils with special educational needs is very good. Teachers and learning support assistants are fully aware of the learning needs of the pupils. The individual requirements of the pupils are very well matched to the learning targets. The school takes particular care in organising pupils' individual support in class lessons and outside the classroom, making sure that they are given equal access to all areas of the National Curriculum. The school has a team of highly skilled and motivated teaching assistants who work very closely with class teachers to motivate and sustain the interest of the pupils.
17. The school provides very good opportunities to enhance the pupils' learning using ICT. The pupils enjoy using computers and have regular access to the computer room. Consequently, basic skills are very well taught and are being sufficiently reinforced in other subjects. There are very good examples across the school of pupils using word-processing skills in literacy and spreadsheets in mathematics and science. Year 4 pupils were observed making very good progress using sophisticated modelling skills to produce electronic information pages about a recent visit to a colliery museum.

## **The curriculum**

The school offers its pupils a very good curriculum. There is very good enrichment through a wide range of extra-curricular activities, visits and visitors. The accommodation and resources for learning are very good.

## **Main strengths and weaknesses**

- The curriculum is planned very well to ensure that all pupils have a broad education and is enriched by a very wide range of extra-curricular activities, visits and visitors
- There is an excellent curriculum for the Foundation Stage
- Provision for pupils with special educational needs is very good
- The school's accommodation is spacious and very well maintained

## **Commentary**

18. At the time of the last inspection the curriculum was judged to be good. It is now very good. Teachers' planning ensures that the needs of all pupils are met by tasks which are matched very well to their individual needs, including both those with special educational needs and those identified as able and talented. Teachers are very skilful at making links between different subjects, which helps to make learning more relevant to pupils. For instance, work in art and design is often based on the topics pupils are studying in history, geography, science or religious education, and literacy skills are also developed in most other areas of the curriculum, by giving pupils opportunities to write in different styles.
19. Lessons are supplemented by a very good range of visits, for instance to art galleries and places of geographical or historical interest, and visitors, such as a museum curator. The school provides very well for pupils' personal, social and health education, through a range of projects, including Healthy Eating, as well as sex and relationships education. There is a wide range of extra-curricular clubs and after-school workshops, which provides further opportunities for pupils to develop their skills and interests. The school also prepares pupils well for their transfer to secondary school with a range of bridging projects.
20. The provision for Foundation Stage children is excellent. The curriculum is imaginatively and coherently planned to provide a wide range of interesting and relevant activities, which are extremely well matched to the children's needs. There is an excellent balance between



activities selected by teachers that give opportunities for exploration and extension of knowledge and understanding, and activities chosen by the children.

21. Provision for pupils with special educational needs is very good. The system of supporting the learning of pupils with special educational needs is another strength of the school, and ensures that they make very good progress in their learning. Individual education plans for these pupils include targets for English, mathematics and personal development, which are clear, achievable and manageable. There are very good links with support services, reviews are held regularly and parents and pupils are kept informed of progress. Sophisticated and very detailed assessments and records are maintained and annual reviews are well organised. Pupils identified as being able, gifted or talented are very well provided for with appropriately challenging work to meet their needs. This is a significant improvement since the last inspection.
22. The school's accommodation is very good. Classrooms are spacious and tidy, with good shared areas for small groups to work in. Excellent displays of pupils' art and design and other work create a very good atmosphere for learning. The site manager and cleaning staff keep the building in immaculate order. There are very good outside areas for play and physical education. The new classroom area for children in the Foundation Stage is excellent; their outdoor play area has been improved since the last inspection, and is now very good. The school has very good resources for all subjects, and these are stored inconspicuously, so that they do not interfere with day-to-day activity. The school maintains a very good number of highly skilled teaching and support staff, which allows for greater flexibility in teaching different groups of pupils.

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

The school's arrangements for pupils' care, welfare, health and safety are excellent. Pupils receive very good support, advice and guidance. There are very good opportunities for them to be involved in and to influence the school's work.

### **Main strengths and weaknesses**

- Boys and girls of all ages, abilities and backgrounds are extremely well cared for
- All pupils have excellent and trusting relationships with at least one adult in the school
- Pupils' views are valued and where possible acted upon
- Arrangements to help children of all ages settle into the school are excellent

### **Commentary**

23. The school is an extremely happy community in which pupils say they enjoy their lessons and feel safe and very well cared for. They talk enthusiastically about all the school has to offer and are very confident that there is an adult they can talk to if they are unhappy. The excellent relationship between adults and pupils gives them the confidence to ask for help if they need it. Academic guidance and support are very good. A pupil in Year 4 states, "Teachers listen and help you." Pupils state confidently that they can ask their teachers for help during lessons and know what they need to do to improve their work. They can discuss their learning targets and state that teachers' comments when they have marked their work are helpful.
24. Pupils talk knowledgeably about the recently established whole school council and Year 6 government. They know how they can make suggestions and feel their views are listened to. The school regularly seeks pupils' views by other means, for instance through circle time and pupil questionnaires. There are many opportunities for pupils to take on responsibility and contribute to the smooth running and decision-making process of the school; this makes a significant contribution to the pupils' personal development.
25. Pastoral guidance is excellent and there are extremely good procedures to monitor the pupils' personal development as they move through the school. These arrangements help pupils to

become more confident about themselves and make a significant contribution to raising their self-esteem. Systems to ensure the pupils' welfare, health and safety are excellent and permeate all aspects of school life. They are constantly reviewed in order to improve or refine policy and practice. They are very clearly understood and implemented by all concerned that work or help in school. There are extremely well planned and organised arrangements for supporting children who are starting school for the first time; parents indicate that they appreciate this. Parents are fully involved in the process and this helps children to quickly feel at home and adjust to the routines of school life. This early relationship with families is quickly built upon and strengthened as pupils move through the school. Pupils who join the school partway through the school year are equally well supported. In discussion several pupils confirm this.

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

The school has a very good partnership with parents. Links and liaison with the community, other schools and colleges are also very good.

### **Main strengths and weaknesses**

- Excellent relationships exist with the overwhelming majority of parents
- Links with the community and other schools improve the quality of pupils' education as well as their personal development
- The school promotes life-long learning for parents very successfully
- The information provided for parents has improved greatly since the previous inspection

### **Commentary**

26. All adults who work in the school are welcoming and this ensures that parents feel very comfortable to come into school. Parents appreciate that teachers deal with issues straight away and that any concerns are very quickly resolved. Almost all parents hold the school in extremely high regard and are pleased with the progress their children are making. Events are regularly organised to which parents are invited, such as celebration assemblies, and they appreciate this opportunity to share in their children's success. The vast majority of parents support the school in many ways, helping in classrooms, with visits and other events. Parents are regularly consulted on specific and wider school issues and where possible their views are taken into account when the school is considering its future plans.
27. Day-to-day communication with parents is very good. The end of year pupil progress reports are very clear and detailed. Statutory information is well presented and contains all the information it should. Parents have ready access to information about what their children will learn and the work they need to do at home. Parents of younger pupils can work alongside them before the official start to the school day; several do so. Where they are able, the majority of parents are involved in their children's education, for instance hearing them read at home. This has a positive impact on the standards that pupils achieve.
28. A particular strength and notable feature of the school is its work with other education providers that ensures parents have access to life-long learning. Every day there are courses available that both develop parents' own skills and help them to support their children's education. The school goes out of its way to help parents attend the courses; for example, a free crèche facility is provided. As a result the courses are very well attended. Comments from parents as well as written evaluations indicate that parents feel these have made a real difference to their lives. Several have gone on to attend college or gain employment. Many state they now feel more confident about themselves and also able to support their own children's work because of the emphasis within the courses on basic literacy and numeracy skills.
29. Pupils talk very enthusiastically about the visits they have made into the wider community, such as to the National Coal Mining Museum and Flamborough Head. There is a very close involvement with the parish church. Events are regularly held there, to which members of the

nearby community are also invited. Local senior citizens often visit lessons to share their life experiences with pupils, for instance to talk about life in World War 2. Pupils' experiences are greatly enriched by all these opportunities. There are also very good links and liaison with other schools. Arrangements to support pupils before their transfer to the next stage of education are very well planned. A range of curriculum developments and staff development opportunities has also resulted from these very close links, for example raising pupils' achievement in writing.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is excellent. The overall leadership, management and governance of the school are very good.

### **Main strengths and weaknesses**

- The headteacher's leadership of the school is having a direct impact on the high quality of teaching and learning and on raising standards
- There are very effective arrangements for raising pupils' achievements by making teaching even better
- The governors are at the heart of the school's strong drive for improvements
- Key staff play a significant role in the school's development

### **Commentary**

30. The headteacher's energy and determination to improve the very good education that the school provides inspire staff, governors and parents. As a result, the teachers and all other staff work very well as a team and they are very keen to improve further the high quality of what the school provides for its pupils. There is a strong focus on the excellent care that staff give to pupils and a continuing emphasis on enabling pupils to further improve their very good achievements. Governors and parents value what the headteacher and staff provide for the pupils and the staff are very committed to the school playing its full part at the heart of the community.
31. The wide-ranging measures for making teaching even better are contributing very well to the rising standards. The school is very good at involving support staff as well as teachers in its very effective efforts to improve teaching. For example, all support staff as well as teachers attend training days, including those at other schools, often resulting in a very good impact on what the school provides. Consequently, the support staff are very much a part of the whole team and in addition they receive regular briefings from the headteacher to inform them of further developments to the school. Teachers are very well supported by the school's arrangements to make them increasingly effective. Those new to the profession are enabled to work alongside others to develop their skills further. Specialists such as musicians visit to provide valuable guidance to teachers. Senior teachers and subject co-ordinators give example lessons to show what works well.
32. Governance is very good. Governors are central to the school's efforts to improve further and play the role of 'critical friend' very effectively. They have developed their role since that reported at the last inspection and are now thoroughly involved in monitoring what the school is doing to develop. Their very well organised arrangements are linked to reviewing what has been done so far to meet priorities and setting new plans accordingly. The curriculum committee supports the process very well by evaluating the subject co-ordinators' action plans and informing the full governing body. The school has made very good progress in addressing the weaknesses in its written plan for improvement highlighted in the previous inspection report. The plan now clearly shows what the school wants to improve, the steps it proposes to take and who, including governors, will be responsible for ensuring that targets are met. There is a well-expressed vision for the school for coming years. The plan is sharply focused, showing the school's keen evaluation of standards. It is a very good tool for helping the school to move even further forward.

33. Senior staff contribute very well to the school's improvements. Notably, the assistant head teacher has been central to the establishment of the outstanding provision for children in the Nursery and Reception unit, as a result of which children get an excellent start. The deputy headteacher has contributed very effectively to the quality of teaching through identifying what works well and what could be improved and by taking model lessons, especially in science. Teachers with responsibility for subjects make a very good contribution to the development of their subjects. They have a very good impact on the planning in their subjects and they get a good picture of the standards that pupils achieve by looking at completed work. They carefully consider what needs to be done to improve the provision in their subject and the resulting plan that they write informs the school's future development. The rigorous monitoring of teaching in subjects including mathematics and English has impacted well on its quality. There has been limited monitoring of teaching in some subjects, including history and geography, to identify ways of making it still better. However, the school is aware of the scope to improve teaching through observation in a range of subjects and training has begun to ensure that co-ordinators have the skills to evaluate lessons effectively.

### **Financial information**

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

Income and expenditure (£)		Balances (£)	
Total income	696,533	Balance from previous year	47,383
Total expenditure	705,910	Balance carried forward to the next year	38,006
Expenditure per pupil	3,378		

34. The school's spending per pupil is well above average and this is reflected in the very good level of resources and staffing as well as some excellent information and communication facilities that are very well used by pupils and staff across the school.

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

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

35. The provision in the Foundation Stage (Nursery and Reception) is outstanding. Teachers and nursery nurses provide the children with an excellent start to their education. There are currently 26 part-time Nursery and 29 full-time Reception children. The Nursery admits up to 42 part-time children and is usually over-subscribed. The children are taught and cared for in a modern and very well resourced Foundation Stage base by two full-time teachers and one full-time and two part-time nursery nurses. Nursery and Reception children are taught in the same base and work with the same staff and resources. The management and organisation of children and staff are highly effective and ensure that all children achieve very well. Parents think very highly of the Foundation Stage and many volunteer to help, support and undertake training under the school's 'Family Learning Programme', which is part of the school's very effective community and out-of-hours provision. The indoor accommodation and resources are excellent and the outdoor play area is very good.
36. The children and staff happily sing, "Every day we are aiming high, every day we try, try, try". They are right. The children achieve very well because of consistent high quality teaching which has many excellent features. The teachers and nursery nurses work as a highly effective team. This is a direct result of excellent leadership and management. All the staff know the children really well because of very detailed and excellent assessment systems, constant monitoring of the children's daily progress and excellent communication with parents. The highly organised and effective planning ensures that every child works at a level that matches his or her age and ability. A significant number of the children (about two thirds) enter the school with varying degrees of speech and language difficulties and these are identified as early as possible. Planning is then put into place to provide programmes that will help all the children improve in all areas of learning, particularly in early language and literacy. In addition to early identification and assessment of learning needs, the children with special educational needs are also supported extremely well, enabling them to also make very good progress throughout their time in both the Nursery and Reception years. There has been very good progress since the last inspection throughout the provision for children in the Foundation Stage.

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

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

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

- The children achieve very well because the teaching is of high quality throughout
- Children enjoy coming to the well-organised, secure and stimulating Foundation Stage base
- Personal, social and emotional development permeates all activities

#### **Commentary**

37. The most striking aspect of the Foundation Stage is the extent to which the teachers and nursery nurses understand the personal and emotional needs of all the children. After thorough assessments and communications with parents before the children are admitted, including home visits and entry assessments of the children, the staff are clear about the potential of each child. This leads to highly effective planning so that the teaching and care offered to all children are of the highest quality. Both Nursery and Reception children soon learn to choose an activity in their groups by placing their name tag on photographs of the activities. The staff are careful to gently prompt the children if they choose something they have already done before, thereby ensuring that the children experience all areas of learning each day.

38. The children soon learn to become confident and secure. They become familiar with the routines and participate in all activities with interest and enthusiasm. On arrival they come in and put their coats, books and bags in the correct place, and sit on the carpet. After going to their base groups, which are organised according to age, maturity and ability, they reply politely to the register and a special person is chosen each day to carry the register to the office. They learn to take turns and this is reinforced regularly throughout the day. In the welcoming session the children confidently share their news or special information and the staff value their contribution and so build up their self-esteem. Relationships are excellent and there is an ethos of mutual trust and respect between adults and children. Children concentrate extremely well in activities and help to tidy equipment away at the end of each session. Most children reach the goals expected by the time they enter Year 1.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children develop good speaking and listening skills having started from a very low base on entry to the Foundation Stage
- Reading and writing are taught very effectively
- Role-play is used extremely well to encourage the children to communicate and express their ideas

### **Commentary**

39. There is a 'Commotion in the Ocean' as the children explore the seascapes, creatures and pirates that roam the oceans of the world. Highly effective themes such as this help the children to enjoy their learning. Children and staff use rhyming songs and poetry effectively with repeated patterns in the phrases, such as, "...there's a curious commotion at the bottom of the ocean". Reception children sit as a group to follow words and pictures in the big book. Nursery children enjoy identifying sea creatures and labelling them using their own terms and expressions such as 'star angels', meaning starfish. In groups, the children explore the many role-play areas, often dressing up as fishermen or climbing into the inflatable dinghy near the 'Fisherman's Cottage', or exploring 'Pirate Pete's' treasure cove and outdoors using the kayak canoe in the outdoor play area. The vigilance of the staff when assessing the progress of the children and the high quality of their planning and teaching enable the children to talk and explain what they mean to adults and other children as well as learning how to listen to others in a group.
40. Activities are extremely well planned to cover speaking, listening, and the development of specific vocabulary when developing early reading and writing skills. Both Nursery and Reception age children enjoy handling books and listening to well-told stories and nursery rhymes. Books, tape recorders and computers are used effectively to engage the children's interest and provide a basis for discussion. Role-play and a variety of activities that extend the children's language are used to very good effect. This helps the children when they reach the Reception year as they love to retell and act out the stories using their own words and are familiar with the sequence of a story and the characters involved. Reception children quickly learn that text has meaning and this builds on the very good work done previously when the children talk about characters in books and observe illustrations to point out what is happening in a story. Excellent teaching techniques are used, such as the use of initial letter sounds and word recognition of common high frequency words in texts. The children are usually taught in small groups where they are assessed and put into maturity and ability groups. This helps the children to quickly learn the sounds and shapes of letters as well as combining words into sentences and phrases. More able children in the Reception year are beginning to use these skills to spell simple words. Children are encouraged to develop early skills of writing and learn that writing can be for many purposes through, for example, the use of graphics areas where

the children develop the stages of writing from making marks and explaining what they write to an adult, to letter and word formation as they recognise words in stories or their own name. The majority of children are unlikely to attain the early learning goals by Year 1 in this area despite the very good progress because they start from a very low base. Children's stages of development in communication and language are rigorously assessed as early as is reasonably possible and this is responsible for the rapid progress the children make from the Nursery year through to the end of the Reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **excellent**.

### **Main strengths and weaknesses**

- The teaching is of high quality throughout because the staff use assessments of the children to plan work that is very closely matched to the abilities and stage of development of the children
- Children enjoy using number rhymes and develop an excellent understanding of numbers, shapes and measures
- Mathematical understanding is extended through structured play and an excellent range of well-chosen activities, including highly organised problem solving

### **Commentary**

41. Number knowledge is extremely well developed. Consequently, by the end of the Reception year, most children can count to ten and beyond. They have many opportunities to use their counting skills. Every day they count objects, sort shapes and use a variety of measures to determine 'more' or 'less'. Teachers and nursery nurses exploit every opportunity to allow the children to develop their number skills. For example, they can add the number of fish displayed on a screen and more able children can work out doubles of 1, 2, 3 and 4. The children create repeating patterns using paint and templates to determine one and two-step patterns. Number rhymes and songs are used to very good effect by the staff. The children develop a good understanding of the language of mathematics using 'more than' or 'less than' with confidence, especially when using containers in the sand and water area. This is built on extremely well as they move into the Reception year when children undertake problem-solving activities in the outdoor water tray. Consequently, the children understand and develop positional language too, including 'on', 'under' and 'beside', especially when comparing objects or predicting if one container will fill another or, as one child predicted, that the small container would fill up first during the recent rainfall. The scrutiny of children's previous work indicates that most of the children will just fall short of the early learning goals because they start from a low baseline but they have made very good progress throughout.

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

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

### **Main strengths and weaknesses**

- Teachers provide a wide range of activities that captures the children's interest
- The children have regular access to class-based computers, the interactive whiteboard and other technology such as digital cameras and tape recorders
- Excellent use is made of familiar stories, themes and resources to improve the children's observational and scientific skills

### **Commentary**

42. The children progress extremely well and reach the standards expected for their age in this area of learning. The adults organise a very stimulating range of experiences to arouse the children's curiosity about, for example, how materials change when using dough or clay and the texture of foam when experimenting by making shapes or drawing pictures and letters. A group of Reception children dressed ready for an outdoor exploration in the rain. They enjoyed holding their umbrellas and making splashing noises with their wellies as they explored sounds around them and discussed why some containers filled more quickly than others when left out in the rain. The children throughout the Foundation Stage are learning to recognise the characteristics of different animals and enjoy discussing the images of sea creatures projected from the computer on an interactive whiteboard. The adults are very alert to initiating opportunities for both Nursery and Reception children to encourage observation and investigation. They also respond promptly when the children indicate that they wish to pursue some experience or attempt to change pictures or graphics on the computer. An opportunity to work in groups to create collages or to explore sea shells or to engage in role-play has the children excitedly comparing different materials or discussing possible solutions to, say, finding 'Pirate Pete's' treasure. The children's curiosity about the world around them is developing extremely well and as they mature from Nursery through to the Reception year they increasingly become independent and confident learners.

#### Example of outstanding practice

**Both Nursery and Reception children use the interactive whiteboard extremely well to develop a broad range of ICT skills. Consequently, the children reach standards that exceed those expected for their age by the end of the Reception year.**

The children use the interactive whiteboard to 'Dress Teddy Bo'. Having learned how to point at icons representing items of clothing using the special electronic marker, the children soon acquire the skills of point, drag and drop to manoeuvre icons and pictures on the whiteboard. The teacher prompted the children to choose which clothing suited different weather conditions and this was done very effectively as part of the Foundation Stage themes related to seascapes and weather. The use of the interactive whiteboard followed a very focused series of activities aimed at developing the use of ICT, including tape recorders, digital cameras and mobile telephones. Given that the majority of children started the Foundation Stage with very little or no experience of computers, they have achieved extremely well in a very short space of time because of expert teaching and high quality resources. Other examples include the excellent use of the computer to develop graphic skills. The children, both Nursery and Reception age, enjoy using different commands to instruct the computer to draw shapes or fill in colours representing fish, seascapes or self-generated pictures and patterns.

## PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

### Main strengths and weaknesses

- Very good indoor and outdoor resources are used to develop the children's physical co-ordination and skills, with good plans in place to extend the outdoor facilities further
- The teaching is of high quality with excellent opportunities for the children to use large and small apparatus

### Commentary

43. Highly effective teaching ensures the majority of children will reach the standards expected for their age by the end of the Reception year. The teaching is very good because it caters for the children's natural exuberance and energy. The school has made very good progress since the last inspection in providing well-planned and imaginative indoor and outdoor play areas. These provide the children with daily opportunities to develop their physical skills. The outdoor area is a very good resource and plans are already well advanced into improving these further with more permanent apparatus sited on the very good quality hard and soft play areas. There is a



wide range of wheeled toys, which the children manoeuvre well, avoiding other children and planned obstacles. They incorporate these into their dramatic play situations. Previous topics about their bodies help the children develop an understanding of the importance of exercise to ensure good health. Regular access to high quality equipment is developing very good spatial awareness, control and imagination as they respond well to their teachers and nursery nurses. Most children display a good degree of suppleness and agility as they become more aware of their own bodies. Emphasis is placed on developing the children's independence and skill when handling tools and malleable materials such as dough, clay and shaving foam. They are becoming competent as they handle a variety of tools and materials safely and with care, such as previous work when designing and making vehicles, buildings and animals.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **excellent**.

### **Main strengths and weaknesses**

- The vast majority of children develop imaginative and creative skills and the staff celebrate and praise originality
- There is an excellent balance of activities that are led by an adult as well as those the children choose themselves
- Very exciting role-play activities develop the children's creative development extremely well

### **Commentary**

44. By the end of the Reception year, the children's attainment reaches the expected level for their age. Children achieve extremely well from Nursery children who experiment with brushes, tools and materials to the Reception children who change and mix coloured paints to represent pictures, scenery and self-portraits with well-balanced and proportioned facial features. Nursery children enjoy describing what they draw when experimenting with shaving foam in trays or finger painting with paints. The staff are very good at praising their efforts by identifying what the child is telling them they are drawing (or writing). All the children throughout the Foundation Stage show excellent levels of confidence, flair, imagination and creativity in their work. The teaching is excellent, enabling the children to learn, master and use key skills and techniques. An excellent balance is achieved between activities where adults show the children how to carry out tasks and how to improve their work, and those activities that give the children the freedom to experiment and make their own choices and decisions. The most striking feature of the Foundation Stage is the excellent planning of role-play areas that sit comfortably with structured areas that focus on key skills such as painting, sketching and sculpting.

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

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Although still below the national average, standards of writing are improving very well
- Very good use is made of opportunities to develop writing in other subjects, as well as in English
- The school develops pupils' listening and speaking skills very well
- The quality of teaching and learning is very good
- The subject is very well led and managed

### **Commentary**

45. Although the standards achieved by pupils are below those expected for their age, they make very good progress, considering the low level of language skills with which they enter the school. Their achievement is very good, especially when compared with that of pupils in similar schools. In the National Curriculum tests in 2003, pupils in Year 2 achieved results which were below average in reading and writing. However, when compared with those of pupils in similar schools (with a comparable proportion of pupils entitled to free school meals), results in reading were well above average and those in writing average. Results of tests for pupils in Year 6 in 2003 were well below average. However, the provisional results of 2004 tests indicate a significant improvement in Year 6 results. Evidence from the inspection suggests that in the current Year 2, although standards of reading and writing are below average for pupils' ages, they are improving very well. In Year 6, standards of reading are now as expected for pupils' ages. Pupils enjoy reading from a range of fiction authors and are also able to locate information easily in reference books. Writing remains below average, but the very effective strategies involving drafting, checking and editing and the very good standard of teaching are bringing about sustained improvement. Standards in spelling and punctuation are below those expected but handwriting is usually of good quality and well formed.
46. Teaching and learning are very good throughout the school. Teachers have a very good understanding of the subject, know what pupils are capable of and use this information to set tasks which are appropriate. As a result pupils make very good progress in their learning. In a very good lesson in Year 1, two teachers and a classroom assistant worked together skilfully to provide a range of activities based on the stories of 'Hansel and Gretel' and 'The Little Red Hen' to construct sentences of varying complexity, with higher attaining pupils, for instance, adding adjectives, while less able pupils used modelling clay to help them develop their ideas. In a lesson in Year 6, pupils worked in pairs to construct arguments in writing for a debate they were to have about access to the Internet; the teacher provided a good model of speaking as pupils considered whether particular points could be used for or against in the discussion.
47. Throughout the school, teachers provide good opportunities for speaking and listening, following the very good scheme which the speaking and listening co-ordinator has devised. Teachers ensure that pupils speak clearly, for instance when they answer the register or answer questions during lessons. Some lessons are also planned specifically to develop speaking and listening skills. During the inspection, pupils in Year 3 devised tableaux to represent scenes from 'The Pied Piper of Hamelin'. When the teacher tapped each pupil on the shoulder, the pupil had to put into words what their character was thinking. The teacher also asked pupils to say how their scene could be improved, which was a very effective way of helping pupils to develop speaking skills. Pupils make very good progress in developing speaking and listening from the poor oral ability with which they begin.
48. The subject is very well led and managed by the co-ordinator and her 'literacy task force'. There is a detailed subject action plan which covers all aspects of the subject. The task force have identified weaknesses and taken very effective action, for instance by introducing a new reading scheme in the younger classes, which has made it easier for teachers to identify progress. Improvement since the last inspection has been good. Teaching and leadership and management of the subject, good at the last inspection, are now very good, and standards are improving, despite normal variations between different year groups.

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

49. Teachers make very good use of opportunities to promote language and literacy in all areas of the curriculum. Pupils write extensively in subjects such as history, where they compose accounts of the lives of famous people, such as Henry VIII. They produce good empathetic writing in religious education, for instance describing the feeling of Judas Iscariot after he had betrayed Jesus. They are also encouraged to take care over the way they present the findings of their science investigations. Good standards of handwriting are maintained in all subjects and pupils are also encouraged to use word processing to present their work effectively.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well because teaching and learning are good and assessment is very good
- The co-ordinators lead the subject very well
- The school has made good progress in its provision for the subject since the last inspection

### **Commentary**

50. Pupils reach standards that are broadly in line with those expected by the end of Years 2 and 6. Considering their low levels of attainment when they start school pupils of all abilities achieve very well, including those with special educational needs. The more able and gifted and talented pupils achieve very well. The percentage of Year 6 pupils achieving the higher Level 5 in the most recent national tests was a considerable improvement on the results in the previous year. The attainments of pupils in the current Years 2 and 6 are broadly in line with those expected nationally at this early stage in the school year. The school is well placed to continue its improving trend in test results.
51. Teaching and learning are good. Two very good lessons were observed. Teachers do very well to capture and to keep the interest of the majority of pupils, including those who find concentrating difficult. This they often achieve by using a wide range of strategies including very skilful use of resources, very good questioning and by making learning interesting. Just occasionally resources are not of this high quality, as when geometrical shapes held up were too small for pupils to see and when worksheets did not clearly indicate the length of each side of shapes. Teachers have very good knowledge of the subject and this helps them with their confident purposeful delivery of lessons. They are very good at explaining mathematical ideas to pupils and they have high expectations of what pupils will learn. Normally these demands are well placed but just occasionally teachers expect pupils to learn things that they are not quite ready for, as when learning the properties of two and three-dimensional shapes.
52. Subject leadership is very good and a strong contributory factor to the good quality teaching and pupils' improving achievement. Co-ordinators model lessons for other teachers who are keen to improve the quality of their teaching. They observe other teachers, giving them helpful guidance for improvement. The high quality professional development of teachers and support staff impacts well on the guidance that all adults give to pupils.
53. Since the previous inspection the school has made good improvement. Teaching has improved and is now consistently good in all year groups. Subject leadership is even better. Consequently, standards have risen and continue to rise.

### **Mathematics across the curriculum**

54. There are good links between mathematics and other subjects. Time lines in history help to develop pupils' sense of chronology effectively. There are good links with ICT and science. Songs help pupils to learn well about the properties of different shapes while data-handling skills are used effectively in geography and ICT when the pupils learn how to use spreadsheets.

## **SCIENCE**

Provision in science is **very good** with some outstanding features.

### **Main strengths and weaknesses**

- Standards are well above average and pupils of all abilities achieve very well
- The teaching is very good and teachers provide very good opportunities for pupils to develop their investigative and experimental skills
- There are very good systems for monitoring and tracking pupils' progress
- The subject is extremely well led and managed

## Commentary

55. The 2003 national test results in Year 6 and the most recent 2004 results confirm that science standards are rising faster than the national trend and that the pupils' attainment is well above that expected for their age. The 2003 teacher assessments for Year 2 show that pupils' attainment was just below average but evidence from the work seen shows that standards are currently above those expected by the end of Year 2. Although no lessons were observed in Years 1 and 2 during the inspection, the pupils are achieving very well in relation to their attainment on entry to the school. The identification and support provided for more able pupils are particularly effective as they are helping to sustain a pattern of rising standards. Expert teaching in Years 3 to 6 and highly effective assessments and tracking of the pupils' progress have contributed to the very good rise in standards in Years 3 to 6. Currently, standards in science are well above average by the end of Year 6.
56. As a result of the very good emphasis placed on pupils' learning through practical and first-hand experiences, the pupils' skills of investigation and experimentation are very secure. Investigative skills are taught hand in hand with the necessary scientific knowledge, so that pupils learn how to question the facts they are given and to draw their own conclusions. From an early age, pupils learn how to use their knowledge to make sensible predictions and older higher attaining pupils make well-founded hypotheses based on the information they already have. Pupils use scientific vocabulary well to explain their ideas clearly and accurately and have a secure knowledge and understanding across all elements of the very well structured science curriculum. The achievement of all pupils is very good. There is a great deal of work carried out in science and it is consistently very well presented, reflecting the pupils' pride and motivation in their work. There are very good links to other areas of the curriculum, such as when Year 4 pupils design and make their own torches. This is a very good improvement since the previous inspection.
57. The standard of teaching is very good. Teachers plan very well and specialist teaching undertaken by one of the co-ordinators ensures that the work done in Years 3 to 6 is very well matched to the different abilities of pupils. High attainers, as well as those with special educational needs, also achieve very well. Sharing the lesson's objectives at the start of a lesson enables pupils to know exactly what is expected of them, and ensures that the pupils evaluate the extent of their learning during end of lesson reviews.
58. There is excellent leadership and management of the subject. A thorough system of monitoring teaching and learning has been carried out. Experimental science and practical science are key strengths with some outstanding examples of the successful techniques used by teachers to help the pupils improve their enquiry and investigative skills.

### Example of outstanding practice

#### **During an investigation of light and shadow, Year 6 pupils devised their own questions and hypotheses that led to well-focused investigative science work.**

Having chosen their own resources and discussed what factors change when creating a shadow using a light source and opaque materials, the pupils worked in groups to plan a fair test to determine how to change the size and proportion of shadows. Each group was extremely well briefed beforehand, reflecting the high quality of the teaching and preparation of resources. The pupils formed questions and predicted outcomes after changing one factor and keeping another the same. Afterwards, each group described what they had planned and other pupils questioned them and made suggestions which led to further refinement of their experiments. This lesson demonstrates the highly effective quality of teaching based on very effective planning and assessments of the pupils' progress in investigative science. Lessons like these are responsible for the

sustained improvement to standards with a significant proportion of pupils of all abilities reaching or exceeding the standards expected for their age.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- The school has made excellent progress since its last inspection
- The pupils now achieve very well throughout the school and standards are above average by the end of Years 2 and 6
- The subject is very well managed and resources are well used and deployed

### Commentary

59. The school has developed and improved the curriculum since the last inspection, resulting in above average standards. From the work that the pupils do in the computer room and at other times in a range of subjects, it is clear that standards are improving throughout the school. Pupils of all abilities achieve very well in most lessons and printed work displayed around the school indicates that the pupils are making good use of their skills to help their learning in other subjects. The work includes, for example, Year 3 to 6 pupils designing book covers for stories; using controlling and modelling skills to present information, including the design and use of Internet web pages; and highly organised and effective graphic and word-processing skills. Older pupils in Years 5 and 6 enjoyed producing spreadsheets to plan a party as part of their mathematics project. Year 4 pupils use a multi-media module of a word-processing program to produce web pages to control how their recent visit to a colliery museum can be presented to others. Throughout the school, the pupils demonstrate how well they acquire skills such as word-processing and graphics and are adept at combining these to edit and improve the presentations of stories, written accounts and presentations of particular topics or projects.
60. The teaching is very good, with particularly skilful support and teaching provided by the two co-ordinators. Their skilful intervention and support of the staff have led to a very good rate of improvement since the last inspection. The leadership and management of the subject are very effective, with efficient use of the school's resources to enable teachers and support staff to fully utilise computers, projectors, programmable robotic devices and interactive whiteboards to support the pupils' learning across the full range of the curriculum. The teaching is clearly having an impact on pupils' learning so that, for example, the pupils can observe demonstrations of advanced word-processing skills or the Internet on the projector.
61. The pupils achieve very well because there is a cross-curricular approach to the subject and the teaching is particularly effective at combining the skills the pupils acquire with those in other subjects. This was demonstrated in a Year 2 English lesson when the pupils continued their reading and writing work to produce a sequence in a story about a fictitious character called a 'Gruffalo'. Very good quality support is provided for pupils with special educational needs as when a group of Year 2 pupils experimented with simple writing frames on the computer to help them construct sentences.
62. Other work covered across the school includes a good range of turtle graphics and sequencing work, and the teaching observed is particularly skilful in helping the pupils to use control technology to program and sequence information. The pupils with special educational needs also make very good progress and achieve very well. They are usually well supported by learning assistants, especially when working in the computer room. The school is also good at grouping pupils so that more able pupils are on hand to help those who need additional support. This improves the knowledge and understanding and skills of both the more able pupils and those who find it difficult to grasp key skills the first time of trying.
63. The very good leadership and management combined with the highly effective teaching and the use of the interactive whiteboard have helped the school to improve the subject further. The subject co-ordinators are highly skilled at deploying resources and helping the staff to develop

their skills and this has improved the professional competence of teachers and other support staff. The use of ICT is consistent across the school and the teachers' planning is very effective. This is key area of improvement in the school's work since the last inspection where there has been excellent progress.

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

64. In science, computers are used to provide tasks that include some challenging problem solving and more able pupils self-correct and work together collaboratively to solve problems involving branching exercises with mini-beasts or the classification of plants and animals. The school makes very good use of ICT across a broad range of subjects. There are many examples of computers being used in art and design, design and technology, geography, history and religious education. These include imaginative and descriptive accounts presented using an excellent range of word-processing skills. The Internet and electronic mailing are used to very good effect to help the pupils find information. Mathematics skills are used very well to help the pupils use spreadsheets to calculate totals and to produce formulae that can apply to a number of tables, charts and simple matrices. There has been very good progress since the last inspection in this aspect of the school's work.

### **HUMANITIES**

65. Two history lessons and three geography lessons were observed and discussions held with the subject co-ordinators as well as a scrutiny of pupils' workbooks. Five religious education lessons were observed as well as a scrutiny of previous work undertaken, to support judgments about the quality of religious education and standards.

### **Geography**

Provision in geography is **good**.

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

- Pupils achieve well because the teaching and learning are good and the curriculum is rich and varied

#### **Commentary**

66. Current Year 6 pupils have the geographical knowledge, skills and understanding expected for their age. Given pupils' attainment on entry they make good progress and achieve well.
67. Teaching is good because teachers are particularly skilled at ensuring that pupils with special educational needs are fully included so that they learn well through the effective support they receive from teaching assistants. Lessons are thoroughly planned and purposeful and teachers are adept questioners so that pupils have to think carefully about what they are learning. Just occasionally some pupils miss important points when teaching does not ensure that they listen carefully.
68. Teachers make the subject very interesting so that pupils have good attitudes and learn in meaningful ways. The curriculum includes visits to places where pupils can develop well their geographical learning, as when measuring the flow of a river. Foreign visitors give pupils a good understanding of life in other countries such as Sweden. Teachers give pupils ample chances to present their geography work using a wide range of written forms. Art and design plays a significant part in pupils' good progress as in the detailed pictorial expression of what they see on their geography field trips.

69. The co-ordinator provides good leadership. She gives a strong lead in ensuring that the curriculum is lively and that pupils, as in history, are involved in evaluating their own learning. She has a clear view of what needs to be done to improve provision still further and includes this vision in written plans for the future. She has observed some lessons, though the school has yet to establish a rigorous system of observations of teaching to share good practice. There have been good improvements since the last inspection.

## History

Provision in history is **very good**.

### Main strengths and weaknesses

- The curriculum is vibrant and varied and so the pupils achieve very well

### Commentary

70. Given their knowledge, skills and understanding when they start school, pupils achieve very well by the end of Year 6, reaching standards that are above those expected for their age. Pupils of all abilities develop good levels of knowledge and understanding of life in the past and they talk knowingly, for example, about work in Victorian mines. More able Year 6 pupils produce very detailed history projects following thorough research, for example about Henry VIII.
71. Teaching is very good because it helps pupils to think as 'historians', as when using evidence to make deductions. Teachers have good subject knowledge and this enables lessons to move along at a very good pace. A wide range of tasks and activities engages the pupils well and teachers focus their attention skilfully by interesting them in their work. Teachers have very good relationships with their pupils and they manage them well, for example through effective questioning. Just occasionally teaching does not focus pupils' attention well enough, as in a lesson summary when teaching did not effectively insist that all listened carefully to reflections on what had been learned.
72. The curriculum brings the subject to life very effectively. Visits to places of historical interest make the past meaningful. Opportunities for pupils to dress in period costume and take part in role-play enliven the subject well. Classroom 'museums' have a very good range of historical artefacts for pupils to handle and discuss. Very good links with English enable pupils to write in a range of styles, as when empathising with a historical character. Links with art and design focus pupils' attention very well as when painting or sketching objects from the past. As a result pupils find their learning very interesting and they have very good attitudes to history.
73. The co-ordinator has a good impact on the subject. She has a clear view of what is happening through the school from looking at pupils' completed work. She does not regularly monitor teaching to share with teachers what works well and to identify minor areas for improvement. However, the school intends that this will happen following recent training to observe lessons. The school has made good progress since the last inspection in raising attainment through its increasingly rich history curriculum and very good teaching.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils achieve standards higher than those found in most schools
- Teaching and learning are good
- The subject is very well led and managed



- There are very good links with the local church and increasing links with other faiths as part of the school's development plan

## Commentary

74. Pupils achieve standards that are above those set out in the locally agreed syllabus. Following its guidelines, they study Christianity and Judaism in Years 1 and 2 and Christianity, Judaism and Islam in Years 3 to 6. Pupils in Year 2 know stories from the Old Testament, for instance about Noah's Ark. They understand some of the symbols of Christmas and link it to the birth of Jesus. They have a good knowledge of Jewish festivals, such as Rosh Hashanah and Succoth. They are also able to make comparisons between some of the features of Judaism and Christianity. Pupils in Year 6 are able to compare features of Jewish and Christian harvest festivals. They show a good knowledge of stories from the New Testament, for instance about the betrayal of Jesus. In Years 3 and 4 they acquire a good understanding of some of the features of Islam. Pupils' achievement is very good, considering the low levels of language and conceptual development with which they enter the school.
75. Teaching and learning are good throughout the school. Teachers make good use of artefacts; for instance, in a lesson in Year 3, pupils looked at a range of items, which stimulated them to think more deeply about the Muslim practice of prayer. The school has developed criteria to assess work against the expectations of the agreed syllabus, which teachers are beginning to apply and which help them in planning the next stages of pupils' work. For instance, in a lesson in Year 5 about the Creation the teacher planned five activities at different levels, related either to the creation story or to new beginnings in pupils' lives. Searching questions challenged pupils to think about the application of the biblical story to their own lives.
76. The subject is led and managed very well. The co-ordinator has identified the need to provide greater opportunities for pupils to compare the teachings of the different religions studied, as required by the agreed syllabus. She has a good knowledge of what is happening in the subject and the standards being achieved. The subject is given due prominence in the school, for instance in displays of art and design work and pupils' writing. Opportunities are taken well to reinforce literacy, for instance in the study of alliteration through the animals in Noah's ark ('angry alligators...'). The school also uses assemblies well to reinforce work in religious education lessons, with teachers presenting their class's religious education theme to the rest of the school. There are very good links with the local church but visits to places of worship of other faiths, or visitors from them, are not as regular, and this is an area the school aims to develop further.
77. Improvement since the last inspection has been good. The standards achieved by pupils are now better at the end of both Years 2 and 6.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Art and design and the expressive and creative arts are strong aspects of the school's work and this is reflected in the school being awarded the National Arts Mark Gold. It is not possible to make an overall judgement on provision in **art and design**, as only two brief sections of lessons were observed. However, work on display in both corridors and classrooms is of a high standard. Pupils use a wide range of media and techniques. Pupils in Year 6 were observed painting from observational drawings of a visit to Flamborough Head. They looked at the technique of famous artists such as Turner and Signac to help them in their very effective portrayal of sea and sky. Art and design is used very well to support teaching in other areas of the curriculum, for instance with very good painting of plants and insects, rivers, or portraits of historical or mythological figures. Very good use is made of textiles, for instance to portray the story of *A Midsummer Night's Dream* or figures from Ancient Egyptian history. There was less evidence of work available at the time of the inspection in three dimensions, although pupils have made African-style masks, which were on display in the school.

## Design and technology

Provision in design and technology is **good**.

### Main strengths and weaknesses

- Teaching and learning are good and teachers make good links with other subjects
- The leadership and management of the subject are good

### Commentary

79. Pupils attain the standards expected for their age by the end of Years 2 and 6. They have good opportunities at all levels to design, make and evaluate their work, and the school follows national guidelines to ensure that all aspects of the subject are covered. The pupils make good progress, and pupils with special educational needs achieve well.
80. Although no lessons were observed in Years 1 and 2, photographic evidence shows that pupils in Year 1 design and make a fruit salad and in Year 2 make moving vehicles accurately. They identify successfully differences and similarities between types of vehicle in the planning stage and also write evaluations of their work. In Year 3, pupils were observed in the process of making their coats of many colours (linked to the musical *Joseph*). In this lesson there was a very good range of materials for them to use and a high level of adult support, which enabled all pupils to make good progress. In Year 4, pupils were at the designing and planning stage of making a torch. From the evidence available, teaching and learning are good throughout the school.
81. The subject is led and managed well. The co-ordinators have developed a workable system for the assessment of pupils' work, which also helps teachers in the next stage of their planning. Work is linked well to other subjects of the curriculum. For instance in Year 5, pupils design 'Ancient Egyptian' cranes and also musical instruments. Pupils in Year 6 take part in a joint project with the local secondary school, which involves them in designing and making an illuminated sign. Improvement since the last inspection has been good. At that time standards were unsatisfactory at the end of Year 6; pupils now achieve the expected level for their age.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- School makes very good use of a specialist musician
- There are occasional shortfalls in teachers' generally satisfactory subject knowledge

### Commentary

82. The standards achieved by Year 6 pupils are similar to those expected for their age. Given pupils' levels of attainment on entry to school, they achieve well. There are examples of good quality singing throughout the school that contribute significantly to the pupils' sense of belonging to a very caring community.
83. Teaching is good. Teaching by the specialist musician is very good because of high levels of subject knowledge and the use of very effective methods. This results in pupils showing very good attitudes to music. Teaching by other teachers is satisfactory because most have sound levels of subject knowledge with some minor weaknesses. As a result pupils make very good progress in lessons that the specialist teacher takes, including singing, and satisfactory progress in remaining lessons. Of the lessons taken by the class teachers a good example

was in Year 3. Here the teacher skilfully enabled pupils to invent their own drawn symbols for percussion sounds and enabled them to talk about the effectiveness of their own and others' performances. In some lessons, teachers expect pupils to learn things for which they are not ready, such as to consider elements of music which they do not understand or to clap rhythms that are too difficult. Just occasionally teachers' knowledge falls short and they do not clap rhythms accurately for pupils to copy.

84. The subject is well led, the school having made good use of the specialist musician to raise teachers' subject knowledge and confidence to their present satisfactory levels. The school has yet no system to monitor rigorously the effectiveness of music lessons through direct observation in order to further improve the quality of teaching. It has plans to arrange such monitoring. The curriculum is effectively enriched through additional opportunities including choir, instrumental lessons and listening to visiting musicians.

## Physical education

Provision in physical education (PE) is **very good**.

### Main strengths and weaknesses

- The pupils experience a good range of activities, enjoy PE lessons and work hard
- The pupils achieve standards above those expected for their age because the teaching is very well organised and builds on previous lessons very well

### Commentary

85. From the evidence of the four lessons observed in Years 1, 2, 5 and 6, and from discussions with staff and pupils, standards are above national expectations and achievement is very good overall. The planned curriculum ensures that the requirements of the National Curriculum are met and residential and day visits are used effectively to provide wider outdoor adventure experiences. Swimming is taught to pupils from Year 5 through to Year 6 every week. Evidence from the school's records show that swimming standards are also above those expected by the end of Year 6.
86. The quality of teaching is very good because lessons are delivered at a very good pace with activities that build up the pupils' confidence and skill as they learn the correct techniques such as throwing, striking or receiving in a range of outdoor games. The pupils responded well and most of them achieved very well, as they worked at mastering the correct grip and posture during a very effective hockey lesson in Year 5. A strength in this lesson was the teacher's knowledge and enthusiasm which were conveyed to the pupils. The lesson, like all the lessons seen, was very well resourced and all the pupils had access to sticks, balls and markers. In a very good Year 6 gymnastics lesson, the teacher assessed how the pupils performed balances and sequences of movements that incorporated different forms of balance. This had the effect of improving the performance of pupils of all abilities. Achievement is very good and this is best illustrated when observing how well the Year 1 pupils perform different balances of increasing complexity and then comparing this level of performance with that seen in older year groups. Year 2 pupils in another very good gymnastics lesson were able to link different ways of moving or travelling and could vary levels by adjusting their body posture with skill and control. A common strength of all the teaching was the way in which the teachers intervened throughout the lessons to develop and extend the pupils' skills, sometimes using the performance of individual pupils to demonstrate good practice.
87. Physical education has not been a whole-school priority for some time but the co-ordinator's overview of standards and achievement across the school is very secure. Leadership and management of the subject are very good and have ensured that there is a very good range of resources and facilities available for all aspects of the subject. The curriculum guidelines ensure that all the elements of the curriculum, including swimming, are covered and that skills

are taught and learned progressively as the pupils move through the school. Consequently, there has been very good progress since the last inspection.

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

88. This is a strong feature of the school's work. Although no direct lessons were observed the school is successful in helping the pupils to improve their personal and social skills. Citizenship and lessons about democracy help the pupils appreciate how decisions are made that involve pupils and staff, and pupils learn to participate in a consultative process where they are asked to improve their school environment. Class discussions raise issues related to health and sex education, drugs awareness, and social issues about friendship and how to be a good citizen. The school's curriculum provides very good opportunities for the pupils throughout the school to demonstrate courtesy and respect as well as confidence and self-esteem. Class and school councils involve the pupils, and the school successfully seeks the views of parents and pupils to determine how best it should serve the needs of its community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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