

INSPECTION REPORT

HORSMONDEN PRIMARY SCHOOL

Tonbridge

LEA area: Kent County Council

Unique reference number: 118276

Acting Headteacher: Richard Townshend

Lead inspector: Paul Missin 19227

Dates of inspection: 21st – 23rd February 2005

Inspection number: 267077

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	220
School address:	Back Lane Horsmonden Tonbridge Kent
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Appropriate authority:	The Governing Body Horsmonden Primary School
Name of chair of governors:	Sandy Elsworth
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Horsmonden Primary School is a school for boys and girls aged 4 to 11 years. The school is about the same size as most other schools. There are 24 more boys than girls in the school. At the time of the inspection, there were 26 children in the Foundation Stage; all of whom were attending full-time. White British is the main ethnic group and the other most numerous group is the other White background group. There are no pupils who use English as an additional language (EAL) who are at an early stage of English language acquisition. There are 36 pupils on the school's special educational needs (SEN) register which is broadly average. Three pupils have SEN statements. This is broadly average. The main aspects of need are speech and communication difficulties, and severe learning difficulties. The school received an ActiveMark in 2004. From September 2004 the substantive Headteacher has been absent from school to undertake other LEA responsibilities. These will continue until August 2006. The Acting Headteacher has been promoted from Deputy Headteacher at this school. The change in leadership has meant that other senior staff have also assumed temporary management responsibilities. A building programme to extend the Reception class is planned for later in 2005. The village library shares the school's site and requires access for the public during opening times. When they first enter the school, most children are achieving standards that are in line with those expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Science, information and communication technology, design and technology, religious education. English as an additional language.
9446	Helen Griffiths	Lay inspector	
19142	Audrey Quinnell	Team inspector	English, history, geography, music. Pupils' personal, social, health and citizenship education. Special educational needs.
10808	Alan Britton	Team inspector	Mathematics, art and design, physical education. Children in the Foundation Stage.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Horsmonden Primary School is a good, effective school. The good teaching across the school enables pupils to achieve well and to make good progress in their learning. By the time they leave the school, standards in English, mathematics and science are above those expected for pupils' age. There are important all-round strengths in Year R, Year 1 and in Years 3 to 6 but provision for the current Year 2 pupils is unsatisfactory. The Acting Headteacher has made a good start to his time at school and the transition to this period of acting leadership has been managed well. This is a caring school where pupils' welfare is a high priority. The school provides good value for money.

The school's main strengths and weaknesses are:

- The good teaching in Years 3 to 6 enables pupils to reach above average standards in English, mathematics, science and religious education (RE) by the time they leave the school. However, the staffing disruption experienced by the current Year 2 pupils has meant that overall provision for this group is unsatisfactory and these pupils are not achieving as well as they should.
- Teachers' knowledge and enthusiasm for art and design, the high profile given to the subject and the high quality of display lead to standards across the school which are above average.
- The leadership and management and overall provision for pupils with special educational needs (SEN) are very good.
- The Acting Headteacher is well organised and enthusiastic and he has a clear vision for the school's development. However, the current school development plan does not make sufficient reference to raising standards.
- The quality of pupils' learning is enhanced by the very good provision for their moral and social development and by the good attitudes and behaviour which they show.
- The school has a very strong community profile and has established effective links with its parents.
- The good provision in the Foundation Stage enables children to make a good start to their time at school.
- The use of data to set targets for pupils is not fully developed. Targets are not clearly matched to National Curriculum criteria nor are they sufficiently shared with pupils.
- The procedures adopted by the governing body to check on how well the school is doing are not rigorous enough.

Overall the school has made satisfactory improvement since the last inspection. Sound progress has been made in addressing the key issues and the other developmental issues from the last report. Standards in ICT have been maintained and improvements have been made to provision in mathematics. There has been an overall drop in the standards being attained in the school. This is partly due to the drop in standards which children are reaching when they first enter the school. The very positive profile of teaching quality at the last inspection has been maintained. However, staffing disruption has meant that there are now more significant weaknesses in Year 2. Also some other aspects such as pupils' attitudes and their behaviour and the overall quality of the curriculum are not as good as they were at the time of the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	C	C
mathematics	A	C	C	B
science	A	B	C	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.*

Achievement across the school is good. From an average level when they enter the school, most pupils make good progress and reach above average standards by the time they leave.

Achievement is satisfactory in the Foundation Stage and Year 1. By the end of Year R, children are on course to reach the expected goals in all areas of learning judged in this inspection except for their personal, social and emotional development and their mathematical development where standards exceed expectations. In Year 6, achievement is good and standards are above average in English, mathematics, science and RE. Standards are average in ICT, geography and PE. Good achievement is directly related to the good, effective teaching which these pupils receive. In Year 2 achievement is unsatisfactory and standards are below those expected nationally in all inspected subjects except PE where they are average and in art and design where they are above average. Achievement is unsatisfactory in Year 2 because the staffing disruption has meant that these pupils have not been taught sufficient knowledge and skills for them to reach average standards. **Pupils' personal qualities including their attitudes and behaviour are good. Their spiritual, moral, social and cultural development is very good.** Pupils are interested and keen to learn. They co-operate very well and establish very good relationships with adults and each other. Attendance and punctuality are above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good overall. There are strengths in the Foundation Stage and in Years 3 to 6. However, the quality of teaching and learning in Year 2 is unsatisfactory. Strengths in teaching are teachers' good subject knowledge and their clever use of interesting resources and activities. Pupils are managed well and their good response contributes significantly to the quality of their learning. Teaching in Year 2 is unsatisfactory mainly because teachers have not ensured that topics are covered and recorded in sufficient depth. The pace of these pupils' learning has been too slow. Assessment procedures are sound. However target setting is very new and targets are not matched sufficiently to National Curriculum criteria or shared with pupils. The curriculum and the opportunities provided for enrichment are good. Care and welfare procedures are very good as are the links provided with the local community. The school builds an effective partnership with its parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The Acting Headteacher has made a good start to his new responsibilities and he leads the school well. His 'Climate for Learning' approach provides a clear vision for the school's development. However, the current school development plan is not sufficiently focused on raising standards. Other senior staff, some of whom are very new to their posts, support the school's work satisfactorily. Governance and the management of the school are satisfactory. Governors use their individual interests and expertise well to help the school but procedures for evaluating the school's effectiveness are not sufficiently robust. Governors are meeting all of their statutory responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the school and have confidence in its new management. Most are comfortable in approaching school and consider that it provides a good range of activities. Most pupils like coming to school and think that lessons are interesting and fun.

IMPROVEMENT NEEDED

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

- Improve the quality of teaching in Year 2 in order to raise the standards pupils attain and accelerate the progress which they make.
- Further refine target setting procedures to ensure that targets are more clearly matched to National Curriculum levels and that pupils are made more aware of the next steps in their learning.
- Ensure that the school development plan makes clearer reference to improving the standards pupils achieve and increase the rigour with which the governing body evaluates school effectiveness.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is good. Achievement is satisfactory in the Foundation Stage and in Year 1 and good in Years 3 to 6. However, achievement is unsatisfactory in Year 2. Pupils attain standards which are above average in Year 6 and average in the Foundation Stage. Standards in Year 2 are below those expected for pupils' age.

Main strengths and weaknesses

- Pupils of all abilities in Years 3 to 6 achieve well, but the achievement of pupils in Year 2 is unsatisfactory.
- By the end of Year 6, pupils attain standards which are above average in English, mathematics, science and RE. However, standards in all these subjects are below average in Year 2.
- Standards in art and design are above average across the school.
- Pupils with SEN make good progress towards their own learning targets.
- Children in the Foundation Stage are prepared well for their time at school.

Commentary

1. Achievement is satisfactory in the Foundation Stage but with several important strengths. From a broadly average level when they first enter the school, most children make at least satisfactory progress to achieve average standards by the end of the Reception year. Children are making good progress and are reaching standards which are above average for their age in personal, social and emotional development and in mathematical development. Achievement is satisfactory and standards are average in all other areas of learning except in creative and physical development where there was insufficient evidence for a judgement to be made. At the last inspection, standards were judged to have been above average in all areas of learning. The decline since 1999 is a reflection of the drop in the standards which most children attain when they first enter the school.

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

Standards in:	School results	National results
reading	16.4 (16.4)	15.8 (15.7)
writing	15.4 (14.0)	14.6 (14.6)
mathematics	16.5 (16.1)	16.2 (16.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year

2. In the national Year 2 tests and teacher assessments in 2004, in comparison with all schools, standards were average in reading and mathematics and above average in writing. When compared with similar schools, standards were average in writing and below average in reading and mathematics. The current Year 2 pupils are attaining average standards in physical education (PE) but standards in reading, writing, mathematics and science that are below average. Standards are also below average in ICT, RE and geography. Standards in art and design are above average. Indications are that standards are closer to average in Year 1. Pupils with SEN are supported well by class teachers and their assistants and make good progress towards their own learning targets.
3. The current inspection findings for Year 2 indicate a drop in standards since 2004 and a more significant decline since the last inspection. In 1999, standards were well above average in reading, writing and mathematics and above average in science and RE. This year group has the

highest proportion of pupils with SEN in the school, but the main reason for the drop in standards is the disruption to staffing which the current Year 2 has experienced. For a variety of reasons pupils in Year 2 have not had consistency in teaching ever since they joined the school. Since entering Year 2 there have been a series of temporary teachers in the class, and the teacher responsible during the inspection was on a very short-term contract. This has meant that these pupils have not had consistency of approach and the school's planning and support procedures have not been strong enough to ensure that standards in teaching and effective learning have been maintained. Teachers have not ensured that concepts and skills across several different subjects have been taught to a sufficient depth for pupils to achieve average standards. As a result, pupils of all abilities are not achieving as well as they should.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.8 (29.1)	26.9 (26.8)
mathematics	27.5 (27.4)	27.0 (26.8)
science	29.1 (29.3)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

4. In the national tests in Year 6 in 2004, standards were average in English, mathematics and science when compared with all schools. However, when compared with similar schools standards were below average in mathematics and science and well below average in English. Compared with similar schools, based on pupils who performed similarly in Year 2, standards were above average in mathematics and science and average in English. Trends in the results since 2002 have shown a steady drop in standards across all subjects. This trend should be viewed in the context of the declining standards pupils are attaining as they enter the school. The school's targets for Year 6 in 2005 indicate that higher standards are now going to be reached.
5. The findings of the inspection confirm that these higher standards are being reached. Pupils in the current Year 6 are attaining standards that are above average in English, mathematics, science, RE and art and design. Standards are average in ICT, geography and PE. Since the last inspection, standards in English, mathematics, science and geography are not quite as high as they were. Standards have been maintained in all other subject where judgements can be made. Standards in art and design are good across the school because of the high profile which the subject has and the skill and expertise of teachers. Literacy and numeracy skills are used well across other curriculum areas and ICT supports pupils' work satisfactorily.
6. Pupils achieve well by the time they leave the school. This was also the judgement of most parents in their pre-inspection questionnaire. Most pupils thought that they were expected to work hard. Pupils' achievement is best in Years 3 to 6 which is directly related to the quality of teaching and pupils' learning. In Year 1 achievement is satisfactory but in Year 2 it is unsatisfactory. Disruptions in the continuity of teaching have meant that the pace of pupils' working has been too slow and important elements of the curriculum have not been covered. Across the school, achievement in art and design is good. This is because of the full curriculum and teachers' enthusiasm and skill in this subject. Overall, there was no significant difference between the achievement of boys and girls.
7. Pupils who have SEN make good progress and most achieve standards in line with their ability. This is due to the very good provision and support provided for them.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is well above average. Punctuality is good. Pupils' moral, social, spiritual and cultural development is very good.

Main strengths and weaknesses

- In their questionnaire, the great majority of pupils said that they liked school and enjoyed their lessons.
- Most pupils are enthusiastic and keen to learn. Their behaviour is good, they concentrate well and want to succeed.
- Relationships between pupils and among pupils and adults are very good.
- Pupils are very keen to take responsibility. They show good levels of respect for one another's feelings and beliefs.
- The attendance rate is well above the national average.

Commentary

8. Attendance is well above average and unauthorised absence is below national figures. Punctuality is good. The administrative officer monitors attendance weekly and nearly all parents are conscientious about informing the school of any absence. There have been no exclusions for many years.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.0
National data	5.1	National data	0.4

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

9. Pupils enjoy school and all it has to offer. They have very good attitudes to learning and want to do well. The great majority of pupils pays very good attention and is respectful of others' ideas, as for example in a Year 6 English lesson on persuasive writing. Pupils co-operate well and are trustworthy. Most pupils respond well to teachers' expectations of them and are confident, friendly and polite. Reception children settle in well and are quick to adapt to school routines. However, in Year 2, pupils are easily distracted and sometimes become restless and lose concentration. Pupils are enterprising and respond well to the many good opportunities for taking responsibility, for example, as Buddies and as monitors in a variety of areas. Relationships between pupils and adults and among the pupils themselves are very good and this security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extracurricular activities is good.
10. Behaviour is good throughout the school in lessons and playtimes and very good in assemblies. Parents who attended the pre-inspection meeting felt that teachers dealt well with pupils whose behaviour was likely to cause concern. In the questionnaire, nearly all parents felt that behaviour was good. Pupils respect their teachers, who offer them good examples of courtesy and fairness. Pupils are courteous and friendly to visitors. The behaviour system is effective and rewards are valued by pupils. The unusual 10.30 sanction is rarely used. No bullying or harassment was observed during the inspection and pupils knew what they should do if it should occur. The degree of racial harmony is high.
11. The ethos and the social and moral development of the pupils are very good. The school motto (Happiness, Kindness, Success) is at the heart of its work. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. The house system and the many opportunities for pupils to take responsibility encourage a sense of community and pupils are strongly supportive of one another. The Buddy system is highly successful. The PHSCE programme makes a good contribution to pupils' social and moral development.
12. Provision for pupils' spiritual development is good. Pupils have good opportunities to reflect on their own beliefs and the beliefs of others through assemblies and RE. This was seen, for example,

in an assembly during the inspection, when a visitor from the local church encouraged pupils, through the lively telling of the story of David and Goliath, to reflect on how even the smallest person can be used by God. In some lessons, there are good opportunities to marvel. For example, in a Year 6 history lesson on Viking remains in York, pupils were awed by the sight of a Viking face reconstructed from a skull. Several interesting art displays and music in assemblies and lessons give pupils many opportunities for reflection.

13. Pupils' cultural development is good. Good numbers of pupils learn musical instruments and play them in the orchestra. The school gives pupils good opportunities to listen to music and appreciate their environment. Pupils are encouraged to think about others through raising money for charities which they have nominated. There are some opportunities for pupils to learn about the diversity of cultures in modern Britain, for example through the multicultural tree in Year 4.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	180	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	13	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 provided by the school is good. Teaching and learning are good overall and assessment procedures are satisfactory. The curriculum is good overall as are the school's accommodation and provision of learning resources. However, there are several important shortcomings in Year 2 that limit the overall effectiveness of provision. Care and welfare procedures are very good, as are the links with the community. The school has created good home/school relationships and has established good links with other schools.

Teaching and learning

The quality of teaching and learning is good overall. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage and in Years 3 to 6 is good with several very good features.
- Teaching in Year 2 is unsatisfactory mainly because teachers have not ensured that concepts, knowledge and skills are progressively taught to a sufficient depth.
- In Years 3 to 6, teaching and learning are good in English, mathematics, science and RE.
- Teachers' interest and enthusiasm for art and design promotes good effective learning across the school.
- The good teaching of pupils with SEN enables them to make good progress in their learning.
- Teachers' planning does not consistently show work planned for pupils of different abilities in the class or the National Curriculum level at which the work is planned.

- The target setting, which is just beginning to be established, is not sufficiently closely matched to National Curriculum criteria and pupils are not made sufficiently aware of the next steps in their learning.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (23%)	22 (56%)	6 (15%)	1 (3%)	0	0

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

14. Teaching and learning are good overall, and the quality of teaching observed in this inspection is very similar to that in 1999. However, since the last inspection the overall quality of teaching has dropped significantly in Years 1 and 2 but the several strengths evident in Years 3 to 6 have been maintained. Strengths in teaching include the positive way that pupils are managed and the good and very good responses which pupils make to their lessons. Teachers consistently create effective learning environments in their classes where pupils are keen to learn, are prepared to try new skills and want to do their best. These strengths help to promote effective learning. Most teachers show good, confident subject knowledge and plan their lessons well. Other important strengths are where teachers explain tasks clearly and use effective questioning to encourage and assess pupils' learning. These strengths confirm pupils' and parents' positive views about the quality of teaching in the school.
15. An important weakness in the school's provision is that teaching and learning in Year 2 are unsatisfactory. This is partly a reflection of the staffing turbulence which this class has experienced. This group had disrupted provision when they were in YR and in Y1, and since being in Year 2 they have had several part-time teachers. The current class teacher is on a short-term contract. Although most of the teaching observed in Year 2 during the inspection was at least satisfactory, the impact of inconsistent teaching over time was clearly evident from the sample of pupils' work. These pupils had not been taught consistently and progressively the concepts, knowledge and skills that are required for them to reach average standards. As a result the needs of pupils in Year 2 are not currently being met.
16. The quality of teaching and learning in Year 1 and in Years 3 to 6 is good with several very good features. In Years 3 to 6, teaching is good in English, mathematics, science and RE, and satisfactory in ICT, geography and PE. Where the quality of teaching is good, teachers show good subject knowledge, pupils' written work is comprehensive and well presented and topics are taught to a good depth. This ensures that the needs of pupils of all abilities are met well. Teaching and learning in art and design is good across the school. Here teachers are confident and enthusiastic and ensure that specific skills are identified and taught well. In Year 2, teaching and learning are unsatisfactory in all inspected subjects except in art and design where they are good and in PE where they are satisfactory.
17. Several other features of very effective teaching were seen in a science lesson to pupils in Year 6. The focus of the lesson was to enable pupils to devise their own investigation into the absorbency of different materials. Pupils were given good opportunity to discuss different approaches and many were able to justify the chosen method confidently and convincingly. A very productive working atmosphere was created by the teacher as the groups undertook their own investigations. The class teacher intervened expertly in their work to challenge and extend pupils' understanding and continually reminded them about the importance of precise measuring, accurate observation and careful recording of their work. Pupils' understanding of scientific procedures, their appreciation of the properties of materials and their ability to work co-operatively with their group, were all developed very well through this very successful lesson.

18. Features of unsatisfactory teaching and shortcomings in otherwise satisfactory lessons are where teachers do not ensure that all pupils are listening carefully before giving instructions or explaining new work and where too many pupils call out inappropriately in class discussion. Sometimes teachers lack confidence and allow the pace of the lesson to drop and their planning does not show clearly the activities which are planned for pupils of all abilities in the class. Planning does not consistently indicate the National Curriculum level at which work is planned. Without this teachers and pupils are not sufficiently clear about the next stages in their learning.
19. The quality of teaching and learning in the Foundation Stage is good. Teaching and learning in personal and social and mathematical development are very good resulting in above average pupils' standards in these areas of learning. Lessons are planned very well to enable all children to achieve well. Across the school, teachers provide very well for pupils who have SEN. Clear, short achievable targets are set and the work is adapted well to the needs of these pupils, which ensures that they make good progress.
20. Assessment procedures are sound overall. At the time of the last inspection they were judged to have been good. The school collects a good range of assessment data. Data include the analysis of the results of national statutory and optional tests and information from the regular tests which are given at the end of units of work in many subjects. Assessment is good in English and mathematics and for children in the Foundation Stage. Procedures are better in some non-core subjects, such as geography and PE than in others, such as RE. The use of the assessment data is the weaker element. The use of data to set individual pupil targets in reading, writing and mathematics is a good, but a very recent initiative. Target setting in other subjects has not yet been developed. A weakness is that targets are not sufficiently matched to National Curriculum criteria and pupils are not sufficiently aware of them. Addressing this weakness would involve pupils more in their own learning and give them a clearer view of what they should do to achieve a higher level in their National Curriculum work. Assessment procedures in Year 2 are unsatisfactory. The systematic collection of data has not been rigorous enough to identify important shortcomings in the standards being achieved in the current Year 2.

The curriculum

Curriculum provision is good overall. The school provides good support for the pupils' learning outside of the school day and develops the range of their interests well. Accommodation and resources are good.

Main strengths and weaknesses

- The school plans the curriculum well, however provision is not fully effective in Year 2.
- Provision for pupils with SEN is very good.
- The curriculum for children in the Reception class is good
- The pupils' learning is enriched well through the good range of clubs, visitors and educational visits provided by the school.

Commentary

21. The school provides a good curriculum which enhances pupils' learning well. Provision was very good at the time of the last inspection. The school keeps the effectiveness of its curricular provision under constant and effective review and implements changes well. To improve the curriculum even more, the school has introduced an emphasis on a 'Climate for Learning' with a strong focus on first-hand experiences. The school combines aspects of the curriculum, such as art with history and English, and history with geography, in order to make subjects more meaningful and interesting for pupils, as well as extending their learning well. A shortcoming has been that continuing staffing disruption and inconsistent teaching in Year 2 has meant that important parts of the planned curriculum have not been taught progressively and to a sufficient depth.

22. A good range of learning opportunities is provided for children in the Foundation Stage both in and out of the classroom and children are encouraged to select their own tasks for part of the day. Detailed records of children's progress and individual development are used very well to plan future lessons and respond to pupils' needs. The teacher and support staff are matched very well to the Foundation Stage curriculum.
23. French is taught by a visiting native speaker in Years 3 to 6. Lessons are lively and varied and conducted in French as much as possible. Pupils make good progress and by Year 6, have a good variety of words and phrases which they can use with increasing confidence.
24. Provision for pupils who have SEN is very good. Most of these pupils achieve standards in line with their ability, due to the very good support they receive. These pupils' individual learning plans are precise and achievable targets are set, which promote effective learning. The targets are regularly reviewed and new targets are set, which enables pupils to make good progress. The school provides well for the gifted and talented pupils. Their proficiency is encouraged during lessons and celebrated with the rest of the school, such as when they perform in school productions and in special school assemblies.
25. The school extends pupils' learning very well through a very good range of visitors, clubs and educational visits. A 'Bring Grandparents to School' day enabled pupils and their grandparents to learn alongside each other. Older members of the local community come into school for the Wednesday luncheon club and chat with pupils, which greatly enriches pupils' understanding of life in the community. Visits to the theatre and visiting theatre groups, such as the Shakespeare and the Boadicea productions, deepen pupils' appreciation of different cultures. Pupils enjoy and support well the good choice of out of school clubs. These include football, cricket, tag-rugby, netball, tennis, French, Spanish, singing, keyboard, gardening and athletics. Pupils enjoy competing against pupils from other schools in friendly sports matches and in the local schools' football league. This judgement supports the parents' view that the school provides a good range of extracurricular activities.
26. Pupils take part in school performances, such as Oliver, Smike and The Sound of Music, which is very good for their self-esteem, when they perform before an audience. Visits to Eastbourne, Hastings, Hurstmonceux Science Park, Brighton Pavilion, the Imperial War Museum, the London Gallery, Gaveston Hall Field Centre and York enrich pupils' learning of many areas of the curriculum well. The residential school visits for pupils in Years 4, 5 and 6 are very good, as these enable them to learn to live together, undertake outdoors adventure activities and experience other areas of the country.
27. The school benefits from a spacious airy building and good grounds. Accommodation is used well to support learning across the curriculum. The cloakrooms are decorated with lively and attractive murals and there are many very good displays of pupils' work, especially art. The new ICT suite is well equipped. Resources are good overall. The accommodation for the Foundation Stage is cramped, although building work to improve it is due to start later in the year. Community use of the county library within the school is good, but this poses management problems which have yet to be resolved.

Care, guidance and support

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

Main strengths and weaknesses

- There are very effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide good levels of care.
- The induction arrangements for children in the Foundation Stage are good.
- There are good procedures for seeking pupils' views.

Commentary

28. The school has very good health and safety and child protection procedures. The Acting Headteacher is the designated person for child protection and for pupils in public care. He and several other members of staff have been formally trained and all staff have good guidelines. All staff are very aware of child protection issues and keep good logs of concerns. Links with social services and police are good.
29. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good. Only two members of staff have been trained in first aid, although training for others is being reviewed as a matter of urgency. Supervision at lunch and play times is satisfactory. Risk assessments are regular and the conscientious caretaker works hard to ensure good health and safety practices around the school are followed.
30. There are good arrangements for pupils when they start at the school, which include preliminary visits to the school by both children and parents, when Year 5 pupils meet their new Buddies, and a special welcoming assembly at which a book is presented to mark the new pupils' arrival. Parents and children felt well prepared for their new experience.
31. Care and welfare procedures are very effective. There is a strong bond of trust between pupils and all adults who work in the school. Most pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and offer them good support. Personal development is monitored informally through extensive class development files and reports, though the good practice in some classes in Years 3 to 6 is not sufficiently shared in other classes. The school is proposing to introduce formal monitoring of personal development shortly. Parents felt strongly that their children were well supported and cared for.
32. Pupils' views are sought extensively through circle time, assemblies and PHSCE. A school council feasibility study is under way and the Acting Headteacher keeps a 'Listening Book' to record pupils' ideas. These have recently included the use of equipment on the playground and fund-raising efforts for victims of the tsunami. Nearly all pupils in their questionnaire felt confident that their views could be heard and acted upon.

Partnership with parents, other schools and the community

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

Strengths and weaknesses

- Parents have positive views of the school.
- The school seeks to involve parents in the work of the school well and provides them with good information.
- The school has very good links with the local community and good links with other local schools through sport.
- There are good links with parents of children with SEN
- The Parent Teacher Association (PTA) is very supportive.

Commentary

33. In a good return to the questionnaire, parents and carers expressed considerable satisfaction with nearly all aspects of the school. A high proportion of parents did not feel well informed about their children's progress: analysis of parents' letters showed that this related to the lack of a review meeting in the autumn term and the school is looking to address this.

34. Information provided for parents is good. The prospectus and Governors' annual report to parents are well, if formally, written and presented and comply with requirements. The school provides parents with regular information about what their children are to learn in Years 3 to 6, but not in Years 1 and 2. Links through home/school reading books are good. The support given by parents to their children's learning at home is good. Reports are good overall. They outline pupils' learning targets and provide grades for attainment and effort in all areas, as well as giving parents and pupils the opportunity to comment. Regular newsletters are lively and helpful and keep parents well informed of events. The web site is regularly updated. Teachers are always available for informal consultation at the end of the day.
35. Attendance by parents at the wide range of consultation and workshops is very good. Parents are involved early in any behavioural issues. Procedures for supporting children as they enter the school are effective and include helpful information about starting school. Links with parents of children with SEN are good and parents expressed considerable satisfaction with the way that issues were handled. The PTA runs a very wide range of social and fund-raising activities and raises very good sums to buy equipment to support children's learning. A large number of parents help in school on a regular basis.
36. The school has very good links with the local community. Members of the local church regularly take assembly and members of the Luncheon Club for older residents of the village come into school each week. They have recently begun a reading club with Year 5 pupils. The school is widely used by community groups. Very extensive sponsorship has been obtained from a financial company to match the school's own fund-raising for the new extension and pupils participate each Year in a Christmas card design competition for a local firm, which presents prizes and a donation to the school. There are good links with the local kindergarten and good links with local secondary schools through PE and art. There are good links with other local primary schools through the cluster group and sports tournaments.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the Acting Headteacher and the leadership of the Foundation Stage are good. The management of the school and the other leadership roles are satisfactory. The school's governance is also satisfactory.

Main strengths and weaknesses

- The Acting Headteacher has made a good start to his time at school. He has a clear vision for the school's development which he articulates clearly and enthusiastically to all involved in its work.
- The leadership and management of the Foundation Stage is good and that for pupils with SEN is very good.
- The school development plan does not make sufficient reference to the importance of raising standards nor to pupils' overall achievement targets.
- Governors' oversight and critical evaluation of school development issues is not rigorous enough to provide them with a clear view of the effectiveness of the school.

Commentary

37. The leadership of the school is good. Since assuming the role from the beginning of the current school year, the Acting Headteacher has already made a positive impact on its work. He is well organised and leads well by example through his regular contact with pupils and classes across the school and his infectious enthusiasm. He has been prepared to act quickly and decisively in his new role to introduce important changes and has managed the transition from deputy to Acting Headteacher well. Parents and governors were pleased with the smooth transition in leadership changes that had been achieved. He has quickly secured their confidence. His vision for the school and how it works encapsulated in the 'Climate for Learning' approach, has been promoted clearly to staff, parents and governors. This work has led to useful analysis of the approach made by all

staff at school, has brought all staff together and has introduced some effective self-evaluation processes.

38. School development planning is sound overall. The process for devising the plan has appropriately involved staff and governors. The plan is detailed and is usefully prefaced by clear reference to the school's aims and the longer term vision for its development. However, an important weakness is that there is insufficient reference to the standards that pupils are achieving and to the achievement targets which the school has set. There has been insufficient reference to several important aspects of the school which impact on its capacity to improve.
39. Management of the school is sound overall, with some good features. Communications within the school community are good. The regular full staff meetings and key stage meetings ensure that information is shared effectively with all staff. Several senior teachers have recently assumed different management roles and overall they make a sound contribution to the school's work. Performance Management procedures, which incorporate several strong features of the previous staff appraisal system, are sound. An important weakness is that there has been insufficient use of overall school and year group achievement targets in setting individual teachers' professional development targets. This means that there are shortcomings in the overall coherence of the school development procedure.
40. Governance of the school is sound, with several good features. Through the regular full governing body meetings and through the active sub-committees, governors have a good view of the school's work. Individual governors use their knowledge, interest and expertise well to support the school. Work done on the planned improvements to the premises and links with the local community are effective. Governors take their responsibility to oversee aspects of the school's work seriously and the procedures whereby governors have oversight of subjects and visit the school to monitor provision are well established. The main shortcoming in governors' work is that procedures to monitor the standards that pupils achieve and the progress which the school is making in reaching the targets it has set, are insufficiently developed. As a result it is more difficult for governors to make important judgements about how effective the school is and whether it is improving quickly enough.
41. Since the last inspection there has been a drop in the quality of leadership and management. In 1999, the Headteacher's leadership and the support provided by the governing body were judged to have been very good. The recent changes in the school's leadership and management systems have meant that school improvement has not sustained at the previous high level.
42. The Foundation Stage is well led and managed by the class teacher. She has created a very effective team who act as very good role models in all aspects of children's learning. The Special Educational Needs Co-ordinator (SENCO) provides very good leadership. She has a very good understanding of how to provide the most appropriate curriculum for pupils who have learning difficulties, so that their individual needs are met well. Whenever necessary, she ensures that the appropriate outside agencies are involved to assess their individual needs.
43. The school's finances are managed soundly. Procedures for devising the annual budget and for monitoring spending patterns are secure. There is satisfactory matching of school development priorities to budget spending and the school has a sound view of value for money as, for example, different tenders were sought for the refurbishment of the computer suite.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	500,944	Balance from previous year	3,424
Total expenditure	492,117	Balance carried forward to the next	12,251
Expenditure per pupil	2,237		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

44. There were 26 children in the Reception class, at the time of the inspection, all attending full time. By the end of the Reception year most children are likely to reach standards in their personal, social and emotional development and in their mathematical development that are above those expected for their age. Standards in all the other areas of learning are average. There was insufficient evidence for overall judgements to be made in creative and physical development. At the last inspection standards were judged to have been above average in all areas of learning. The drop is explained by the decline in the standards that most children are attaining when they first enter the school. Attainment on entry to the Reception class for the current year is average. At the last inspection it was above average.
45. All children, including those of higher ability and those with SEN, achieve at least satisfactorily and in their personal, social and emotional development and in their mathematical development, achievement is good. This is similar to the judgements on progress made at the last inspection.
46. The quality of teaching and learning observed is good, overall and very well supported by teaching assistants and a wide range of resources. Lessons are planned very well. Assessment procedures are good. Detailed records of children's progress and individual development are used well to respond to individual children's needs and to plan future lessons. These records are also used to identify children who need extra help or those of high ability. There is a wide range of activities and children are encouraged to select some tasks for themselves for part of the day. There are good induction arrangements for introducing children to school and this means that they all quickly get used to their daily routines. Links with the adjacent kindergarten are very good. The Foundation Stage team is well led by the class teacher. Accommodation is satisfactory but is due to be considerably improved by extra building in the summer term, including the outdoor facilities.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Children achieve well due to careful, close attention and the very early introduction to this aspect of learning. Teaching and learning are very good.
- The provision for personal, social and emotional development is evident in all areas of learning.
- All staff act as very, good role models for children's personal and social development and relationships are very good.

Commentary

47. The quality of teaching and learning in this area of learning is very good and all children achieve well. Good emphasis is given to children's personal, social and emotional development through all aspects of their school life for example, when they move around the school and participate in a 'buddy' scheme with Year 6 pupils. The everyday routines established in the classroom and outside areas help children to feel secure and begin to develop independence. Children are encouraged on their arrival in the classroom to select their own name card to place into an appropriate container. They can identify their own coat pegs and show good independence when dressing or undressing. They quickly learn to share equipment and to listen when others are speaking. Relationships between children and adult staff are very good and all adults provide very positive examples of how to behave. Children are very attentive and well behaved in all lessons. This is particularly noticeable when they attend assemblies with older pupils. They are growing in

confidence and have developed the ability to co-operate with others in their many activities. All children are on course to exceed the nationally expected standards in this area of learning before they enter Year 1.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Staff make every effort to engage children in conversation during all aspects of the school day to develop their speaking and listening skills.
- Teaching and learning in this area of learning are good.
- All children are attentive and respond well to their lessons.

Commentary

48. Nearly all children are likely to meet the nationally expected standards in this area of learning by the time they leave the Reception class due to good teaching by all staff. Children make good progress in developing new skills in speaking and listening, reading and writing. For example, nearly all children can recognise their own names on registration cards and coat pegs when they enter school in the morning. Not all children are confident speakers and staff, therefore, make every effort to engage them in conversation both in formal and informal situations like registration and independent play periods. The child with SEN receives very good support both in and out of the classroom. All children show good appreciation of books and they listened carefully while the teacher read, 'Farmer Duck'. Some children are able to distinguish between the author and the illustrator. Children were invited to suggest words that described Farmer Duck and their social skills were enhanced by discussion with a partner.

Mathematical development

Provision for mathematical development is **good**

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Children's standards are mostly above average for their age.
- The teacher uses good, practical, 'hands on' activities to develop children's mathematical awareness and skills.
- Children are very well supported by teaching assistants.

Commentary

49. The quality of teaching and learning is very good and all children achieve well. Most are able to recognise, count and write numbers to ten. Some can count up to twenty. Lessons are planned well in small, short steps with an emphasis on 'hands on' practical experiences to enable all children to progress well. In the lesson concerned with identifying simple two-dimensional shapes, the teacher used a glove puppet, 'Clever Cat' to introduce and assist children's learning. Various shapes were taken out of a bag by the puppet for the children to identify. In the follow up group activities to extend their learning, children were organised very well to participate as 'shape detectives' to identify shapes in and out of the classroom. All teaching assistants support children very well, including those with SEN, in all mathematical activities. Counting songs are sung enthusiastically by children to develop their numeracy skills and understanding. In the short periods of formal numeracy all listen and answer well to any questions from the teacher. Most children are likely to exceed the required standard in their mathematical development before they enter Year 1.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- The immediate school environment both in and outside are well used in this area of learning.
- Children are beginning to demonstrate the ability to choose their own activities.

Commentary

50. A scrutiny of planning and analysis of children's work, classroom displays and a lesson observation, indicate that all children will reach at least average standards of achievement by the time they enter Year 1. The quality of teaching and learning is good and teachers use the immediate environment of the school and grounds well to introduce children to the various new routines in their school life. For example, in the lesson observed children had to independently create a house for a toy lamb. The initial discussion began by children talking about the type of materials they would use and why. This lesson was well linked to other areas of learning like literacy when the teacher read the story of 'The Three Little Pigs' after the initial discussion. During the 'free' period following the lesson, most children are beginning to display the ability to choose their own method of working. The outdoor and indoor areas provide a colourful and stimulating environment to ensure that children's natural curiosity about their immediate surroundings is satisfied.
51. There was insufficient evidence for overall judgements to be made in **physical development**. However, thorough long, medium and short term planning indicates that all children have opportunity to experience a wide range of appropriate activities. Children are encouraged to participate in a variety of outdoor activities even in the winter months. They can control large wheeled toys safely and use a selection of paintbrushes, pencils and spatulas with increasing control. The Reception class has the use of the school's main hall, the main playground and a small central quadrangle all of which are used frequently and well to develop children's physical skills. Resources are generally good and include some large wheeled toys and small plastic balancing and climbing frames. However, children do not have direct access to these areas but this is due to be rectified by a large re-building programme in the summer.
52. No **creative development** sessions were observed during the inspection but a scrutiny and analysis of classroom displays and children's work indicates that provision for creative development is appropriate. Children are able to choose activities for themselves and staff participate in active role-play both in and out of doors to stimulate children's imaginations. In the lesson about creating a house for a toy lamb children used their imaginations and a wide range of materials to design a 'house'. Evidence from wall and table displays shows examples of exploration of colour and the encouragement for children to use a variety of colours and media in their creative work. For example, children have produced a large display concerned with a 'Rainbow Fish' using various materials like paper, card and linen. When children participated in an infant music assembly they joined in and sang well with the older pupils and were willing and able to hold and use small musical instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are above average by the end of Year 6 but pupils in Year 2 are attaining standards that are below those expected for their age.
- Pupils' achievement is good in Years 3 to 6 but unsatisfactory in Year 2.
- Pupils have very positive attitudes to the subject.
- Teaching and learning are good in Years 3 to 6 but are unsatisfactory in Year 2.
- Literacy skills are used well across the curriculum in Years 3 to 6.
- The setting of pupils' achievement targets is beginning to be effective but pupils are not made sufficiently aware of the next steps in their learning.

Commentary

53. Many pupils attain standards in English that are above average by the end of Year 6 and their achievement is good. This includes pupils with SEN and the more able pupils. This is slightly lower than the judgement of the last inspection, but is a good improvement from the national test results in 2004. Standards in reading and writing are below average in the current Year 2, which is lower than the 2004 national test results, but is in line with the school's own forecast for these pupils. Pupils' very positive attitudes to learning and very good behaviour in Years 3 to 6 enable them to learn and make a significant contribution to their high standards of attainment and good achievement. However, pupils in Year 2 are not achieving as well as they should.
54. Many pupils in Year 6 are achieving standards that are above average in their reading. They enjoy reading and understand the importance of it in all aspects of their learning. By Year 6 most pupils are confirmed readers who can confidently tackle a wide range of texts. Pupils have developed the necessary skills for finding information in books and on the Internet, which they use well to extend their learning. There is a good range of books in the spacious school library, which is used well to extend pupils' learning. Most pupils in Year 2 can read simple texts accurately and know how to sound out unfamiliar words, but lack good comprehension skills, which limits their attainment. There is a lack of challenge in the reading books for the more able pupils in Year 2, which limits their achievement.
55. Standards in writing are above average in Year 6 but are below average in Year 2. Most pupils in Year 6 use paragraphs, correct punctuation and good grammatical structure in their written work. Pupils in Years 3 to 6 are taught about grammar and punctuation and have an increasing knowledge of how these should be used. The teaching of higher order writing skills is taught as soon as pupils are able to manage them. This is helping many pupils to achieve high standards. Many pupils in Year 2 lack the confidence to freely write and prefer to copy words. This restricts their writing skills and limits their progress. Although most can write a simple sentence, much of their writing lacks any complex sentences and the use of simple punctuation is not consistent. However, there is evidence to show that younger pupils in the school are achieving satisfactorily and are on course to achieve at least average, or higher, attainment.
56. Teachers work hard to ensure that pupils are given good opportunities to develop their speaking and listening skills and this encourages effective learning. As a result, standards are average in Year 1 and above average in Years 3 to 6. However, many pupils in Year 2 do not listen well, which restricts their learning. In Years 3 to 6, there are many examples of pupils contributing well to discussions on a range of issues. For example, pupils in Year 4, can clearly express their ideas on man's exploration in the space race. Many older pupils are able to use inference and understand the underlying meanings of poems.

57. Teaching and learning are satisfactory in Year 1, good in Years 3 to 6 but unsatisfactory in Year 2. Teaching assistants are well prepared for lessons and make a good contribution to pupils' learning. In most lessons, the teachers' lively presentations quickly engage the interest of pupils. Pupils respond enthusiastically and are able to concentrate for long periods. When teaching the whole class together in the first part of a lesson, open-ended questions are used effectively to direct pupils' thinking and their learning is consistently extended. When pupils are working on individual or group tasks activities are matched well to their abilities, which extends their learning well. Teachers use good quality literature well, such as works by Shakespeare and John Masefield, to extend and enhance pupils' vocabulary and their understanding of story structure. Teaching in Year 2 has not been of a high enough standard to ensure that key literacy skills have been taught thoroughly or progressively over time.

58. The management of English is good. Although the co-ordinator is relatively new to the post, she has made a good start. She has attended courses and is monitoring the new tracking system. She has observed teaching and learning in some classes with special attention to guided reading. Assessment procedures are good. Teachers in Years 1, 3, 4, 5 and 6 use this information well to plan further work. However, the use of assessment in Year 2 is unsatisfactory. Results of national tests are analysed rigorously to identify areas where pupils have difficulty. This enables teachers to set realistic, yet challenging targets for pupils. However, this has only been very recently introduced and a shortcoming is that most pupils are not aware of their targets.

Language and literacy across the curriculum

59. Speaking and listening skills are developed well through all subjects. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many opportunities for pupils to speak with partners, as part of a group or in front of the whole class. By Year 6, pupils confidently use reference and resource books. The use of literacy is good in history and geography. Most teachers encourage the development of pupils' thinking and research skills across all curriculum areas. However, this good practice is not consistent across the school, as the lack of challenge in much of the work in other areas of the curriculum for pupils in Year 2 limits opportunities for these pupils to develop their writing and recording skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The good teaching and learning in Years 3 to 6 ensures that pupils reach above average standards by the time they leave the school.
- In Year 2, the quality of teaching and learning is unsatisfactory and pupils do not achieve as well as they should.
- Assessment of pupils' performance is good, but the use of data to set targets for pupils to achieve is very recent and has not yet had time to impact on raising standards.
- Pupils are not made sufficiently aware of their own learning targets.
- Some marking of pupils' workbooks does not give them helpful guidance to move forward in their mathematics development.

Commentary

60. Standards of achievement are above average in the current Year 6. This is an improvement on the 2004 national test results but below the judgement of the last inspection. Pupils' achievement, which takes into account their capabilities and previous levels of attainment is good, overall. There are no significant gender differences in standards or achievement.

61. In Year 6, pupils are developing their understanding of number value to three decimal places including metric measures. Their confidence with mental computation is improving. Most pupils

show above average skills in multiplying and dividing by 100 and 1000 mentally. A strength is the way in which work in the subject is linked well to pupils' everyday life, such as when pupils were provided with a variety of different containers to illustrate work on litre and kilogram measures.

62. In the current Year 2 standards are below average. This judgement is below the 2004 national test results and is also well below the judgement of the previous inspection when standards were found to be well above average. However, evidence from the inspection indicates that standards of achievement by most pupils in Year 1 are at least average. There are no significant differences between the performance of boys and girls in this year group. Year 2 pupils' achievement in lessons and over time is unsatisfactory due to the lack of consistent teaching of appropriate concepts and skills. This is a reflection of the large number of changes in staff for this age group since their entry into school.
63. In Year 2, more able pupils measure objects using centimetre measures and they add together numbers with two digits. Other pupils know the pattern of odd and even numbers and multiplication tables involving twos and tens. However, the pace at which pupils have worked previously has not been sufficient for units to have been covered in appropriate detail and there are important gaps in most pupils' understanding.
64. The quality of teaching and learning is good overall. Teaching is good in Year 1 and in Years 3 to 6 where there are several very good and some excellent features. Teaching and learning are unsatisfactory in Year 2. Where teaching is very effective, teachers plan well and they insist on high standards of behaviour. Lessons are taught at a brisk pace and activities challenge pupils of all abilities. All teachers establish good classroom routines. As a result, pupils behave very well, remain on task and are generally keen and interested in mathematics, leading to their generally good progress in the subject. Pace and challenge are evident in class lessons and teachers mostly have high expectations for pupils' performance. Homework is regularly set and is appropriately matched to pupils' work in classrooms. Most teachers use resources well to give pupils 'hands on' experience of mathematics.
65. Teaching is unsatisfactory in Year 2 because the necessary concepts and skills have not been progressively taught and recorded to a sufficient depth. Other shortcomings in teaching are that teachers' marking does not consistently show pupils sufficiently clearly how they could improve their work.
66. The well-qualified and experienced subject co-ordinator has been instrumental in providing both formal and informal advice and development for members of staff. Some pupils in Years 3 and 4 benefit in their mathematics development from participating in booster classes taken by the co-ordinator. A good range of assessment data is collected and analysed but their use in setting targets for pupils to work towards is underdeveloped. Pupils are insufficiently aware of their own learning targets. Teachers are insufficiently aware of the National Curriculum levels which pupils are working at. In all the lessons seen, pupils who have SEN are given a good level of support by teachers and support staff and equality of opportunity is generally promoted well. The school has made sound progress in addressing the three minor issues identified at the last inspection.

Mathematics across the curriculum

67. Several examples of the use of mathematics in other curriculum subjects were evident during the inspection. These included pupils' work in science, PE and geography when good use is made of pupils' skills in data collection and graph work. For example, pupils used their knowledge and understanding of time to compare the time zones of two countries on opposite sides of the world before illustrating their findings on a line graph. However, ICT is under used.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are above average.
- The quality of teaching and learning in Years 3 to 6 is good.
- Across the school, pupils are introduced well to science procedures and specialist vocabulary and regularly undertake interesting and challenging investigations.
- Pupils in Year 2 have not been taught topics to a sufficient depth for average standards to have been reached and as a result pupils here are not achieving as well as they should.
- ICT skills are not used sufficiently in this subject.

Commentary

68. By the end of Year 6 pupils are reaching standards which are above average. This represents an improvement on the results of the 2004 national tests but is below the very high standards being attained at the time of the last inspection. This change is explained by the drop in overall standards of pupils when they enter the school since 1999. In Years 3 to 6, pupils of all abilities make good progress in their learning and achieve well.
69. By the end of Year 2 pupils are reaching standards which are below average. Here pupils' achievement is unsatisfactory and standards are not as high as they should be. Indications are that pupils in Year 1 are reaching standards which are closer to average and here achievement is satisfactory. This judgement represents a significant drop since the last inspection and since the 2004 teacher assessments when the proportion of pupils reaching the average Level 2 was judged to have been in the top five per cent of schools nationally. The overall quality of teaching has not been high enough to ensure that pupils make sufficient progress in their learning.
70. There are several important strengths in the achievement of pupils in Years 3 to 6. Pupils are introduced very well to scientific vocabulary and to the processes of hypothesising, investigating and recording and drawing conclusions. Discussion with several Year 6 pupils showed maturity and a high level of understanding and appreciation of scientific procedures. Pupils have good opportunity of undertaking a good range of investigations, many of which they are able to devise themselves. For example, some older pupils made informed predictions about how the weight of materials might change when they are immersed in water, before undertaking the investigation. Topics are taught to a good depth providing a good level of challenge for more able pupils. A further important strength is the way in which mathematical skills are used. The data collected in investigations, such as the force required to move different objects, are often shown on accurately drawn graphs. However, a weakness is that opportunities to use ICT to display data are not taken sufficiently.
71. The achievement of pupils in Year 2 is unsatisfactory. The needs of all pupils, especially those of higher attainers are not currently being met. The main reason for this is that topics are not being taught and recorded in sufficient depth for average standards to be met and higher attaining pupils are not being sufficiently challenged. There has been a lack of continuity in teaching in the current Year 2 and evidence from the scrutiny of pupils' previous work shows that, although topics such as light and sound have been taught, they have not been covered in sufficient detail and at an appropriately challenging pace. A further weakness is that there is an overuse of photocopyable worksheets which limits the opportunity for pupils to develop their own writing and recording skills.
72. The quality of teaching and learning is good in Years 3 to 6, satisfactory in Year 1 and unsatisfactory in Year 2. Strengths were observed in a very effective lesson in Year 6 where pupils were investigating the absorbency of different materials. The class teacher was knowledgeable and well prepared and led a very effective introductory discussion where pupils were able to devise their own methods for investigating the problem. When they were suitably informed and enthused,

pupils worked very effectively with others in their group to set up, observe and carefully record the amount and rate at which different papers absorbed water. By the end of the lesson, pupils' understanding of fair testing and scientific procedures and their understanding of the properties of materials were developed very well. Other strengths in teaching are the way in which teachers insist on precision in observation and recording and the very effective and productive learning environments which teachers create. Pupils are consistently interested, involved and well motivated.

73. The co-ordinator has taken over responsibility for the subject very recently and has made a sound start. Some useful analysis has been done very recently on the data from the 2004 national tests, but this has not yet led to any significant use of this data, for example in target setting. Some lesson observation and work sampling has been carried out, but this has not identified the current weaknesses in Year 2. The co-ordinator is currently undertaking an advanced certificate course at Christ Church College.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The use of the school's excellent website promotes interest in the subject and helps to improve all round communication.
- Pupils in Year 2 have not had sufficiently regular access to computers to enable them to reach the standards expected for their age.
- During the inspection, all teachers observed showed good, confident subject knowledge.
- Pupils in Years 5 and 6 work confidently to produce interesting website pages.
- There are insufficient resources to develop older pupils' control and monitoring skills.
- Good use is made of the resources in the computer suite but classroom computers are not used sufficiently.

Commentary

74. Pupils in Year 6 are reaching average standards while those in Year 2 are below average. Since the last inspection standards have remained the same in Year 6 but have dropped in Year 2. Pupils in Years 3 to 6 achieve satisfactorily while the achievement of pupils in Years 1 and 2 is unsatisfactory. The main reason for the lack of progress in Years 1 and 2 is that pupils have not been taught a sufficient progression of concepts and skills for average standards to be met. Higher standards in Year 6 are limited by lack of opportunity to develop skills across all elements of the subject.

75. In Years 3 to 6 pupils develop a sound level of skills across different elements of the subject. For example, older pupils manipulate pictures and text confidently as they devise interesting website pages for their visit to York and to show information about the village of Chembakolli, for their geography project. This work involved changing text and background, importing pictures and presenting images in a slide show. In Years 1 and 2, pupils write their names and captions using the computer and print out the results. Other pupils use art programmes to make coloured shapes and patterns. However, pupils' confidence in using text, tables, images and sound in a variety of contexts is insufficiently developed.

76. The quality of teaching and learning is satisfactory in Years 3 to 6 and unsatisfactory in Years 1 and 2. In the lessons observed during the inspection the quality of teaching and learning was consistently good. Teachers demonstrated good, confident subject knowledge and used the resources in the computer suite well. The effectiveness of teachers' management and organisation and use of the computer suite is variable. The organisation of other class activities to enable a small group to be taught separately in the computer suite is good. Other pupils in the class were being involved with activities such as French and design and technology which enabled pupils

access to their own computers while in the suite. This improved the quality of their learning. However, access to the computers was not used most effectively as several classes' computer time was used to undertake grammar reinforcement exercises rather than to learn new computer skills.

77. An important feature of work in this subject is the use made of the school's website. This has been developed in partnership with a commercial firm and enables a significant amount of information about the school and the work that pupils do, to be available for parents and others to access from their home computers. The school has made a satisfactory response to the three weaknesses identified by the last inspection. The level of resourcing is now satisfactory overall. However, there have been insufficient major additions to resourcing since the establishment of the computer suite in 2001. There are insufficient resources to develop pupils' programming skills and for them to monitor events and insufficient use is made of the computers in each class. The use of interactive whiteboards is relatively undeveloped. The Acting Headteacher has recently taken over responsibility for the subject and he has a realistic view of what improvements are required. The use of a specialist teacher/technician in Years 5 and 6 is impacting positively. Good use is made of ICT in preparation for and during the residential visit of Year 6 pupils to York.

Information and communication technology across the curriculum

78. ICT skills are used satisfactorily across some curriculum areas. This has improved since the last inspection. During the inspection, literacy skills were being reinforced by pupils in Years 5 and 6 working in the computer suite and Year 5 were using the computers to support their work on Chembakolli in geography. However, in other subjects, most notably science and RE, opportunity to use computers to present work is not sufficiently taken.

HUMANITIES

There was insufficient evidence for an overall judgement to be made about the provision or the quality of teaching and learning in history.

79. In **history**, pupils in Year 1 learn about the differences and similarities between old and new toys. They look at how life was different for families in the past and how seaside holidays in the past were different from those of today. In Year 2 pupils learn about famous people from the past, such as Florence Nightingale and Guy Fawkes. Pupils in Year 3 take part in role-play as young Victorians at Preston Manor and pupils in Year 4 visit the Globe Theatre and become sailors on the Golden Hinde, as part of their learning about the Tudors. Pupils in Year 6 are eagerly looking forward to their residential visit to York to further their learning about the Vikings.

80. In a very good Year 6 lesson, pupils were enthralled by the teacher's very good subject knowledge about the many historical aspects of the city of York. Pupils were encouraged to develop their research skills and make good use of the Internet, books and artefacts to extend their learning. Probing questions were used to help pupils to delve further into their research work, in order to improve their knowledge and understanding. Most pupils responded well to the teacher's questions who then posed more questions in order to try to extend their learning. Good links are made with other subjects. For example, art skills are used well as pupils in Year 6 produce very good pencil drawings of the city of York. There is a good portfolio of samples of pupils' work to support teachers when judging standards of attainment achieved by pupils in their class.

Geography

Provision for geography is **satisfactory**.

Main strengths and weaknesses

- In Year 2 pupils attain standards that are below those expected for their age.
- Visitors and visits to places of geographical interest extend pupils' learning well.
- Good links are established with other subjects.

Commentary

81. By the end of Year 6 pupils are reaching average standards but in Year 2 standards are below those expected for their age. Pupils in Years 3 to 6 achieve satisfactorily while the achievement of those in Years 1 and 2 is unsatisfactory. This represents a significant drop in standards since the last inspection when standards were judged to have been above average across the school. However, indications are that standards in Year 1 are average.
82. In Years 3 to 6, younger pupils gain a sound understanding and appreciation of their own local area. Pupils in Year 3 compare their local village environment with that of Hastings. The trip to Hastings provides them with first-hand knowledge and enables them to compare a village with a seaside town. Older pupils gain a satisfactory understanding of more distant places. Pupils in Year 4 make a study of different types of weather across the world, such as that in the Sahara with the local weather. They learn about environmental changes and the effect on different communities. Pupils in Year 6 undertake good research projects on the continents of Africa and Asia. However, there is a lack of challenge in the work undertaken by pupils in Year 2, which limits their achievement. Too often their recorded work shows a colouring in exercise rather than geographical learning, such as when pupils colour the land green and the sea blue on a map of the British Isles.
83. The quality of teaching and learning is satisfactory in Year 1 and in Years 3 to 6 but unsatisfactory in Year 2. Several important strengths in teaching were observed in a very effective lesson in Year 5 where pupils were learning about life in the Indian village of Chembakolli. The teacher demonstrated very good subject knowledge. She used relevant photographic resources to add interest to the lesson. She cleverly used probing, open-ended questioning to encourage pupils to observe details in the photographs. This successfully extended their learning very well. Lessons are also enlivened by visitors to the school. During the inspection, pupils in Year 1 were learning about Kenya. Their understanding was extended well by a visitor's first-hand knowledge of the area. He taught pupils to say a few African words and an African song. Pupils enjoyed seeing several of their friends dress up in African costume and watched intently as the visitor daubed his face with wet clay, as he explained some African traditions. This helped to extend their understanding of the differences between their own lives and those of people living in a different country. Teaching in Year 2 is unsatisfactory because topics are not taught and recorded in sufficient details for average standards to be achieved.
84. Good links are made with other areas of the curriculum. Pupils in Year 6 use ICT well to download information and maps about the River Nile, and to link this with their history work on the Ancient Egyptians. Pupils in Year 5 use secondary evidence from photographs and software on a CD-ROM, as part of their study of Chembakolli. Good links are made with their study of India when pupils in Year 5 make Indian string puppets in their DT lessons. Appropriate use is also made of visits to the local area. For example, pupils in Year 5 visit Bewl Water as part of their study on the local environment and their three-day residential trip to Gaveston Hall Field Centre enables them to undertake field studies.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 6, pupils reach standards that are above those expected for their age.
- Pupils in Year 6 have a good understanding and appreciation of Christianity and some other world faiths.
- Pupils in Year 2 attain standards that are below those expected for their age and their achievement is unsatisfactory.
- The subject promotes the wider development of pupils' spiritual and personal development well.
- Several good links are established with other subjects.

Commentary

85. Pupils in Year 6 attain standards that are above those expected by the Locally Agreed syllabus. This is similar to the findings of the last OSTED inspection. The achievement of pupils in Years 3 to 6 is good. Pupils in Year 2 are attaining standards that are below those expected for their age and their achievement is unsatisfactory. This represents a drop since the last inspection.
86. In Years 3 to 6, pupils develop a good understanding and appreciation of Christianity and some other world faiths. Some pupils know, for example, details from the Old Testament of the Bible, about the life of Moses and Joseph and the importance of the Apostle Paul for the early Christian church. They know the main Christian festivals, the meaning of important Christian symbols and Famous Christian people of the past, such as St Alban. Other pupils understand aspects of Hinduism as they consider different Hindu Gods.
87. A scrutiny of pupils' previous work and conversation with pupils indicated that in Years 1 and 2 pupils had not been introduced sufficiently to religious topics for average standards to be met. Pupils' understanding of the Bible was restricted to a partial re-telling of the elements of the story of the Hebrew flight from Egypt and the Christmas story. Younger pupils had drawn pictures of Noah's ark and of Jesus on the lakeshore. However, topics had not been sufficiently developed and insufficient opportunity has been provided for pupils to record aspects of their work.
88. The quality of teaching and learning is good in Years 3 to 6 and unsatisfactory in Years 1 and 2. In Years 3 to 6, teachers develop a good range of topics well and pupils have good opportunity to use other skills in their work. In the single lesson observed during the inspection teaching and learning were good. The teacher demonstrated good subject knowledge as she reinforced pupils' understanding of the Easter story and the importance of the Passover meal. Teaching in Years 1 and 2 is unsatisfactory overall because of a lack of depth in previous teaching. A lesson observed in Year 2 during the inspection was good. The teacher dealt sensitively and competently with the subject of 'What is prayer?' and generated a good level of useful and interesting class discussion.
89. A strength in provision is in the links which are made with other subjects. For example, pupils have opportunity of developing their literacy skill as they write extended pieces of work on, for example, 'My day in the monastery' as a monk, and their own poems about the Christmas story. The subject also impacts well on the provision for pupils' personal, social and spiritual development. Pupils write school prayers based on the school motto and consider their attitudes to the different races in multicultural Britain. The subject is led soundly by a part-time teacher, but she has an insufficient knowledge of the standards which pupils are reaching across the school. There is a current development plan for the subject. Few visits are made to local places of worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence for an overall judgement to be made about standards or the quality of provision in design and technology or music.

90. A scrutiny of teachers' planning in **design and technology** showed that an appropriate range of design and construction topics is covered across the school. Evidence from a few models on display and from photographic evidence showed the development of good presentational skills. For example, the string puppets which were displayed in Year 5 were well made and attractively finished. Work sample evidence indicated that younger pupils had had opportunity to make simple evaluations of their work. Good use is made of the well resourced food technology area in the school. During the inspection, a group of pupils from Year 5 were being expertly instructed in making Naan bread.
91. Across the school, pupils listen to many different types of **music** from around the world, ranging from classical to modern. During assemblies, pupils' singing is very good, as they sing tunefully with good diction and rhythm. Some pupils in Year 6 have formed a rock band. The school has a small orchestra with pupils playing percussion and woodwind instruments and a large choir, who

provide a very good lead for the music in school performances. The quality of teaching and learning in the single lesson observed in Year 5 was very good. Pupils made very good progress learning to sing a modern version of the twenty-third Psalm in two parts. The task was very challenging, but pupils rose to the occasion and performed well. Pupils also have the opportunity of performing to different audiences. The choir leads the singing at the Christmas carol service in the local church, as well as at outside venues, such as the Hospice in the Weald. Pupils who have peripatetic music lessons are encouraged to use their instruments when composing in class music lessons and to perform in the Friday assemblies. Other pupils take part in school productions, such as Score and Oliver. Many pupils have peripatetic lessons to learn to play brass and woodwind instruments, keyboard and guitar. Visiting musicians greatly enhance pupils' learning and love of music.

Art and design

Provision for art and design is **good**

Strengths and weaknesses

- Across the school, pupils achieve well and reach standards that are above those expected for their age.
- The overall quality of teaching and learning is good.
- The subject is very well led by a specialist teacher who ensures that art and design has a high priority in the school.
- The displays of artwork around the school are of a high standard and encourage pupils' interest in the subject well.

Commentary

92. In Year 2 and Year 6 pupils attain standards that are above those expected for their age and all pupils make good progress in their learning and achieve well. The subject has a high priority in the school and is one of its important strengths. High standards have been maintained since the last inspection. Pupils with SEN are well supported by teaching assistants and also achieve high standards.
93. The quality of teaching and learning is good in both key stages. Strengths in teaching across the school are the way teachers use resources well, show good subject knowledge and plan interesting and challenging activities. For example, in a Year 2 lesson pupils were learning about the work of the environmental artist Andy Goldsworthy. The teacher used the school grounds as a resource as pupils walked around the school grounds to identify objects that could be used in their own compositions. Pupils in Year 3 were studying the artist Lydia Bauman. The teacher showed good subject knowledge as she gave all pupils the opportunity to experiment with several colours and textures before producing their landscape pictures. In Year 4, the class teacher planned an excellent progression of skills in the lesson which enabled the pupils to achieve very high standards in their use of watercolours. In the lesson the teacher moved around the class using her specialist knowledge to encourage and support pupils in their work and they responded very well to her obvious enthusiasm for the subject.
94. The subject is very well led by a specialist teacher who is very enthusiastic about her subject. She has produced her own scheme of work to cover all age groups which has resulted in a good coverage of skills through interesting topics. She frequently monitors the subject by scrutinising classroom wall displays and pupils' completed work. Resources for the subject are good and are well used and a recent art exhibition and auction of pupils' work raised over £2,000 for the school. The many art displays exhibited around the school are of very high quality and add colour and interest to the school environment. Good links are established with other subjects as, for example, artwork based on using watercolours to form imaginative planet surface textures which was linked well to pupils' work in science.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The provision of extracurricular games activities is good.
- The subject is well led and managed.
- Pupils show good attitudes in lessons and clubs.
- Resources for the subject are good.
- The school has gained an ActiveMark for its wider physical education work.

Commentary

95. Standards in Year 6 and Year 2 were average in the aspects of the subject observed during the inspection. Two lessons were observed in gymnastics and one for dance. No games lessons were observed due to the inclement wintry weather. Across the school, pupils achieve satisfactorily. This judgement is in line with the findings of the previous inspection.
96. In Year 2, in gymnastics, pupils travel and roll in different ways. Pupils explore and experiment with their own methods and then perform them confidently to members of the class. Pupils show a good awareness of health and safety in their work. In Year 3, pupils demonstrated a good ability to devise their own dance steps either individually or with a partner to music, before learning a traditional British dance. Across the school, pupils understand the purpose of the warm-up and the cool-down aspects of lessons. Pupils from all year groups use the school swimming pool during the summer term and the school indicates that approximately 90 per cent of Year 6 pupils will be able to swim for at least 25 metres by the time they leave the school. Across the school, pupils demonstrate good attitudes to the subject and are willing to do their best and to try hard.
97. Across the school teaching and learning are satisfactory. At the last inspection they were judged to have been good. In indoor gymnastics lessons, pupils are constantly reminded about the importance of spacing within the confined limitations of the hall and lessons consistently begin and end with appropriate warm-up and cool-down activities. Some other features of effective teaching were observed in a Year 6 gymnastics lesson linked to travelling and rolling. The lesson was planned well to ensure a good progression from individual work to work with a partner and then a partnered sequence. Pupils were used well to demonstrate good practice to their classmates. Shortcomings in teaching in otherwise satisfactory lessons are where insufficient opportunity is given for pupils to comment on their own or others' performance and where teachers do not always explain the impact of warm-up and cool down activities on pupils' bodies.
98. The subject is well managed by a PE specialist who is enthusiastic about the subject. She has introduced her own scheme of work and a comprehensive assessment system which monitors the progress pupils make through the different elements of the subject as they move through the school. Although she is part-time, she gives good educational direction for the subject both formally and informally. A local authority led development day for the teaching and learning of dance has been arranged for the near future. The school is linked to various sporting bodies including the Sports Co-ordinator Scheme and has gained an 'ActiveMark' associated with a fitness for learning approach through sport. The curriculum is enhanced by a wide range of extracurricular activities used well by a majority of pupils. These include netball, soccer, rugby, cricket and rounders in order to develop pupils' games and team skills. The school also participates in various games tournaments with local primary schools. Resources for the subject are good and include an outdoor swimming pool and a large playing field.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

99. There was insufficient evidence for an overall judgement to be made about the quality of provision in pupils' personal, social, health and citizenship education (PSHCE). However, in the

single activity that was observed pupils were working with interest and enthusiasm to design a poster to highlight school rules. They discussed the values and implications of happiness, kindness and success and were able to give examples of ways in which they could help others. The school's informal approach is successful in promoting pupils' personal development well and in developing their sense of belonging to the school and wider community. The school has yet to develop a whole school policy or scheme of work for PSHCE. Sex and drugs education is covered in Year 6 through science. Other aspects of the subject are covered in RE, assemblies and circle time.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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