

INSPECTION REPORT

SHERINGHAM PRIMARY SCHOOL

Sheringham

LEA area: Norfolk

Unique reference number: 120851

Headteacher: Mr D Cragoe

Lead inspector: Mrs M Gough

Dates of inspection: 7th – 10th February 2005

Inspection number: 267655

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 –11
Gender of pupils:	Mixed
Number on roll:	534
School address:	Cooper Road Sheringham Norfolk
Postcode:	NR26 8UH
Telephone number:	01263 823848
Fax number:	01263 824221
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Groves
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in Sheringham in north Norfolk. There are currently five hundred and thirty four pupils on roll, including forty nursery children who attend on a part-time basis. The children's attainment when they start school varies from year to year, but is typically below the nationally expected level. The vast majority of pupils are of white ethnicity, and no pupil is at an early stage of learning English as an additional language. The socio-economic circumstances of the pupils and their families are mixed, but are broadly average overall. One hundred and thirty four pupils are on the school's special educational needs register. This represents 25 per cent of the school population and is above average. Ten pupils have statements of special educational needs. Twenty five pupils joined school other than at the usual point of admission, and seventeen pupils left school other than at the usual point of transfer. Mobility is average overall at around 8 per cent, but levels of mobility can vary significantly from year to year. The school received an achievement award in 2000, 2002 and in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Science Music
15181	Mrs M Hackney	Lay inspector	
20301	Mr P Isherwood	Team inspector	Mathematics Special educational needs
32226	Mrs T Quick	Team inspector	Foundation Stage Religious education Design and technology Personal, social and health education and citizenship
16493	Mr N Sherman	Team inspector	Information and communication technology Art and design Physical education
29688	Mr M Brammer	Team inspector	English History Geography

The inspection contractor was:

Altecq Inspections Limited

102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	37

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school that has many strengths and no significant shortcomings. Standards are well above average in mathematics, science and information and communication technology by the time pupils leave school at the age of eleven, and above average in English. Pupils of all ages and abilities achieve well in each key stage. Teaching is good and has many very good features. Pupils have very positive attitudes to school and to learning. Leadership and management are very good overall, and the headteacher inspires pupils and staff to work as a team and to do their best. The school's excellent policy of inclusion is fully reflected in practice. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher, staff and governors are very committed to driving up standards still further, and to ensuring that all pupils receive the best possible quality of education.
- Standards are well above national expectations at the end of Key Stage 2 in mathematics, science and information and communication technology.
- The school makes very good provision for pupils with special educational needs, enabling them to make very good progress.
- Teaching has many very good features, and is most effective in English, mathematics, science and information and communication technology, and more variable in other subjects.
- The provision in the nursery class is very good. The curriculum for the reception children although satisfactory, is too formal.
- Pupils behave very well and have very positive attitudes to school and to learning.
- The school provides an excellent range of enrichment activities.
- The school is very effective in the way in which it ensures pupils' well-being, safety and happiness.
- Parents are very supportive and have very positive views of the school and the education it provides.
- Subject co-ordinators do not have enough opportunities to monitor classroom practice so that provision and standards can be improved still further.

Overall, there has been very good improvement since the last inspection. The quality of teaching has improved well, and staff have very successfully raised standards significantly in the core subjects in Key Stage 2, and in information and communication technology across the school. The curriculum for Key Stage 1 and Key Stage 2 pupils has been developed well, although there is still more to be done to develop the curriculum for reception children. The leadership and management of the school have improved well across all levels. However, the monitoring role of co-ordinators needs further development. There has been very good improvement in terms of developing links with parents and improving the levels of care for pupils.

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	B	A	A*
Mathematics	A	A	A	A
Science	A	A	A	A

Key: A - very high; 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.*

Overall, pupils' achievement is **good**, and pupils of all ages, including those with special educational needs, and nursery children, achieve very well. Standards at the end of the reception year are at the expected level, standards at the end of Key Stage 1 are above the expected level, and standards at the end of Key Stage 2 are well above the expected level.

The 2004 end of Key Stage 2 national test results show that pupils' attainment is well above the national average in English, mathematics and science. Standards have risen sharply in Key Stage 2 and high standards have been maintained for the past three years. Based on their prior attainment, the pupils' performance is exceptionally high in English, and well above average in mathematics and science. The 2004 end of Key Stage 1 national test results show that pupils' attainment is in line with the national average in reading, writing and mathematics. In comparison with similar schools, the pupils' performance is average in reading and writing, and above average in mathematics. The teacher assessments for science show that standards are well below the national average.

The inspection findings show that standards at the end of Key Stage 1 are above national expectations in mathematics and science, and in line with national expectations in English. At the end of Key Stage 2, pupils' attainment is well above national expectations in mathematics and science and above national expectations in English. Pupils of all ages and abilities achieve well throughout Key Stage 1 and Key Stage 2. The slightly lower standards in English in both key stages reflect the fact that one quarter of pupils have special educational needs, mainly linked to language development.

Standards in information and communication technology are above national expectations at the end of Key Stage 1, and well above national expectations at the end of Key Stage 2. Pupils achieve well. In religious education, the pupils' achievement is satisfactory in Key Stage 1, and they attain the expectations of the Locally Agreed Syllabus. In Key Stage 2, pupils' achievement in religious education is good and their attainment exceeds the expectations of the Locally Agreed Syllabus. In music and physical education, pupils of all ages achieve satisfactorily and their attainment is in line with national expectations at the end of both key stages.

When they start school, the attainment of the nursery children is below the age expected level overall, especially in terms of their spoken language, which for some children is at a very early stage of development. The children get off to a very good start in the nursery class, and their achievement is very good overall. In the reception classes, the children achieve well. By the time the children transfer to Year 1, their attainment is at the expected level in all areas of learning, with the exception of personal, social and emotional development where their attainment is above the expected level.

Behaviour is very good and is very well managed. Pupils have very good attitudes to their work and to others. Attendance and punctuality are satisfactory. The pupils' spiritual, moral, social and cultural development is **very good** overall. Their social and moral development is very good and their spiritual and cultural development is good.

QUALITY OF EDUCATION

The school provides a **good** quality of education for all pupils. Teaching and learning are **good** throughout the school and teaching has many very good features. Assessment is very good in the Foundation Stage and satisfactory overall in Key Stage 1 and Key Stage 2. The curriculum for children in the Foundation Stage is satisfactory, and in Key Stage 1 and Key Stage 2, the curriculum is of good quality. The school provides an excellent range of enrichment activities. Accommodation is good overall and resources are satisfactory. The school provides very good levels of care, support and guidance for the pupils and is very effective in the way in which it seeks and acts upon the pupils' views. Links with parents are very good, and links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management in the school are **very good**. The governance of the school is very good, and governors have a very good overview of the school's work. The governing body ensures that the school fulfils its statutory responsibilities. The leadership of the headteacher is very good, and he inspires the staff, who share his strong commitment for continued improvement. The leadership of the key staff is good, although they do not have enough opportunities to monitor classroom practice. The leadership and management of special educational needs are very good. Management of the school is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and are appreciative of its friendliness and the warm welcome they receive when they visit. They are very supportive of the school's life and work.

Pupils of all ages are very keen to come to school and take a keen and active role in all activities. They are very involved in whole-school development and have a real sense of belonging to the community of the school.

IMPROVEMENTS NEEDED

Within the context of its many strengths, the most important things the school should do to improve are:

- Improve the curriculum for the reception children so that it builds on the very good practice in the nursery class.
- Increase the opportunities for co-ordinators to monitor teaching and learning through classroom practice.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is **good** overall. Standards in the core subjects of mathematics and science are **well above** national expectations by the time pupils leave school at the age of eleven, and standards in English are **above** national expectations.

Main strengths and weaknesses

- Since the last inspection, there has been very good improvement overall in the standards attained by pupils in Key Stage 2.
- The achievement of children in the nursery class is very good.
- Pupils achieve well as they move through the school in most subjects.
- The teacher assessments in science at the end of Key Stage 1 are over harsh and present an inaccurate picture of the pupils' overall attainment.
- The provision for pupils with special educational needs is very good, enabling the pupils to achieve very well, and in many cases to overcome their difficulties.

Commentary

1. About one quarter of pupils have special educational needs. The provision for these pupils is very good, and as a result, they make very good progress towards their individual targets. The school has very good strategies for identifying pupils with special educational needs at an early stage of their school career, enabling the pupils to receive prompt support. The end of Key Stage 1 test results show that almost all pupils attain the nationally expected Level 2, and demonstrate how effective the school is in meeting the needs of the lowest attaining pupils.

Foundation Stage

2. When they start school, the attainment of the nursery children is below the age expected level overall, especially in terms of their spoken language, which for some children is at a very early stage of development. The children's ability spans the full range, with some higher-attaining children who have well developed skills and a secure knowledge and understanding within a variety of contexts, but also some children who are quickly identified as having learning difficulties.
3. The children get off to a very good start in the nursery class, and their achievement is very good overall. In the reception classes, the children achieve well. By the time the children transfer to Year 1, their attainment is at the expected level in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, and creative development, and above the expected level in personal, social and emotional development.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2004

Standards in:	School results	National results
Reading	15.9 (15.6)	15.8 (15.7)
Writing	15.1 (15.8)	14.6 (14.6)
Mathematics	16.7 (17.1)	16.2 (16.3)

There were 71 pupils in the year group. Figures in brackets are for the previous year.

- The 2004 national test results show that pupils' attainment at the end of Key Stage 1 is in line with the national average in reading, writing and mathematics. In comparison with similar schools, the pupils' performance is average in reading and writing, and above average in mathematics. The teacher assessments for science suggest that standards are well below the national average. Over the past few years, standards in reading, writing and mathematics have been relatively steady. Slight fluctuations arise because of the natural ability of different groups of pupils.
- The inspection findings indicate that standards in mathematics and science are above national expectations at the end of Key Stage 1, and in line with national expectations in English. About one quarter of pupils have special educational needs, and their difficulties are mainly linked to language development. This accounts for why standards in English are slightly lower than those for mathematics and science. Whilst the inspection findings correlate closely with past test results in reading, writing and mathematics, they present a much more positive picture than the teacher assessments in science. Additional evidence gathered during the inspection suggests that the teacher assessments in science are too harsh. Throughout Key Stage 1, the pupils' achievement is good in English, mathematics and science.
- Standards in information and communication technology are above national expectations at the end of Key Stage 1, and pupils achieve well. In religious education, the pupils' achievement is satisfactory, and they attain the expectations of the Locally Agreed Syllabus. In music and physical education, pupils achieve satisfactorily and their attainment is in line with national expectations.

Key Stage 2

Standards in national tests at the end of Year 6 – average points score in 2004

Standards in:	School results	National results
English	29.9 (28.1)	26.9 (26.8)
Mathematics	29.0 (29.3)	27.0 (26.8)
Science	30.7 (30.8)	28.6 (28.6)

There were 86 pupils in the year group. Figures in brackets are for the previous year.

- The 2004 end of Key Stage 2 national test results show that pupils' attainment is well above the national average in English, mathematics and science. Standards have risen sharply in Key Stage 2 over the last few years, and have been maintained at this high level for the past three years. Based on their prior attainment, the pupils' performance is exceptionally high in English, and well above average in mathematics and science, reflecting the very good and sometimes excellent progress this group of pupils has made since the end of Key Stage 1.

8. The inspection findings show that standards at the end of Key Stage 2 are well above national expectations in mathematics and science, and above national expectations in English. In mathematics and science, the inspection findings closely mirror the test results for 2004, and show significant improvement since the last inspection, when standards in mathematics were below national expectations, and standards in science were in line with national expectations. In English, the inspection findings show that standards are slightly lower than the 2004 test results, but still higher than those reported at the time of the last inspection. This difference is because the spread of ability within the Year 6 group is wider than in past years, with a number of pupils currently working at a level below national expectations in terms of their writing. The achievement of Key Stage 2 pupils is good in English, mathematics and science, and has significantly improved since the time of the last inspection.
9. Standards in information and communication technology are well above national expectations at the end of Key Stage 2, and pupils achieve well across all aspects of their learning. In religious education, pupils achieve well and attain standards that exceed the expectations of the Locally Agreed Syllabus. In physical education and music, pupils attain national expectations and their achievement is satisfactory.

Pupils' attitudes, values and other personal qualities

Behaviour is **very good** and is very well managed. Pupils have **very good** attitudes to their work and to others. Attendance and punctuality are **satisfactory**. The pupils' personal development, including their spiritual, moral, social and cultural development is **very good** overall. Their social and moral development is **very good**, and their spiritual and cultural development is **good**.

Main strengths and weaknesses

- The pupils' behaviour is very well managed, and as a result, the overall standard of behaviour in the school is very good.
- Throughout the school, pupils show real kindness to one another, and are very polite and considerate.
- Pupils of all ages have very positive attitudes and they enjoy coming to school.
- Relationships between adults and pupils are excellent and promote a very secure, warm and happy learning environment.

Commentary

10. There has been good improvement since the last inspection in terms of the pupils' behaviour, attitudes and personal development.
11. In all classes, pupils are interested and keen to learn. They very much enjoy coming to school and they are very enthusiastic and eager to take part in all of the activities that are provided for them. Pupils of all ages are extremely polite and helpful towards visitors, reflecting the very good role models provided for them by the staff. Pupils have excellent and very trusting relationships with their teachers and learning support assistants, and as a result, they are not afraid to make suggestions. During lessons, most pupils concentrate very well and work hard. They listen well to their teachers and to one another, and share resources co-operatively and sensibly. Pupils are very co-operative when working on shared tasks, and are very supportive of their classmates, spontaneously celebrating the successes of those whom they know have some difficulties with aspects of their learning. Older pupils show many acts of kindness to

younger pupils, and have a very good understanding of the school's expectations in terms of taking responsibility for the welfare, happiness and well-being of others.

12. Pupils' behaviour is very good in classrooms, and they move around the school sensibly and quietly. In all classes, pupils show a clear understanding of the school's high expectations, and pay good regard to the fair and consistent behaviour management strategies that are in place. In the dining room, and during assemblies, behaviour is very good and pupils show maturity in the way they conduct themselves. Pupils know that any form of bullying or harassment is not tolerated and they are confident that occasional issues are dealt with promptly and effectively. There have been no exclusions in recent years.
13. The pupils' personal development is very good. Since the last inspection, the school has made very good progress in developing the provision for pupils' spiritual, moral, social and cultural development. Pupils' spirituality is effectively promoted across the curriculum and pupils have good opportunities to reflect on aspects of their own lives and the lives of others. Assemblies are an important and integral part of the school day, and contribute well to the pupils' spiritual awareness. Pupils are respectful of the feelings and beliefs of others. The school promotes the pupils' moral and social development very well, and the pupils have a very good understanding of the responsibilities of living within the school community. Pupils speak proudly about their roles as prefects, classroom and assembly monitors, library helpers, playground 'buddies', and representatives of the school council, ECO group and travel plan group. Pupils have a good understanding of their own culture, and a growing appreciation of the diversity of other cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.1
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.

14. The school works hard to raise the level of attendance, and parents are reminded regularly of the effect this has on pupils' progress. A significant number of pupils take family holidays during term time due to the seasonal nature of the coastal area. This practice impacts on the overall level of whole-school attendance. Most pupils are punctual, enabling a prompt start to the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for all pupils. Teaching is **good** throughout the school and has many very good features. Assessment is **very good** in the Foundation Stage and **satisfactory** overall in Key Stage 1 and Key Stage 2. The curriculum for children in the Foundation Stage is **satisfactory**, and **good** in Key Stage 1 and Key Stage 2. The school provides an **excellent** range of enrichment activities. Accommodation is **good** overall and resources are **satisfactory**. The school provides **very good** levels of care, support and guidance for the pupils, and is **very effective** in the way in which it seeks and acts upon the pupils' views. Links with parents are **very good**, and links with the community and other schools are **good**.

Teaching and learning

Overall, the quality of teaching and learning is **good** throughout the school, and teaching has many very good features. Assessment is **very good** in the Foundation Stage. In Key Stage 1 and Key Stage 2, assessment is **good** in the core subjects, and **satisfactory** in all other subjects.

Main strengths and weaknesses

- Teaching and learning are very good in the nursery class.
- Teaching has improved significantly since the last inspection because of rigorous monitoring by senior staff.
- Teachers are very effective in the way in which they manage pupils' behaviour and in the way in which they encourage them in their work.
- Interactive whiteboards are used very well to make lessons exciting and to motivate pupils in their learning.
- There is some inconsistency in the quality of teaching of different subjects.
- Teachers often provide good opportunities for pupils to evaluate their learning in relation to the learning objectives that are stated at the start of each lesson.
- There are some very good opportunities for pupils to use mathematics and information and communication technology skills to support their learning, but missed opportunities for them to use and practise literacy skills.
- The teaching of pupils with special educational needs is very good, and support staff make a very good contribution to the learning of these pupils.
- Very good use is made of assessment data to track and monitor pupils' progress and attainment in English, mathematics and science.

Commentary

Summary of teaching observed during the inspection in 64 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	21 (33)	26 (41)	17 (26)			

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.

15. There has been very good improvement in the quality of teaching since the last inspection, especially in Key Stage 2. This has been achieved by the rigorous monitoring undertaken by the headteacher and the senior management team, and is evident in the significantly improved standards, especially in Key Stage 2. In almost three quarters of the lessons seen during the inspection, the quality of teaching and learning was good or better. In the remainder of lessons, teaching and learning were satisfactory. Teaching is often of a very high standard in the core subjects of English, mathematics and science, and in information and communication technology. There is more variation in the quality of teaching in the foundation subjects and religious education, partly because teachers do not always have the confidence that comes from very secure subject knowledge, and partly because co-ordinators have not had the opportunity to monitor classroom practice in the foundation subjects, to identify weaknesses and to share good practice.
16. The teaching in the Foundation Stage is good overall. In the nursery class, where staff place very good emphasis on the children learning through first-hand experience, teaching is of a consistently very good standard. In the reception classes, teaching is

good overall, but at times lessons are too formal and do not allow enough time for the children to explore and find things out for themselves. Throughout the Foundation Stage, teachers and teaching assistants work closely together to promote the children's personal, social and emotional development and their language skills. They provide very good levels of encouragement for the children, and motivate them well in their learning. Relationships are very good between adults and children, creating a very positive ethos for learning.

17. The teaching of pupils with special educational needs is very good throughout the school and enables these pupils to make very good progress. The early identification of pupils with potential learning difficulties in the nursery and reception classes enables swift intervention. Throughout Key Stage 1, very good targeted support by support staff and teachers helps pupils to overcome many of their difficulties, with the result that by the end of Key Stage 1, many pupils who had special educational needs are working at the nationally expected level in many areas of their learning.
18. Throughout the school, teachers are highly effective in the way in which they managed pupils and encourage them in their learning. Teachers use praise and encouragement well, and most have high expectations of what the pupils can and should achieve. Occasionally, teachers do not pace lessons well, and pupils become distracted, but in the main, lessons are interesting, well-paced and enlivened by the good use of resources. In classes where interactive whiteboards have been installed, staff use them to very good effect, bringing pupils' learning to life with the use of video clips, for example. Most teachers encourage pupils to evaluate their learning at the end of lessons in the light of the original learning objectives. However, this good practice is not consistent throughout the school. In many classes, teachers encourage pupils to make good use of numeracy and information and communication technology skills in their work across the curriculum. However, there are missed opportunities for pupils to practise and extend their writing skills.
19. Assessment is very good in the Foundation Stage, and assessment information is used very well when planning the next stage of the children's learning. Teachers make very good use of early assessments to identify children who might have learning difficulties, and track the progress of all children carefully to check they make the expected progress within the different areas of learning. In Key Stage 1 and Key Stage 2, assessment is good in the core subjects of English and mathematics, and very good use is made of performance data to track and monitor the pupils' progress and attainment in these subjects. In science, the teacher assessments are too harsh and lead to inaccurate teacher assessments. In Key Stage 2, the assessment of pupils' progress and attainment in science is good, and very good use is made of test data to highlight whole-school strengths and weaknesses. In the foundation subjects, assessment is satisfactory overall. Teachers keep individual records of pupils' progress, but as yet, there is no whole-school system to enable the easy transfer of information as pupils move from year to year. Very good use is made of a wide range of assessments to monitor the progress of pupils with special educational needs and to ensure that they are on course to achieve their individual targets.

The curriculum

The school provides a **good** curriculum that meets the needs of all pupils. Provision for enrichment in the form of trips, visitors and extra-curricular activities is **excellent**. The quality of the accommodation is **good**. Learning resources are **satisfactory** overall.

Main strengths and weaknesses

- The school has a very strong policy of inclusion, which is fully reflected in practice. Provision for pupils with special educational needs is very good.
- The curriculum for nursery children is very good. Some aspects of the curriculum for the reception children are too formal.
- The school provides an excellent range of enrichment activities to support and enhance the pupils' learning.
- There is no covered area within the designated outdoor area for the reception children, and this restricts the use of the outdoor learning environment.
- The nursery accommodation is very good, and the children benefit from access to some of the special school facilities.
- Resources are very good for physical education and information and communication technology.

Commentary

20. The curriculum for the Foundation Stage children is variable. It is very good in the nursery class, where the children have very good access to a wide range of stimulating and exciting activities, and satisfactory in the reception classes, where there is sometimes too much focus on the children learning through formal lessons. The curriculum for Key Stage 1 and Key Stage 2 pupils is good overall. It is well balanced and broad, and fully meets statutory requirements in respect of the National Curriculum and religious education. The school provides a good programme of personal, social and health education and citizenship, which incorporates aspects of sex and drugs education, and also 'circle time'.
21. The curriculum is fully accessible to all pupils, including those with special educational needs, and the school's excellent policy of inclusion is fully reflected in practice. The special educational needs co-ordinator and inclusion co-ordinator have put in place procedures which ensure that all pupils are fully included in all aspects of the school curriculum. Pupils with severe and complex needs benefit from very good opportunities provided both within the school, for example, sitting on the 'ECO' committee, and from the well established links with the neighbouring special school.
22. The provision of enrichment activities is excellent. In addition to a very wide range of extra-curricular activities which caters for pupils of all ages, the school offers a wide and varied menu of visits and visiting speakers. Residential trips complement the provision still further, and play a very important role in developing the pupils' personal and social skills. Very good use is made of the local area for history and geography work.
23. The quality of the accommodation is good overall. Strengths lie in the very good range of facilities for physical education, including two halls and an all-weather sports facility. The accommodation for the nursery children is very good, and they have very good and free access to some of the special school facilities, including the soft play area and the sensory room. The accommodation for the reception children is just adequate. However, there is no covered outside work area, and this limits the opportunities when the children can work outside. Overall resources are satisfactory. There are very good resources in physical education and information and communication technology, and limited resources in music.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. Pupils receive **very good** advice and guidance based on monitoring. Pupils have **very good** opportunities to share their views about school life.

Main strengths and weaknesses

- The school provides a happy and safe learning environment where pupils are very well cared for.
- Pupils' health and safety at school is assured through very good procedures.
- Pupils are encouraged to make a strong contribution to decisions for improvements to the school environment.
- Excellent relationships very effectively support pupils' individual needs.
- Very good induction arrangements help children to settle quickly into school routines.
- Pupils with special educational needs and physical disabilities receive very good support, and are very well integrated into the school's life and work.

Commentary

24. The school has made excellent improvement since the last inspection, and now has very good procedures in place to monitor all aspects of pupils' care and welfare. Parents are very satisfied with the level of pastoral care their children receive at school. Staff and governors work closely together to monitor all issues of health and safety, and these are well recorded and dealt with promptly. The school is committed to ensuring that all pupils learn in a safe and secure environment. Child protection procedures are very good and all staff are fully aware of their responsibilities. The school makes very good provision to support pupils with special educational needs, and this makes a strong contribution to their progress and achievements.
25. The school has very good procedures for assessing pupils' personal achievements both formally and informally. Pupils of all abilities help to set their own targets, which are regularly reviewed. Pupils with special educational needs are very well supported, and some help to write their own individual education plans. During lessons, support staff provide very good support for individual pupils and groups to ensure that all are included in the full range of activities. Those with physical disabilities are extremely well integrated during lessons, and the school positively encourages them to take on special responsibilities in the same way as other pupils. Induction arrangements are very good, and the school works closely with parents to ensure that children settle quickly into the nursery and reception classes. Pupils joining the school at different times are welcomed and well cared for by staff and other pupils who act as 'buddies' to help them to settle.
26. The very good arrangements to involve pupils in the organisation of the school are very effective. Pupils have recently completed a questionnaire and shared their views of the school with staff. The class councils and the school council ensure that all pupils have a voice in the school. This has resulted in pupils writing their own golden rules and improving the school environment by suggesting additional resources and activities. During personal, social and health education lessons and circle time, pupils are encouraged to share their ideas and to discuss areas which could be improved. Pupils are proud that their ideas are valued and that the school listens to what they have to say.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. Links with the community and with other schools are **good**.

Main strengths and weaknesses

- The school is very welcoming to parents, and is committed to working closely with them.
- Parents' views are sought and valued in the development of the school's work.
- Regular communication keeps parents well informed.
- Reports provide parents with clear information about their children's progress.
- Good links with the community and other schools effectively enrich the curriculum.

Commentary

27. The school's links with parents are a strength, and very good progress has been made since the last inspection to enable parents to feel that they are partners in their children's learning. Parents are very supportive of the school and are very satisfied with the quality of education, which they consider has improved. Parents are unanimous in their view that they find the staff very approachable. They value the fact that their views are regularly sought and acted upon and that staff are always available to them to answer questions or discuss concerns. A group of parents helps regularly in classrooms and with extra-curricular activities and visits. Regular fund-raising activities organised by 'The Friends' group are very well attended and provide the school with a range of additional resources to support teaching and learning.
28. Parents are very satisfied with the regular newsletters, curriculum information and guidelines to help them to support their children at home. The nursery brochure provides parents with a good amount of helpful information about what is being taught and their children's pastoral care. In response to parents' views, the school has improved the style and content of the annual reports, which now provide a good amount of clear information about progress and targets for improvement. The regular consultation evenings are well attended. Parents of pupils with special educational needs are involved well in individual education plans and reviews. The Family Learning Programme and information and communication technology adult courses are successfully helping parents to support their children's progress in the learning of key skills.
29. The school's links with the community are good and contribute well to the enrichment of the curriculum and to the pupils' personal development. The school's website is impressive and contains a very wide range of information about the school and the local area. Pupils benefit from taking part in local activities, such as the Sheringham in Bloom competition, Cromer Arts Festival and North Norfolk Music and Drama Festival. The school has close links with the local churches, and members of the clergy visit regularly to lead assemblies. The school's facilities are used regularly by a range of community activities and organisations. Members of the community support curriculum topics well and pupils benefit from regular visitors who share their expertise and experiences. The school uses the local environment well as a learning resource to support the curriculum.
30. The partnership with other schools makes a good contribution to the quality of education and provides pupils with the opportunity for joint activities and shared resources. The school works closely with local pre-school groups and secondary

schools to ensure that pupils are well supported through induction and transition. Links with a local college are good, and the school welcomes students on work experience and teaching practice.

LEADERSHIP AND MANAGEMENT

Leadership and management in the school are **very good**. The governance of the school is **very good**. The leadership of the headteacher is **very good**. The leadership of other key staff is **good**. Management of the school is **very good**.

Main strengths and weaknesses

- There is an excellent commitment to include all pupils.
- The headteacher inspires staff and pupils and has very high aspirations for the school's future development.
- There is no designated co-ordinator for the Foundation Stage, and there is a lack of cohesion to the overall provision for nursery and reception children.
- The governors have a very clear view of the school's strengths and weaknesses and provide very good levels of challenge.
- All subject leaders have a very strong commitment to raising standards even higher, but there are too few opportunities for them to monitor classroom practice.
- The leadership and management of special educational needs are very good.
- Finances are very well managed, and expenditure and income are closely aligned.

Commentary

31. There has been very good improvement in leadership and management since the previous inspection. The leadership and management of the current headteacher, who was appointed shortly after the last inspection, are very good. The headteacher provides inspirational leadership for the school, and has very high aspirations for its continued development. He leads by example, and is a very good role model for staff, pupils and their parents. He has evaluated accurately the main strengths and weaknesses of the school, and with colleagues has put in place strategies to raise standards and to further improve the overall quality of education the school provides. Levels of staff morale are very high, enabling effective teamwork towards shared goals. The school is exceptionally inclusive, and all pupils are valued and are fully involved in all activities. The links with the neighbouring special school are excellent, and pupils are integrated regularly into mainstream classes, where they take a full and active role in all aspects of the school's life and work.
32. The leadership and management of key staff are good. The deputy headteacher and senior management team work closely with the headteacher to bring about school improvement, and provide good levels of challenge as they discuss new initiatives and agree the next stage of whole-school development. Subject leaders and those with other responsibilities are very committed to raising standards and to improving aspects of provision in their areas. Subject leaders monitor curriculum planning and pupils' work, and offer good levels of support to colleagues. However, because of budget constraints, there are limited opportunities for subject leaders to monitor classroom practice, and as a result, minor variations in the quality of teaching and learning within year groups and in different subjects are not always picked up. The leadership and management of special educational needs are very good, although the special educational needs co-ordinator has only limited time in which to fulfil her duties. The school is very successful in the way in which it identifies pupils with difficulties at an

early stage of their learning so that additional support can be provided swiftly. Currently, there is no designated Foundation Stage leader, and there is not enough cohesion between the nursery and reception classes in terms of some aspects of provision and the curriculum.

33. The leadership and management of the governing body are very good. The governors provide very good support for the school and take a proactive approach in terms of gathering information about the school's life and work so that they have a clear overview of the relative strengths and weaknesses of provision. The monitoring role of the governing body is well developed. Governors are regular visitors to the school, and maintain formal records of their visits. They monitor and evaluate their own performance very honestly, and have produced an effective action plan. All legal requirements are met, including those required under race and disability legislation. There are very good systems in place to monitor and evaluate the outcomes of policies and to ensure that agreed policy is fully reflected in practice. The governors are fully involved in the strategic development of the school, and are currently looking at ways of implementing the next stage of the workforce reform strategy. The governing body fulfils its role as a 'critical friend' very well.
34. The school is very well managed. There are very good systems of performance management in place, which have a very positive impact on improving standards. The budget is managed effectively and monitored very well to ensure that all funds are used efficiently. Day-to-day management is very good. The finance officer and her colleague work very hard to ensure that all systems are working very effectively. This enables the headteacher and staff to concentrate on educational matters. Best value principles are applied very well. The school compares itself with other schools, and there is regular consultation with pupils and parents, enabling their views to be taken into account. The school has effectively addressed all issues raised in the last local authority financial audit. The governing body is committed to maintaining good staffing levels, and as a result, the school's predicted carry-forward figure for the next financial year is slightly below the recommended 5 per cent of the total income. Taking account of the cost per pupil, the good standards achieved by all pupils, the good quality of education provided, and the very good leadership and management, the school gives very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1 208 601	Balance from previous year	31 489
Total expenditure	1 200 230	Balance carried forward to the next	39 860
Expenditure per pupil	2 182		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good** overall. Provision in the nursery is **very good**.

Main strengths and weaknesses

- Throughout the Foundation Stage, teachers use assessment information very effectively to monitor the children's progress.
- The nursery children have access to very good resources and specialist facilities.
- The accommodation for the reception children is difficult to manage and impacts adversely on the children's learning. Not enough use is made of the outside area.
- There is no Foundation Stage co-ordinator, and some aspects of provision are inconsistent between the nursery and reception classes.
- The provision for children with special educational needs is very good, and early identification ensures that children quickly receive additional support.
- Very good links with parents ensure a smooth start to the children's education.

Commentary

35. The children's attainment when they start school varies from year to year but is typically below the expected level. A significant number of children have language difficulties when they join the nursery class, which are quickly addressed. Many of the children have only a limited awareness and knowledge of the world around them, and a small number have poorly developed social skills. Children of all abilities make good progress overall, and their achievement is good. The children achieve very well in the nursery class, where staff provide a very good range of stimulating, exciting and practical first-hand learning experiences. By the time the children transfer to Year 1, their attainment is at the expected level in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development and above the expected level in personal, social and emotional development.
36. Teaching is good overall, and very good in the nursery class. Teachers and support staff prepare thoroughly and match activities well to the level of the children. Relationships between children and adults are very good, and the children are keen to learn, and respond enthusiastically. In the nursery class, adults provide an excellent range of daily activities which encourage the children to learn through first-hand experience. Although the curriculum for the reception children is satisfactory and takes account of the nationally recommended areas of learning for this age group, some of the activities are too formal, and there are not enough opportunities for the children to take part in free-choice activities. Very good ongoing assessments enable staff to very effectively track the children's progress and attainment as they move through the Foundation Stage.
37. There is no Foundation Stage co-ordinator, and the Foundation Stage is not a clearly identified key stage within the school. The lack of a co-ordinator has led to differences between the philosophy demonstrated in the nursery class and that seen in the reception classes. The nursery class is a self-contained unit within the special educational needs school, which shares the same campus. The children have access to some of the special school's facilities, such as the sensory room, and the

accommodation is purpose-built and very suitable for children of nursery age. Resources for the nursery children are very good. By comparison, the three reception classes are located in the main school in small classrooms. It is difficult for reception staff to provide the recommended range of free-choice activities to promote the children's creative development, or for them to provide ongoing access to structured play activities, including sand, water and large construction. The outside area is adequate but is not used sufficiently as a learning resource. Links with parents are very good and a good number of parents are regular helpers in the school.

Personal, social and emotional development

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

Main strengths and weaknesses

- Adults in both the nursery and reception classes are very effective in the way in which they promote the children's personal and social skills.
- Children quickly settle into school routines, and are very happy about coming to school.
- Throughout the Foundation Stage, the children's behaviour is very good.

Commentary

38. Very good teaching in this area of learning means that the children achieve very well. By the time the children leave the reception year, all will have attained the early learning goals in this area of learning, and the attainment of many children will exceed the expected level.
39. Induction arrangements are very effective in both nursery and the reception classes, and as a result, the children quickly settle into school life. The children are keen to learn and are happy to come to school. They listen well and observe the routines of the class, responding well to instructions and requests from adults. The vast majority of children are interested in their work, and are confident about making suggestions and asking questions. They participate enthusiastically, and in the main, work well with one another on shared tasks. Teachers and teaching assistants work closely to reinforce the qualities of caring and sharing, and as a result, the behaviour of the children is very good. The children develop good skills of independent learning as they move through the Foundation Stage, and by the end of the reception year, they access resources readily, make decisions about their work, and show good levels of confidence when faced with a problem.

Communication, language and literacy

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

Main strengths and weaknesses

- There is a strong emphasis on children acquiring language skills across all areas of learning.
- The nursery provides a very stimulating environment for language development.
- In the reception classes, not enough emphasis is placed on the children developing reading and writing skills through structured play activities.
- The formal teaching of handwriting skills and phonics prepares the reception children well for their transfer to Year 1.

Commentary

40. The children achieve well in this area of learning because of good teaching, and as a result, most children attain the early learning goals by the end of the reception year. A number of children enter the nursery class with poor communication skills. The provision for the nursery children is very good, and staff focus well on developing the children's speaking skills, and on the early identification of children who have difficulties with aspects of their language. The learning environment is language-rich, and the nursery children are encouraged to take pleasure from sharing books and taking part in early pre-writing activities that very effectively develop their pencil control and their awareness of the link between reading and writing.
41. Literacy skills are taught well in the reception classes, and the children are well prepared for their transfer to Year 1. However, at times, there is too much focus on formal recording activities, and not enough opportunities for the children to use reading and writing skills as part of their play activities. Group activities are well matched to the children's levels of ability, and good emphasis on the teaching of phonics ensures that the children have secure skills to support their reading and writing. The reception children write in many contexts, and are given good support to help them to hold their pencil correctly, to improve their letter formation, and to read what they have written. Good use is made of outside stimuli to promote language skills, such as visits from local emergency services, which promote high levels of enthusiasm and interest, and which encourage the children to develop their speaking and listening skills well as they ask questions and listen carefully to the answers they receive.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a strong emphasis on helping children to learn the language of mathematics.
- Early numeracy skills are taught well.
- In the nursery class, the children's learning is very well supported by a wide range of stimulating, structured play activities.
- At times in the reception classes, too much emphasis is placed on the formal teaching of mathematics.

Commentary

42. Good teaching enables children to achieve well. The children's attainment at the end of the Foundation Stage is at the expected level, with most children attaining the early learning goals in this area of learning.
43. Throughout the Foundation Stage, mathematical language is well taught, and is effectively reinforced as the children take part in activities, such as playing in the sand and water, or when lining up to leave the classroom. In the nursery class, staff provide very good opportunities for the children to engage in a wide range of mathematical play activities, and no opportunity is lost for promoting the children's mathematical understanding. The reception children are particularly confident in their use of number skills, and most have a good understanding of the notion of one-to-one correspondence, and are secure when counting forwards and backwards. By the end of the reception year, most children name and recognise two-dimensional shapes, with higher-attaining children picking out three-dimensional shapes. Throughout the

Foundation Stage, there is good incidental teaching of time, and by the reception year, most children can sequence different events of the school day. In the reception class, there are times when too much emphasis is placed on the direct teaching of formal mathematical skills and when there are not enough opportunities for the children to discover mathematics themselves through free-choice activities and play activities.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Staff provide a very good range of enrichment activities, such as visits, that very effectively promote the children's knowledge and understanding of the world in which they live.
- The children's cultural awareness is very well promoted through the celebration of important celebrations.
- Children through the Foundation Stage have good opportunities to use the computers and other technology.
- Not enough time is given to the teaching of religious education for the children who are of statutory school age.
- The lack of a covered outside area for reception children limits the opportunities for the children to use the outdoor learning environment.

Commentary

44. Teaching is good overall and consistently very good in the nursery, and ensures that children achieve well as they move through the Foundation Stage. Nearly all of the reception children are on course to attain the early learning goals in terms of their knowledge and understanding of the world by the end of the Foundation Stage, with higher-attaining children attaining above the expected level.
45. Throughout the Foundation Stage, the children's learning is very well enhanced by a wide variety of enrichment activities that extend the children's knowledge and understanding of the world in which they live. During the inspection, a team of fire-fighters promoted very high levels of interest and motivation in the children as they enthusiastically observed the display the fire-fighters provided for them. In addition, all of the reception children took part in a whole-day celebration of Chinese New Year, which did much to raise their awareness of the customs and traditions of another culture, and which provided good opportunities for the children to use their creative skills as they made masks.
46. Observational skills are very effectively promoted in the nursery class, where children are provided with a constant stream of exciting and stimulating experiences, such as making cakes, biscuits and pancakes. Staff are very skilful in the way in which they interact with the children, pointing out key features of the learning, but providing very good opportunities for the children to make choices and to pursue their own lines of enquiry. Very good use is made of the sensory room, where the children really focus on the tactile experience of playing in the 'ball' room.
47. In the reception classes, activities to promote the children's knowledge and understanding of the world are more formal, and there are missed opportunities for the children to find things out for themselves through a process of experimentation and exploration. Good use is made of the local area as a resource, and the children have

good opportunities to take walks in the neighbourhood so that they can look at the geography of the area and observe aspects of nature. However, because there is no covered outdoor area, there are missed opportunities for the children to use the outdoor learning environment to maximum effect. In the reception classes, religious education lessons are taught to the whole-year group. These sessions are too short, and the large number of children present reduces the opportunities for good quality learning.

48. Throughout the Foundation Stage, skills of information and communication technology are well taught and promoted, and there are regular opportunities for the children to use computers and digital cameras to support their learning. By the end of the reception year, most children have satisfactory mouse control and are confident when using programs with which they are familiar.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The nursery children make good gains in their learning and benefit from very good access to specialist facilities and a good quality outside area.
- Very good lessons in the hall promote successful physical development in the reception year.
- The outdoor reception area is not used as well as it might be for the ongoing development of the children's physical development.

Commentary

49. By the end of the reception year, the children attain the expected level in terms of their physical development. Good provision in the nursery class ensures that children make good progress and achieve well. In the reception classes, the children's achievement is satisfactory, but could be much better. Too much emphasis is placed on the teaching of large movement skills through formal 'physical education' lessons. Not enough use is made of the outside area for the ongoing development of physical skills or for structured play activities for groups of children. The teaching of manipulative skills in the reception classes is often good, as teachers focus well on helping the children to develop good pencil and brush control and to practise skills of cutting.
50. Children in the nursery class enjoy a rich variety of experiences to promote their physical development. The children are encouraged to learn and practise movement skills, such as stretching at different levels, marching and changing direction, and they change speed well. In the soft play area and in the sensory room, the children move to the rhythm of the music, showing good responses as the mood of the music alters. The outdoor environment is used well and the children learn to ride and control large wheeled toys. Staff provide a wealth of very good quality learning experiences, which help the children to learn how to gain control of small pieces of equipment, such as jigsaws and bead-threading activities, and very skilful adult intervention helps the children to master new skills.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities for imaginative play effectively promote the children's creative development.
- Formal arts and crafts and music lessons are effective in helping the reception children to learn new skills.
- There are not enough ongoing free-choice creative activities during the course of the day in the reception classes.

Commentary

51. Overall, teaching is good across the Foundation Stage and very good in the nursery. The children achieve well overall. By the end of the reception year, most children attain the early learning goals in terms of their creative development.
52. In the nursery class, the children have access to a very good range of exciting opportunities, and learn through a process of exploration and experimentation. Adults act as facilitators, supporting the children in the development of new skills, and providing stimulating resources for the children to work with. There is a very good balance between activities the children choose themselves through the day as part of the 'free-choice' menu and those that are led by an adult and which focus specifically on the teaching of new skills, such as mixing paints. Very good intervention by adults when the children are engaged in role-play activities supports the children's language development and personal and social development.
53. In the reception classes, children have regular arts and crafts 'lessons', where the teaching is good, enabling the children to learn new skills. However, there are not enough free-choice activities which focus on the children making their own choices and decisions about the materials to be used. Good music lessons encourage the children to develop good singing skills and to learn how to play musical instruments, but these formal activities are not sufficiently complemented by free-choice music-making activities where children could explore the different sounds the instruments produce.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses:

- The achievement of pupils is good during their time in school.
- Standards in reading are well above the nationally expected level at the end of Key Stage 2.
- Very good support for pupils with special educational needs enables them to make very good progress and to reach nationally expected levels.
- The pupils' attitudes and behaviour are very good, and have a positive impact on their learning.
- The co-ordinators provide enthusiastic leadership for the subject, and there has been very good improvement over recent years.
- There are missed opportunities in some classes for pupils to use their writing skills in their work in other subjects.

Commentary

54. The 2004 end of Key Stage 2 national test results show that pupils' attainment is well above the national average in English. Standards have risen sharply in Key Stage 2 over the last few years, and have been maintained at this high level for the past three years. Based on their prior attainment, the pupils' performance is exceptionally high in English, reflecting the excellent progress that this group of pupils has made since the end of Key Stage 1. The 2004 end of Key Stage 1 test results show that pupils' attainment at the end of Key Stage 1 is in line with the national average in reading and writing. Standards in Key Stage 1 have been relatively steady over recent years.
55. The inspection findings indicate that standards are in line with national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. The slight difference between the 2004 end of Key Stage 2 test results and the inspection findings is due to natural differences in the ability of the cohorts of pupils. The pupils' achievement is good throughout for pupils of all ages. The school is particularly effective in supporting the lowest-attaining pupils, especially in Key Stage 1, and in ensuring that by the time they leave Year 2, almost all pupils are working at the nationally expected level. Pupils with special educational needs make very good progress because of the additional support they receive, and often, by the end of Year 6, have overcome their language difficulties.
56. Standards in speaking and listening are good throughout the school. Pupils usually listen well to their teacher and to other pupils, and respond appropriately. Subject-specific vocabulary is effectively promoted, enabling pupils to express their ideas clearly and concisely. Standards of reading are average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Careful teaching of key skills and the successful use of national schemes to support lower-attaining pupils means that a very large majority of Key Stage 1 pupils attain the nationally expected standard. The school is aware that the performance of girls is better than that of the boys in reading, and is taking steps to address this. Training older pupils to issue books from the school library, using the computerised system, helps to promote good attitudes to reading which have a positive effect on learning. Standards of writing are average at the end of Key Stage 1 and above average at the end of Key Stage 2. Key Stage 1 pupils sometimes have difficulty in sustaining and developing their ideas. Older Key Stage 2 pupils write imaginative stories and well presented arguments at length. Standards of handwriting are variable across the school, although the basic skills are taught systematically.
57. Teaching and learning are good and have some very good features. The National Literacy Strategy is well established throughout the school, and is interpreted flexibly where teaching is at its best. Teachers generally have high expectations of what the pupils can achieve, and set challenging activities which enable higher-attaining pupils to fully reach their potential. Where teaching is at its best, lessons move at a good pace, and very good use is made of interactive whiteboards to enhance teaching and learning. Occasionally, teaching is less effective, and not enough time is given for pupils to complete writing tasks. Throughout the school, very good use is made of teaching assistants to work with pupils with special educational needs. Pupils' work is marked regularly, but the practice is not consistent throughout the school. The most effective marking shows pupils how they can improve their work, and gives them a good idea of the standards they are achieving and the progress they are making. Although there are some opportunities for pupils to use information and communication technology to support their learning, there are not enough drafting and editing opportunities in some classes. Pupils of all ages have very positive attitudes to

work, and are confident learners. They work well on shared tasks, and show respect when listening to the views of others.

58. The leadership and management of the subject are good. The co-ordinators work hard to raise standards by monitoring teachers' planning and looking at samples of pupils' work. Very good use is made of the analysis of test data to highlight areas for whole-school development and improvement. The curriculum is enriched by a very good range of enrichment activities, including theatre visits, Book Fairs and a Newspaper Day, which enhances the school's links with local industry. Although there has been some good monitoring of teaching and learning through classroom observation by the senior staff, the co-ordinators have not yet had the time to do this monitoring themselves. Since the last inspection, standards in Key Stage 1 have been maintained, but there has been very good improvement in terms of the standards attained by Key Stage 2 pupils.

Language and literacy across the curriculum

59. Overall, the pupils' literacy and language skills are satisfactory. Teachers provide good opportunities for the pupils to use speaking and listening skills as they take part in class discussions, but there are missed opportunities for developing the pupils' writing skills further in most subjects.

MATHEMATICS

The provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school, and standards by the end of Key Stage 2 are well above national expectations.
- Teachers effectively build on what pupils already know and understand, but they do not always use marking as effectively as they could.
- Pupils with special educational needs make particularly good progress.
- Gifted pupils are identified and given good opportunities to develop their skills.
- The co-ordinators set a very good example for other staff through the high standard of their own classroom practice.
- Very good use is made of mathematics to support pupils' work across the curriculum.
- Good use is made of information and communication technology skills to support and enhance the pupils' learning in mathematics.

Commentary

60. The 2004 end of Key Stage 2 national test results show that pupils' attainment is well above the national average in mathematics. Standards have risen sharply in Key Stage 2 over the last few years, and have been maintained at this high level for the past three years. Based on their prior attainment, the pupils' performance is well above average in mathematics, reflecting the very good progress this group of pupils has made since the end of Key Stage 1. The 2004 national test results show that pupils' attainment at the end of Key Stage 1 is in line with the national average in mathematics. In comparison with similar schools, the pupils' performance is above average. Over the past few years, standards in mathematics in Key Stage 1 have been relatively steady.

61. The inspection findings show that pupils' attainment is above national expectations at the end of Key Stage 1 and well above national expectations at the end of Key Stage 2. The slight difference between the 2004 test results for Key Stage 1 pupils is insignificant. Pupils achieve well throughout the school, and make good and steady progress. Pupils with special educational needs and lower-attaining pupils make very good progress when they receive additional support from classroom assistants, and as a result, these pupils achieve very well over time, and this has a very positive impact on raising standards in the school. Gifted pupils are identified, and their particular skills are developed effectively by linking with other primary schools and the local high school. Higher-attaining pupils make good progress overall and achieve well. Pupils of all ages show very good understanding of the four rules of number and apply them well to word problems. Their mathematical knowledge and understanding are very secure, and they have a good mathematical vocabulary, which they use very well to express their ideas clearly.
62. The quality of teaching and learning are good and lead to good achievement throughout the school. However, teaching is inconsistent from class to class. During the inspection, the quality of teaching and learning ranged from satisfactory to very good. Lesson objectives are shared with pupils at the start of lessons so that they know what is expected of them. Where teaching is at its best, teachers use ongoing assessment very well to build on the pupils' previous learning and to move them forwards. All teachers have high expectations of behaviour, to which the pupils respond very well. As a result, lessons move along at a good pace. Teachers spend all their time developing skills and improving pupils' knowledge, and as a result, pupils are highly motivated in their learning. Resources, such as interactive whiteboards, are used very effectively to enhance both teaching and learning. Work is usually set at levels which challenge pupils and move them on, ensuring all pupils achieve their potential. The use of marking to develop learning is inconsistent. There are very good examples, with questions that move the pupils on to the next stage of development, but in some classes marking, whilst positive, does not always develop learning sufficiently. Procedures for assessment are very good. All pupils understand their targets and older pupils know what is required of them to reach a particular National Curriculum level. Pupils' understanding of their own progress is reinforced very well by the use of self-assessment.
63. The leadership and management are very good. The subject is very effectively led and managed by the co-ordinator. The co-ordinator sets a very good model for other staff through his own very good classroom practice. He and a colleague from Key Stage 1 are leading mathematics teachers, and have had a great impact on raising standards in the school by performing demonstration lessons and giving colleagues any support they need. The monitoring of teaching and learning through classroom observation has been very successful in raising standards, but inconsistencies in teaching and learning have not yet been fully addressed. There has been very good progress since the previous inspection. The school has very successfully addressed the key issue of raising standards in mathematics in Key Stage 2 by improving the quality of teaching and learning, developing very good quality assessment systems and improving the quality of the leadership and management in the subject.

Mathematics across the curriculum

64. Pupils' mathematical skills are very well developed throughout the other areas of the curriculum. In science, pupils record using a very wide range of charts and diagrams. They measure and weigh in design and technology. In geography, pupils develop a good understanding of the use of spreadsheets. A sense of time develops well in history. Use of the library system introduces pupils to numbers as they select non-

fiction books. Computers are used very effectively to develop mathematical skills in all classes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved very well since the last inspection at the end of Key Stage 2.
- Good emphasis is placed on the pupils developing skills of investigation.
- Most lessons are exciting and stimulating, and pupils show high levels of interest in their work.
- Pupils make very good use of literacy and numeracy skills in their science work, but do not make enough use of information and communication technology to support their learning.
- The subject is well led and managed, but there is not enough monitoring of classroom practice by the co-ordinators.
- Teacher assessments at the end of Key Stage 1 are too harsh.

Commentary

65. The 2004 end of Key Stage 1 teacher assessments show that pupils' attainment is well below the national average. The 2004 end of Key Stage 2 national test results show that pupils' attainment is well above the national average. The pupils' performance based on their prior attainment is very good, suggesting that this group of pupils made very good progress between the end of Key Stage 1 and the end of Key Stage 2. The standards in Key Stage 2 have been fairly consistent over recent years, but show a marked improvement since the last inspection, when pupils' attainment was in line with national expectations.
66. The inspection findings show that pupils' attainment is above national expectations at the end of Key Stage 1, and well above national expectations at the end of Key Stage 2. Although the inspection findings closely reflect the 2004 national test results for Key Stage 2 pupils, there is a wide discrepancy between the inspection findings and the 2004 Key Stage 1 teacher assessments. The inspection evidence indicates that the teacher assessments for Key Stage 1 are overly harsh, and the results are therefore inaccurate. Throughout the school, pupils of all abilities achieve well. The school is particularly successful in supporting pupils with special educational needs in Key Stage 1 so that by the time they transfer to Key Stage 2, the vast majority are working at the nationally expected level.
67. Throughout the school, pupils have a good scientific knowledge, and by the time pupils leave school at the age of eleven, their knowledge is very secure, and they are very effectively able to use and apply their previous learning to new situations. Pupils benefit from following a commercial scheme of work that builds progressively on their prior knowledge and that regularly repeats topics at an increasingly difficult level so that pupils have frequent opportunities to consolidate and revise their learning. Pupils have good skills of investigation at Key Stage 1, and have a good grasp of the notion of fair-testing and make accurate predictions. By the end of Key Stage 2, pupils confidently pursue their own lines of investigation, check out their hypotheses, and rigorously test their findings in the light of their initial predictions.

68. Overall, teaching and learning are good throughout the school. However, there are variations in the quality of teaching within year groups, and in the lessons seen during the inspection, the teaching ranged from very good to satisfactory. Most teachers have high expectations of the pupils, both in terms of their behaviour and their academic performance, and set stimulating and open-ended tasks which effectively meet the different needs of the pupils. Teachers use questions very well to probe the pupils' thinking and to help them to clarify their ideas. Lessons usually move at a good pace so that the pupils' interest and concentration are sustained. Occasionally, teachers over-direct the pupils, and in these lessons, the pupils do not have enough opportunities to explore and find things out for themselves. Pupils of all ages have very positive attitudes to learning, and make a good contribution to discussions. Pupils work collaboratively with one another on shared tasks, and are very supportive of their classmates who have special educational needs and who find some of the tasks challenging. Teachers who have interactive whiteboards in their classes use them very effectively to enhance their teaching and to add interest to lessons. However, although teachers provide very good opportunities for pupils to use skills of numeracy and literacy in their science work, there are too few opportunities for pupils to use information and communication technology to enhance and extend their learning.
69. The subject is well led and managed by a team of two co-ordinators who represent Key Stage 1 and Key Stage 2. The co-ordinators work well together to plan whole-school development. They have made a good start in monitoring standards through the scrutiny of pupils' work, but have not yet had the opportunity to monitor lessons, and have not therefore picked up some of the variations in teaching. Very good analysis is made of the Key Stage 2 national test data to highlight areas of strength and weakness in teaching and learning, and good assessment systems are in place to enable staff to monitor and track pupils' progress as they move through the school. The co-ordinators have systematically improved the range of resources over recent years, and ensure that all staff give a good amount of time to the subject so that topics can be covered in sufficient depth. Improvement since the last inspection has been very good overall, especially in terms of the quality of teaching and the standards pupils attain.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **very good**.

Main strengths and weaknesses

- The provision for information and communication technology has improved significantly since the last inspection.
- The co-ordinator makes an outstanding contribution to the development of the subject, and is a great source of support and inspiration for colleagues.
- Excellent use is made of the school's website to support and extend pupils' learning and to provide up-to-date information about the school's life and work.
- Teaching is good overall, and teachers make very good use of interactive whiteboards as a learning resource.
- Pupils achieve well and have very positive attitudes to the subject.

Commentary

70. Since the previous inspection, the rate of improvement has been very good. As a result, standards have risen sharply, and are now above national expectations at the

end of Key Stage 1 and well above national expectations at the end of Key Stage 2. Led by an extremely enthusiastic and knowledgeable co-ordinator, staff have worked hard to improve their own expertise and the overall quality of provision. Pupils of all ages and abilities now achieve well, and have very positive attitudes to the range of information and communication technology at their disposal.

71. By the end of Key Stage 1, pupils confidently and competently use a range of information and communication technology equipment and software to support their learning. The vast majority of pupils have a good understanding of the protocols of logging on and off the school's network. Pupils use a variety of different programs, and show good levels of independence when printing and saving their work. By the end of Key Stage 2, pupils have a very good understanding of the way in which technology impacts on their daily lives. Their information and communication technology skills are very secure, and they are very confident about exploring new programs. The school's website has been set up in a very creative way, and provides excellent opportunities for the pupils to carry out independent research.
72. The quality of teaching and learning are good overall, and there are many very good features to the teaching in Key Stage 2. The clear and systematic programme of staff development that the co-ordinator has led has ensured that staff have good subject knowledge, enabling them to provide pupils with interesting and challenging activities. In classes where there are interactive whiteboards, teachers use them very well to enhance their teaching. Where teaching is at its best, pupils, too, use the whiteboards to present their ideas, and these opportunities significantly boost their confidence and help them to develop presentation skills. Teaching in the computer suite is particularly effective. Teachers ensure a good balance between activities that are led and directed by adults, and opportunities for the pupils to freely explore the potential of the programs they are using. Pupils throughout the school have very good attitudes to learning, and work very co-operatively with their classmates on shared tasks.
73. The leadership and management of information and communication technology are very good. The co-ordinator has provided outstanding leadership for the development of the subject over recent years, and he sets a very good example for other staff through his own very good classroom practice. He has been pivotal in developing the school's highly interactive website, which is a rich source of information for pupils, parents, governors and all those associated with the school. The co-ordinator works closely with colleagues, and has monitored standards, teaching and learning through the sampling of pupils' work in order to highlight areas of strength and relative weakness in the overall provision. However, he has not had time to monitor teaching and learning through classroom observation in order to share the best practice and to address any shortcomings.

Information and communication technology across the curriculum

74. Overall, there is good use of the subject to promote pupils' learning of other subjects. History is used particularly well in this respect. In mathematics, Key Stage 2 pupils make good use of computers to handle data and to present graphs, charts and spreadsheets. In science, not enough use is made of information and communication technology to support pupils' learning, and in English, although pupils use computers regularly for research, they do not always make enough use of the computers' editing and drafting facilities. Some very good use is made of computers for work with lower-attaining pupils to help them to learn phonics.

HUMANITIES

75. The inspection focused on **religious education**. **History** and **geography** were not inspected in depth, and therefore no judgements can be made about the provision in these subjects. However, the sampling of pupils' work and discussions with staff and pupils indicate that history and geography are taught for an appropriate amount of time. The pupils' learning is enriched by a very good range of extra-curricular visits and activities, and very good use is made of the local area as a learning resource. In both history and geography, good use is made of cross-curricular skills of numeracy and information and communication technology, but there are missed opportunities for the promotion of writing skills.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Overall, teaching and learning are good. Where teaching is at its best, good use is made of resources to capture the pupils' interest.
- Pupils achieve well in Key Stage 2 and show a good knowledge of the faiths they have studied.
- The pupils' knowledge of faiths other than Christianity is patchy in Key Stage 1.
- Pupils do not have enough opportunities to record their work, and as a result, have some difficulty in recalling past learning.

Commentary

76. Standards at the end of Year 2 are in line with the expectations of the Norfolk Locally Agreed Syllabus for religious education, and achievement is satisfactory for all Key Stage 1 pupils, including those with special educational needs. Standards by the end of Year 6 are above the expectations of the Locally Agreed Syllabus, and pupils achieve well in relation to their ability. Standards are broadly the same as they were at the time of the last inspection in Key Stage 1, and in Key Stage 2, standards have improved well.
77. Key Stage 1 pupils have a relatively secure knowledge and understanding of aspects of Christianity, but their knowledge of other world faiths is limited and sometimes patchy. Pupils have some knowledge of Islam and Judaism, but confuse the main celebrations and places of worship, and have difficulty in describing how these faiths differ from Christianity. Key Stage 1 pupils know the Bible is a sacred work and understand that Jesus told stories to illustrate important moral dilemmas. By the end of Key Stage 2, pupils have a good knowledge of Christianity and the other faiths they have studied. Higher-attaining students talk with understanding about the various symbols used in the different religions and recognise the similarities in the main world faiths in terms of practices of worship, sacred texts and leaders.
78. Teaching and learning are satisfactory in Key Stage 1 and good in Key Stage 2. Teachers generally have a secure knowledge of the subject, and where teaching is at its best, use resources well to illustrate key teaching points and to capture the pupils' interest. During the inspection, very good use was made of interactive whiteboards to show pupils video materials, which really helped them to understand difficult religious concepts. Good use is made of discussion to encourage the pupils to share their views and ideas, but in the main, there is not enough recording of pupils' work so that they

have a point of reference on which to draw when they wish to reflect on their past learning. In some classes, there is an over-reliance on photocopied material and limited evidence of the use of extended writing to develop the pupils' learning. Throughout the school, the sharing of learning objectives at the start of lessons helps pupils to know what is expected of them. Teachers are effective in the way in which they promote the pupils' spiritual development by encouraging the pupils to reflect on new learning, and to show respect for the beliefs of others. Pupils have good attitudes to learning and listen well to their teachers and classmates.

79. The leadership and management of the subject are satisfactory. The subject leader has a good knowledge and understanding of the needs of the subject, satisfactorily monitors teachers' planning, and ensures that the necessary resources are organised and easily accessible. However, there is not enough monitoring of teaching and learning through classroom observation, and inconsistencies in teaching have not been identified and addressed. Limited use is made of visits to places of worship in the area and further afield. Assessment is generally satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. The inspection focused on **music** and **physical** education. Not enough information was gathered to make secure judgements about provision, standards, teaching and learning in **art and design** and **design and technology**. However, evidence from discussions with pupils and scrutiny of the work displayed around the school indicates that the subjects are taught regularly and to a sufficiently high standard in both key stages. Some of the art and design work on display is of a good standard.

Music

The provision for music is **satisfactory**.

Main strengths and weaknesses

- Pupils sing enthusiastically and are keen to take part in the infant and junior choirs.
- The opportunity for pupils to take part in Gamelan has had a very positive impact on their cultural and spiritual development.
- A commercial scheme of work ensures good levels of continuity in the pupils' learning as they move through the school.
- Although satisfactory overall, the quality of teaching is inconsistent and is very much dependent on the level of teachers' expertise and confidence.
- The enthusiastic co-ordinator is raising the profile of music in the school, but does not have enough time to work with colleagues to improve their classroom practice.
- A good start has been made in developing whole-school assessment systems, but there is still more work to be done.
- The range and number of good quality musical instruments are limited.

Commentary

81. By the end of Key Stage 1 and Key Stage 2, standards are in line with national expectations. Pupils' achievement is satisfactory. Standards are broadly the same as they were at the time of the last inspection.
82. During the inspection, most of the musical activities seen were linked to the long-term Gamelan project in which the school was involved. Staff had received training in

Gamelan, and the pupils had access to a full orchestra of Gamelan instruments, on loan from the LEA.

83. Throughout the school, pupils sing enthusiastically, and in the main, tunefully. Most pupils have a satisfactory sense of rhythm, although pupils of all ages have been challenged by the demanding off-beat rhythms of the Gamelan music they have been practising and performing over recent weeks. Pupils listen appreciatively to recorded music, and older pupils show good levels of imagination as they try to describe the mood of the music they are hearing. Pupils have some opportunities to compose their own pieces but are hampered by the limited range of musical instruments that are available within the school.
84. Teaching and learning are satisfactory overall. However, the quality of teaching is inconsistent because although teachers generally have a secure subject knowledge, they sometimes lack confidence. Teachers have responded well to the Gamelan training, and set a very good example in showing the traditional respect to the instruments, and to the room in which they are housed. However, some teachers have difficulty themselves in interpreting the sometimes complex rhythmic patterns associated with this music, and in these lessons, the pupils do not always make the maximum gains in their learning. Teachers use the commercial scheme of work well to ensure that within lessons there is a satisfactory balance of activities. Teachers effectively encourage pupils to be imaginative in their learning and originality is celebrated. Pupils have very positive attitudes to learning and are keen to share their ideas and to listen to the suggestions of others.
85. The leadership and management of the subject are satisfactory overall. The enthusiastic co-ordinator has made a good start in raising the profile of music in the school by ensuring that lessons are taught regularly in all classes and by extending the range of extra-curricular activities the school provides. However, she has not had the opportunity to work with colleagues in class to develop their expertise and confidence or to observe lessons in order to identify and address the current inconsistencies in teaching and learning. Assessment is satisfactory. Teachers individually assess pupils' progress within lessons and build up a profile of the pupils' attainment, but at present there is no whole-school system for tracking and monitoring the pupils' progress and attainment. Resources are satisfactory, but some of the instruments are in need of replacement, and the range is narrow.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- In Key Stage 2, good use is made of specialist teaching in some classes.
- The school benefits from very good resources and accommodation, including an all-weather pitch and two good sized halls.
- An extensive range of extra-curricular activities contributes very well to the pupils' personal and social development.
- Assessment systems are in the early stages of implementation and are not yet having their maximum impact.
- The co-ordinator has too few opportunities to directly monitor the quality of teaching and learning.

Commentary

86. Pupils' attainment is in line with national expectations at the end of both key stages. Pupils of all ages and abilities achieve satisfactorily. The pace of improvement since the previous inspection has been satisfactory. The school benefits from very good accommodation and resources. The all-weather outside pitch and the two inside halls enable the school to provide a good and broad physical education curriculum throughout the year. Key Stage 2 pupils learn how to swim in a nearby pool, and by the end of Year 6, most swim the expected twenty-five metres. During the inspection, lessons were seen in gymnastics, dance and games.
87. Throughout the school, pupils show satisfactory levels of co-ordination as they link together movements to produce dance and gymnastics sequences. However, although higher-attaining pupils show good levels of imagination in their work, most pupils need support from their teachers in order to develop their ideas. Pupils listen well to music in dance, and try hard to reflect the mood of what they hear through their movements. Older Key Stage 2 pupils make good use of space in gymnastics, and higher-attaining students show good levels of poise and fluidity in their movements. Pupils make steady progress as they move through school in acquiring games skills, and control, pass and receive balls with satisfactory levels of accuracy. Pupils show a very good understanding of the notion of gamesmanship, and their participation in team games has a very positive impact on their personal and social development as they learn the value of supporting one another and accepting with grace the decision of the referee.
88. The quality of teaching and learning is satisfactory overall with some good features. During the inspection, some very good teaching was seen when lessons were led by specialist teachers. Most teachers have high expectations of the pupils, who respond with high levels of enthusiasm. Pupils are keen to improve their performance and respond well when teachers provide suggestions for improvement. In those lessons where pupils are encouraged to evaluate the work of their classmates, they make sensitive comments which show they have recognised the effort their classmates have made. Where teaching is most effective, teachers provide good demonstrations so that pupils know exactly what is expected of them. Where teaching is least effective, not enough opportunities are provided for the pupils to plan and review their work, and too much direction by the teacher constrains the pupils' creativity. Pupils with special educational needs are fully integrated and included in all lessons.
89. Overall, the leadership and management of the subject are satisfactory. The co-ordinating role is shared by two enthusiastic and well motivated co-ordinators who have a clear idea of how to develop provision in the subject still further. The recently introduced assessment system is of good quality but its impact in terms of raising standards is not yet evident as the systems have only been recently implemented. To date, there have been few opportunities for the co-ordinators to monitor teaching and learning through the observation of lessons, and as a result, variations in the quality of teaching have not been identified, and best practice has not been shared. The statutory curriculum is enhanced and extended by an excellent range of extra-curricular activities which are well attended and which cover a wide range of interests.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Not enough evidence was gathered to make secure judgements about the provision for personal, social and health education and citizenship, or to evaluate the quality of teaching and learning, the standards pupils attain and their rate of progress. The school has recently introduced a scheme of work to ensure good levels of continuity

and progression in the pupils' learning. However, the implementation of this scheme is not yet consistent throughout the school.

91. The school successfully promotes the pupils' personal, social and health education and citizenship through a wide range of informal activities and through the overall curriculum provision. Health, sex and drugs education are taught through the science curriculum, and pupils are constantly reminded about the need to maintain a healthy lifestyle through good diet and regular exercise. Very good relationships between pupils and staff ensure that pupils' worries and concerns are shared and quickly addressed. The school has a number of pupil forums, including the school council, which reflect the pupils' views about school, and which give the members a very good understanding of the notion of citizenship and working within a community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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