

INSPECTION REPORT

SUDBOURNE PRIMARY SCHOOL

Brixton, London

LEA area: London Borough of Lambeth

Unique reference number: 100584

Acting Headteacher: Dawn Halsall

Lead inspector: Terry Dentith

Dates of inspection: 13th - 16th June 2005

Inspection number: 268005

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 360

School address: Hayter Road
Brixton
London
Postcode: SW2 5AP

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Appropriate authority: The governing body
Name of chair of governors: Ms Debbie Postgate

Date of previous inspection: 11th - 17th June 1999

CHARACTERISTICS OF THE SCHOOL

Sudbourne is a larger-than-average primary school situated in the centre of Brixton. There are 311 girls and boys on roll aged from four to eleven and a further 49 part-time children in the Nursery. The school assesses 27 per cent of the pupils as having special educational needs, which is above the national average. Nine pupils have a statement of special educational needs, which is about average. Attainment of the pupils on entry to the school varies considerably but is generally average. There are more higher-attaining and more lower-attaining children and fewer pupils of broadly average abilities than would usually be found in schools of a similar size. Over half the pupils are from ethnic minority families, the major groups being Caribbean (20 per cent) and African (12 per cent). Twenty-four per cent of pupils come from homes where English is an additional language, which is well above average. Residents in the area served by the school live in flats, semi-detached and terraced houses, some with multiple-occupancy. The socio-economic circumstances of the families with children at the school are broadly average but there is a wide range. Thirty-eight per cent of pupils are eligible for free school meals, which is above the national average. Few pupils join or leave the school during their primary school years.

The school has gained national recognition in the arts and has been awarded the Arts Mark Gold. It is recognised as an Investor in People and formerly had Beacon school status. It gained the Schools Achievement Award for three consecutive years and was judged to be an Excellent Primary school by the DfES.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15088	Terry Dentith	Lead inspector	Science Design and technology Music
13874	Jane Chesterfield	Lay inspector	
33827	Mike Jude	Team inspector	Foundation Stage Geography History Physical education
33792	Kirsteen Holland	Team inspector	Mathematics Information and communication technology Personal, social and health education and citizenship
33697	Linda Howe	Team inspector	English Religious education Art and design Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Sudbourne Primary School is very effective in enabling its pupils to achieve very high standards in many subjects. The good leadership of the governing body and acting headteacher has contributed to the continuity of the very good provision for pupils and the stability of the school. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in the Foundation Stage are above average and by the end of Year 2 standards are above average in most subjects. By the end of Year 6, standards are well above average in many subjects.
- Pupils make good progress in the Foundation Stage and in the infant years. They make very good progress in the junior years.
- The pupils' personal development is very good, hence their attitudes to school and their behaviour are very good. Pupils' attendance is very good but too many pupils arrive late for school;
- The quality of teaching and learning is very good.
- The teachers' use of assessment is good and they track pupils' progress very well. There is scope for improving the quality of marking to give pupils more advice on how to improve their work.
- The planned curriculum is very good and the range of extra-curricular activities is excellent, as is the school's participation in sport, arts and other activities outside the school.
- Provision for pupils with special educational needs and the progress they make are very good. Pupils who are at an early stage of learning English achieve very well.

The school has made good progress since the last inspection, which took place in June 1999, when standards, teaching, climate for learning and leadership and management were all judged to be very good. Overall standards have continued to rise from a high level and there is more very good and excellent teaching. The work of the senior management team and subject leaders has a positive impact on pupils' quality of learning, despite the recent difficulties. The two key issues of coverage in geography and improving attendance identified in the last inspection have been addressed.

STANDARDS ACHIEVED

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

Pupils' achievement is very good. The table shows, in 2004, standards in English and science were in the top five per cent nationally (A*) and in mathematics, standards were well above average when compared with results in all schools. The picture is similar when the results are compared to those in similar schools. Pupils in the Foundation Stage make good progress and the standards they achieve exceed the expected goals in all areas of learning, with particular strengths in their personal development and in their creative work.

They continue to make good progress through the infant years and in all subjects they achieve above-average standards except information and communication technology and religious education where they are average. Their standards are particularly high in art and design and physical education. By the time they leave school, pupils achieve very high standards, especially in the core subjects of English, mathematics and science. Their standards are above average in all other subjects and well above average in art and design, geography and physical education. Because of the strong emphasis in the school, pupils' achievements in singing, dance and the creative arts are very high. The school sets challenging targets in English and mathematics, based on statistical predictions, which it always exceeds. The very good progress the pupils make is due to the secure grounding they get in the Foundation Stage, effectively built upon in the infant years, and the high quality teaching they receive throughout the school.

Pupils' personal development is very good. Their spiritual, moral, social and cultural development is very good. Pupils' attitudes and behaviour are very good. Relationships are very positive and there is a very high degree of racial harmony. Attendance is well above average because children want to be at school. However, punctuality is unsatisfactory because of the significant minority of persistent latecomers, despite the school's efforts.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good overall. In almost nine out of ten lessons, teaching is good or better. Half the teaching seen was very good or excellent. As a result of the high quality teaching all pupils learn very well and the overall progress they make is very good. Assessments are being used well to track pupils' progress overall and are used very well in the core subjects and in the Foundation Stage. Pupils' work is thoroughly marked but there is little written guidance to help pupils know why they are doing well and what they need to do next in order to improve. The detailed curriculum planning supports the high quality teaching across most of the school but the school recognises that the history curriculum does not currently reflect the wide cultural background of the pupils. The school uses the resources of London very well, particularly in the sphere of the arts, ensuring pupils have access to an excellent range of opportunities and activities. Relationships with parents are good and there are good systems to inform them of their child's progress.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The positive leadership of the acting headteacher gives stability through the recent difficult time and a strong sense of direction, evident throughout the school. The governing body effectively supports and challenges the school. It makes sure all statutory requirements are met. Subject leaders have taken significant responsibility for their particular subject in the past but, although standards are high, the school recognises that there has inevitably been some slippage in monitoring and evaluation with the staff changes this year. Joint planning and working have contributed well to the high quality of teaching and learning throughout the school. Finances are managed effectively and the school applies the principles of best value well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school and are pleased with many of its aspects. They raised no major issues but expressed some concern about the lack of information from the

governing body about the problems of the last year. A small minority felt there was insufficient provision for pupils with special educational needs. The inspection team did not agree and judged the school's provision to be very good. Parents all feel that their children are treated as individuals and they receive very good support. Pupils feel confident and secure at school and are pleased to be at Sudbourne Primary. They appreciate the range of opportunities that is on offer at the school.

IMPROVEMENTS NEEDED

There is one issue for the school to address. To improve further its highly effective work, the school should:

- continue to work with parents to improve punctuality.

In addition to the above, the school should:

- consider extending the marking of pupils' work to give them more feedback and areas for development; and
- continue to review the history curriculum to better reflect the ethnic background of many of the pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The overall achievement of all pupils is good in the Foundation Stage and in the infant years. It is very good in the junior years. By the time they leave the school, pupils' standards are well above average in English, mathematics and science.

Main strengths and weaknesses

- Standards in the Foundation Stage are above average. Pupils achieve well overall and very well in their personal development and the creative aspects. There is no difference in the achievement of pupils from different groups.
- Pupils in the infant years make good progress and standards in most subjects are good by the end of Year 2.
- Pupils of all abilities make very good progress in the junior years.
- By the end of Year 6, standards in national tests are well above average in mathematics and standards in English and science are in the top five per cent nationally.
- Standards are above average or better in all subjects of the National Curriculum by the end of Year 6.
- Pupils with special educational needs make very good progress.
- Pupils who are at an early stage of learning English achieve very well.
- There are no significant differences in the attainment of pupils from different groups.

Commentary

1. Children enter the school with a wide range of abilities but overall they are about average. This masks the distribution of more higher-attaining and more lower-attaining children than would be typical with fewer pupils of broadly average abilities than expected. From this base, children of all abilities make good progress and they generally exceed the goals in the six areas of learning they are expected to achieve as they move on to the infant years. They make very good progress in their personal development as a result of the very effective adult interventions. The high value put on music and art ensures children achieve very well in the creative aspects of the curriculum.
2. In the infant years, the pupils continue this good progress and by the end of Year 2, the standards in the National Curriculum core subjects of English, mathematics and science are above average.
3. In Year 6, results in English, mathematics and science have risen from the high levels at the time of the last inspection. In 2004, standards in English and science were in the top five per cent nationally (A*) and in mathematics, standards were well above average when compared with results in all schools. The picture is similar when results are compared to schools where pupils attained similarly at the end of Year 2. The current Year 6 pupils are achieving very well and standards are on line to be well above average in English, mathematics and science. The school sets challenging targets, based on systematic tracking of pupils' attainment and high quality statistical information from the LEA. These targets are always exceeded.

- The very good progress the pupils make is due to the secure grounding they get in the Foundation Stage, effectively built upon in the infant years, and the high quality teaching they receive throughout the school.

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

Standards in:	School results	National results
reading	15.9 (16.2)	15.8 (15.7)
writing	15.7 (15.5)	14.6 (14.6)
mathematics	16.8 (17.2)	16.2 (16.3)

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

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

Standards in:	School results	National results
English	31.0 (28.6)	26.9 (26.8)
mathematics	30.0 (29.6)	27.0 (26.8)
science	32.4 (31.0)	28.6 (28.6)

There were 42 pupils in the year group. Figures in brackets are for the previous year.

- The pupils' achievements in the breadth of the curriculum are generally good in the infant years and very good in the junior years. Infant pupils achieve what would be expected in information and communication technology and religious education but exceed expectations in all other subjects. They do particularly well in art and design and physical education. Standards are well above average in art and design, geography and physical education, by the end of Year 6, and above average in information and communication technology, design and technology, history and religious education. No judgement could be made about attainment in music but the quality of singing is impressive, due to the high quality teaching from a specialist teacher.
- Many subjects contribute to pupils' application of literacy and numeracy in a wide range of contexts. Clear links are identified by the teachers and purposeful connections are made by the pupils.
- Pupils with special educational needs achieve very well. Around a quarter of the pupils in the school have identified special educational needs. By the end of Year 2, most pupils achieve the level expected of an average pupil in national tests. By the end of Year 6, almost all pupils achieve the expected level in English and mathematics and all pupils achieve it in science. In the Foundation Stage, pupils with special educational needs make good progress due to co-ordinated support from teachers, teaching assistants and Nursery nurses. In infant and junior classes, pupils with special educational needs make very good progress due to very good intervention programmes and support in class, including very effective teacher assistant support.

8. Gifted and talented pupils achieve very well, particularly in English, mathematics and science. They respond positively to the opportunities given to extend their thinking and produce high quality work, for example, in their writing.
9. Standards attained by pupils who have English as an additional language can be gauged from the impressive whole school figures since many pupils have EAL. Pupils who are at an early stage of learning English achieve very well because the school pays very good attention to their individual needs and ensures that pupils are fully involved in lessons. This has been borne out by the National Curriculum results in English, mathematics and science at the end of Year 6, where there is no significant difference in attainment of pupils for whom English is an additional language once they have achieved a reasonable level of fluency and competence in English. The very good progress made by these pupils is a result of their very good attitudes to learning, which are supported by the school's positive ethos.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes towards school, they behave very well and their personal development is very good. Attendance is very good but punctuality is unsatisfactory. Provision for pupils' social, moral, spiritual and cultural development is very good.

Main strengths and weaknesses

- Pupils have very positive attitudes to school and respond well to the school's very high expectations for behaviour. They behave very well and respect the school's codes of conduct.
- Relationships are excellent throughout the school. The school effectively deals with the very few incidents of racism.
- Attendance is very good, but punctuality is unsatisfactory.
- Pupils work together well and respect each other's ideas and beliefs.
- Many subjects use materials and draw inspiration from a variety of cultures but this is not the case in the history curriculum.

Commentary

10. Parents all agree that pupils enjoy coming to school and that they are well cared for by all staff. They feel very positive about the ethos of the school and appreciate the atmosphere of trust and respect, the ways in which pupils' achievements are celebrated and how pupils care for each other. They like the high expectations for behaviour set by all staff and feel that behaviour around the school is good. A few parents felt that there were some incidents of harassment but there was no evidence of this seen during the inspection.
11. Pupils show very positive attitudes to lessons and concentrate well. In the questionnaires younger pupils were more positive than older pupils but this was not evident during the inspection. Most pupils feel that others usually behave well and that they are friendly. There are opportunities for pupils to take responsibility and a majority think that they are trusted to do things by themselves. Pupils on the school council feel fully involved in decision making. They take the whole process seriously, participate well and challenge each other in appropriate ways. In class groups, circle-time and personal and social education make a good contribution to pupils' personal

development and well-being. In the Foundation Stage, pupils achieve very well and are in line to exceed the learning goals for personal and social education.

12. The school has been very successful in improving attendance since the last inspection. It was previously below the national figures but is now well above average due to the hard work of the staff, particularly the learning mentors. They are now turning their attention to punctuality, which is not good enough at the moment. As well as a core of persistent latecomers who regularly arrive after the registers have closed, there is a general lack of urgency at the beginning of the day when many parents bring their children into school after the bell has gone.

Attendance in the last complete reporting year (2003/2004)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
National data	5.1	National data	0.4

13. Pupils quickly form good relationships with staff and with each other. They join in activities enthusiastically and are confident in classrooms and playgrounds. Pupils in younger classes are so secure in school that they could cope with a Victorian Day when teachers were acting strictly and more formally than usual. These very good relationships are evident throughout the school. Teachers show sensitivity to pupils' needs and all adults contribute to the caring atmosphere. Teaching assistants and midday supervisors support pupils very well and have established very good relationships with all pupils, who are confident when talking to adults and are very respectful to visitors to the school.
14. In class pupils work well together. Opportunities are created for them to share ideas, beliefs and experiences. Teachers use questioning effectively to promote discussion. In some more ambitious lessons pupils lack skills in organising themselves but this does not adversely affect the good relationships. In the playground pupils co-operate in play and sporting activities. They have a variety of equipment available and they share this between themselves appropriately. They understand and follow the playground rules, including waiting patiently for their turn in a designated ball area. The playground is well designed to include both restful and activity areas.
15. Pupils behave very well. They fully conform to class and school expectations. Teachers check pupils when appropriate and this is done in a quiet, sensitive manner. Consequently, pupils respond well and it is very rare that a pupil needs more than one reminder about how to behave correctly. The school is very rigorous in recording any racist incidents and the very few that do occur are dealt with promptly and effectively. There have been no exclusions from the school for many years. Pupils are kind to each other and show a particular care towards younger pupils, such as a junior helping an infant to pin a badge on in assembly. In a few lessons some pupils do not fully participate. Most teachers are aware of this and effectively use strategies to involve them.
16. The school successfully raises pupils' spiritual awareness through displays of work, use of outside specialists to enhance curricular experiences and through well planned assemblies. Class sessions allow time for reflection and teachers provide a range of resources for pupils to handle and talk about. Pupils understand right and wrong and are able to discuss their feelings, including jealousy and their response to bullying. In

class there are many opportunities to consider the lives of people in the past and to learn about people, lifestyles and events from other cultures.

17. The school places a high emphasis on experiencing things first hand. Visits to galleries, places of worship and local parks provide a depth of experience. Pupils have opportunities to enjoy good quality musical events, theatre and creative activities. Through these activities pupils gain a good knowledge of local culture. Knowledge and understanding of wider cultures are developing and more visits are planned to promote this. The school is aware of the need to widen the history curriculum and this is currently being discussed. Teachers plan lessons carefully with activities which motivate pupils and promote a strong desire to learn.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Strengths include the very good teaching and learning, the very effective planning that ensures an innovative curriculum and the excellent opportunities for enrichment. Links with the parents and the community are good.

Teaching and learning

The quality of teaching and learning across the school is very good. Assessment of the pupils' work is good overall and very good in English, mathematics and science and in the Foundation Stage.

Main strengths and weaknesses

- The quality of teaching and learning is very good across the school, with some excellent practice in Years 1 to 6.
- Very good subject knowledge and innovative teaching methods encourage enthusiasm for learning and hard work.
- The teachers' strong commitment to pupils' learning motivates pupils to want to achieve well and stimulates a desire to learn.
- Excellent use of support staff ensures full access to the curriculum by all pupils.
- Assessment is used very well in the Foundation Stage and in English, mathematics and science to track pupils' progress.
- Release teachers often demonstrate only satisfactory knowledge of the subjects they have been asked to cover.
- No systematic procedures exist for tracking pupils' progress in the foundation subjects.
- Although work is regularly marked, the school recognises some teachers do not give pupils enough written feedback about how to improve their work.

Commentary

18. The very good quality of teaching observed during the last inspection has been sustained. Observations of lessons showed an increase in the proportion of good or better teaching and of very good or excellent teaching. Examples of excellent teaching were observed in Years 1 to 6. These lessons were characterised by very high expectations and excellent challenge for all pupils. In these lessons the pace of learning was very brisk because teachers used a variety of imaginative strategies that actively involved the pupils in learning. A skilful combination of excellent direct

teaching and high quality questioning ensured pupils' learning was moved forward rapidly, often as a result of first-hand experience.

19. Where shortcomings occurred in satisfactory lessons, these were most frequently because the teacher's subject knowledge was not secure enough to ensure a high level of challenge for all pupils. The pace of the learning slowed as a result. This was particularly the case when release teachers were covering classes usually taught by members of the senior management team.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
8 (17%)	16 (33%)	19 (40%)	5 (10%)	0 (0%)	0 (0%)	0 (0%)

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

20. As a result of the imaginative and at times inspirational teaching, pupils' attitudes are very positive and standards of behaviour are excellent in lessons. Teachers have high expectations of pupils' behaviour, which are successfully met, and a sense of purpose and calmness pervades the whole school.
21. The basis for the very good quality of teaching is the detailed planning, which is carried out very effectively in mixed year group teams. Well defined learning intentions ensure that the lessons have a clear structure and all pupils are well aware of the high expectations. Planning is least effective for the pupils in the Nursery, where the focused, teacher-led activity is well planned but the monitoring of what pupils do when they choose is not sufficient to track their progress.
22. The teaching for pupils with special educational needs promotes and sustains interest and engagement amongst the pupils. Tasks are matched appropriately to the individual needs of pupils and they relate well to the clear and specific targets identified in the pupils' individual plans. Pupils with special educational needs are very well supported by teachers and support staff, which leads to a high level of achievement by this group. Excellent use of teaching assistants enables all pupils to have full access to the curriculum. For example, an autistic boy took a full part in the group work in a physical education lesson because of the highly effective support of a teaching assistant. Some pupils receive extra help in small groups. This support is very effective and fully meets the pupils' needs, for instance, in a poetry session a teaching assistant worked with three pupils to produce a group verse for a poem. Sometimes when pupils are taken out for extra support, they return to class half way through a lesson. There are not always good strategies in place which enable the returning pupil to fully participate in the lesson.
23. Staff targeted to support pupils at the early stages of English language acquisition plan effectively with class teachers for their sessions. Planning is based on the school's schemes of work and pupils with English as an additional language receive structured classroom support. Inspection findings indicate that when specialist support is not provided, pupils with English as an additional language continue to make good and sometimes very good progress in the acquisition of language skills, reflecting the range of methods and resources used by some class teachers. The language and learning needs of pupils with English as an additional language are often identified in teachers' planning.

24. Assessment is good overall and very good in the Foundation Stage and in English, mathematics and science throughout the school. In the Foundation Stage, pupils' progress is tracked in detail across the six areas of learning, using the goals children are expected to reach by the end of Reception. In Years 1 to 6, national test data is analysed in detail and the findings are used effectively to inform future planning and to set targets, both at whole-school and at individual pupil level. The teachers assess progress informally in lessons and through a range of assessment tasks throughout the year. The outcomes of assessment are used effectively to target additional support where necessary. There are good assessment procedures in place for pupils with English as an additional language. Effective identification of development needs and detailed fortnightly reviews of progress are used to plan further work.
25. Although all work is marked regularly, some teachers do not give pupils enough information about how to improve their work. Pupils are given some helpful comments in English but this is inconsistently applied elsewhere in the curriculum. Except for English, mathematics and science, no systematic procedures exist across the school for tracking and recording pupils' progress and this limits teachers' knowledge of progress in these curriculum areas.

The curriculum

The curriculum is very good. Opportunities for enrichment and extra-curricular activities are excellent. The accommodation is satisfactory and resources are very good.

Main strengths and weaknesses

- Curricular enhancement events and links with outside organisations promote pupils' enthusiasm for learning and give them access to a wide range of opportunities.
- The school is inclusive and committed to ensuring individuals and groups have equality of access to the curriculum.
- The strong ethos reflects the high priority given to pupils' personal, social and health education.
- Classrooms are small and playground accommodation is restricted with no immediate access to a field or grassed area.

Commentary

26. Opportunities for involvement with outside agencies are being exploited to the full. The curriculum provides several innovative programmes that affect learning and teaching styles and promote greater creativity. For example, pupils are involved in high quality dance and music workshops delivered by external groups which support the curriculum within the classroom. Teachers ensure strong links are built between the arts and the core subjects of English, mathematics and science.
27. Provision for including all pupils is very good. Staff encourage participation by all groups of pupils in a wide range of activities. Pupils are involved in a number of extra-curricular sports activities and participation and achievement in these are celebrated by the whole school. Pupils have equal access to activities and the school has effective systems to ensure that all eligible pupils get a chance to participate. The art club is currently over subscribed so pupils attend for a six week period and then let another group join in. Clubs are attended by pupils from all ethnic groups, with varying needs and by boys and girls.

28. Pupils with SEN are very well supported by teaching assistants who know them well and good systems are in place for communication with class teachers. Teaching assistants support small groups of pupils in class as well as occasions where they are withdrawn in small groups or as individuals. Good use is made of intervention programmes to support individuals. Senior management take responsibility for supporting the identification of pupils and ensure programmes are implemented in the most effective way. Two excellent learning mentors provide support to a selected number of pupils as well as providing a range of activities, for example, breakfast clubs for all pupils who require them.
29. All support staff are well trained and have excellent relationships with the pupils. This leads to a caring and supportive environment where all pupils are encouraged to achieve. Provision for the most able pupils is supplemented by group activities such as a reading group focusing on the classics and other materials they may not be familiar with.
30. The school demonstrates a high commitment to the personal growth of the pupils. As well as the specific lessons covering personal, social and health education, the school fosters an excellent emphasis on the emotional growth of pupils. The pupils care for each other and demonstrate high quality skills and values in discussing each other's work and personal attributes. The calm atmosphere in classrooms and play areas is fostered by all pupils and staff alike. Pupils play very well together and share resources in an extremely mature manner.
31. The school works hard to overcome the limitations of its site and buildings. Classrooms are small in Foundation and Key Stage One and very small in Key Stage Two, allowing for the size of tables needed. Despite this, teachers and support staff have created an extremely rich environment for pupils with displays of the highest quality in most areas and sympathetic organisation in most rooms. The buildings are very well maintained due to the hard work of the premises officer and his team. There is no outside grassed area for PE but the playground has been clearly marked for different sporting activities. Additionally, quiet areas are provided within the playground, including one for performances, and garden areas are well planned and maintained.
32. A very good range of resources supports pupils' learning at all levels. Subject leaders ensure they are drawn from a wide range of sources and artefacts are collected from around the world, for instance, musical instruments and recorded music. Pupils have opportunities to study people from different cultures and role models from different ethnic groups, including both black and white scientists.
33. The majority of the curriculum is innovative and provides a very good basis for pupils' learning. It is firmly anchored in the National Curriculum. The school recognises that there is a need to review the history provision to better reflect the ethnic background of many of the pupils. Because of the difficult year the school has had, some of the planned development work has slipped, for example, the provision and the use of ICT to support the teaching of other subjects are inconsistent. For the same reason, it has only recently been realised that a design and technology topic has been missed by a Year 5/6 class; this has been addressed.

Care, guidance and support

Good attention is given to pupils' care, welfare, health and safety. Support, advice and guidance, based on monitoring, are very good. Involvement of pupils is good.

Main strengths and weaknesses

- Relationships between adults and pupils are very positive.
- School routines are well organised and run smoothly.
- The school council is enabling pupils to have their say.

Commentary

34. Very good relationships throughout the school are the key to the quality of the support and guidance which pupils receive. High staffing levels mean that there are plenty of adults available to help pupils throughout the school day. Staff know the pupils very well and so can give them the support they need. Good assessment means that pupils are well guided in their work, particularly in English, mathematics and science. Those who need individual attention for pastoral reasons are carefully monitored and targeted for help from the learning mentors. The mentors' newly restructured role is proving to be very successful.
35. Alongside personalised support for individuals, the school's strong emphasis on pupils' personal development means that pupils work and play in an atmosphere which is geared to preparing them for life as well-rounded individuals. The school's provision for pupils with special educational needs is enhanced by their use of outside services. Support from a local pupil referral unit and an autistic outreach worker are bought in. Careful tracking of pupils' progress in English and mathematics ensures that pupils who experience difficulties with basic skills are identified and supported. The progress of pupils at the early stages of English language acquisition is closely monitored and the results are used to plan the very effective provision.
36. The school day operates effectively and a great deal of thought is given to pupils' well-being. The playgrounds are efficiently organised to make the most of the cramped outside accommodation, and pupils have a good selection of activities to keep them entertained. Pupils are well cared for, particularly in the Nursery and Reception classes, and good induction for new pupils means that they settle easily into school life. Good procedures for child protection and links with outside agencies provide a secure framework for pupils' safety and welfare.
37. The school council is giving pupils increasingly good opportunities to play their part in the running of the school and express the views of themselves and their classmates on matters which affect them. Pupils are also happy to do their bit around the school during the day, for example in assembly and at lunchtime, and are confident about carrying out the roles assigned to them.

Partnership with parents, other schools and the community

Partnership with parents and the community is good. Links with other schools are good.

Main strengths and weaknesses

- Pupils reap the benefits of the school's location and its Beacon status.
- The school is keen to inform and involve parents well.

Commentary

38. The school makes the most of its closeness to central London to offer a wealth of exciting opportunities and experiences to its pupils, particularly in the sphere of the arts. It draws on visitors from the local and wider community, including internationally famous musicians and artists, to work with pupils, and it enables pupils to sample the world-class facilities available nearby, such as those of the Royal Festival Hall. The Beacon scheme, now ending, has meant that the school has been able to share its own best practice and draw on that of other schools in the area, so that pupils have enjoyed fresh and innovative teaching in their lessons. The lack of sufficient secondary school places locally and the lateness of decisions create tensions for parents but the school works hard to forge productive links for the next phase of its pupils' education.
39. The school provides parents with good written information, particularly through regular newsletters, termly curriculum outline sheets and the website. The prospectus and governors' annual report now contain all information required by law. Reports to parents on their children's progress are good, because they are very detailed and personal to each child. However, they do not always make it clear exactly how well pupils are doing for their age, and often contain jargon which is off-putting for parents who do not work in education.
40. Parents of pupils with special educational needs are kept fully informed about their children's progress. Regular meetings with the class teacher, teaching assistants and, where appropriate, the special educational needs co-ordinator, are held to discuss progress. In an annual review meeting, all staff working with the pupil attended and there were excellent relationships between them and the parent. All felt able to make a good contribution and support was identified for the pupil at home and in school. The school makes good use of available support for special educational needs from the local community.
41. The headteacher and staff are readily accessible and always happy to talk to parents, and facilities such as the breakfast club offer a useful service to parents who need childcare. The staff work hard to make all members of its parent community feel equally welcome and valued. However, some parents feel that the school is unduly influenced by other parent groups, and the school community needs to continue to find ways of engaging and including all parents, irrespective of class or ethnic background. But parents could do more to become involved.

LEADERSHIP AND MANAGEMENT

Leadership and management

The leadership and management of the school are good. The headteacher provides good leadership and that of other staff is good. Governance is good.

Main strengths and weaknesses

- The flexibility and resilience of the school's leaders have kept the school running well despite the difficult year.
- The acting headteacher, with the senior leadership team, has continued to maintain and improve high standards.
- The governing body has supported the changes in the school well.
- Although there have been a number of recent appointments, all staff work well together to provide high quality education.

Commentary

42. This year has been stressful for staff, governors, pupils and parents following the appointment of a new headteacher in September 2004 and his sudden resignation in February 2005. The support of the LEA and a local headteacher has helped the school manage a difficult time and continue to move forward. The recently appointed deputy headteacher, from within the school, took over the acting headship this term and is providing good leadership to bring the community of the school together. The temporary senior leadership team provides strong support for the headteacher and together they lead and manage the school well. Because of the changes within the senior team, there are new and temporary staff in the school, with some teaching groups having had three teachers in the year. Although this has disrupted the continuity of the pupils' education, the strong systems in place have ensured the disruption has been minimal.
43. The governing body, ably led by the chair of governors, has supported the school well through recent events. They have accepted the concerns of some parents that communication needs improving, and have put systems in place to keep them informed and provide channels for discussion, for example, the governor surgeries recently introduced. The committee structure of the governing body ensures governors have a good grasp of the school's strengths and weaknesses through detailed discussions and reports from members who come into school to see it in action.
44. The school's aims focus on pupils' academic success and on their sense of understanding and respect for others. Both these aspects are evident in all aspects of the school and underpin its practice. The aim for the school to be a vital part of the community is less securely embedded, with some sections of the community feeling the school does not reflect the diversity of the pupil population. The staff work hard to include and meet this diversity but some parents are reluctant to become involved. School leaders set a very good example through their good interactions with all pupils. When taking assemblies, senior staff include pupils from all ethnic groups and boys and girls equally in answering questions, taking roles and receiving awards. All pupils are confident in approaching school leaders and policies and procedures promote the inclusion of all.
45. Subject leadership varies from satisfactory to excellent. The recent staff changes have led to several teachers taking on new subject responsibilities but they have already audited provision and planned for development. In some subjects, for example, science, leadership is excellent and a model for other leaders. The monitoring and evaluation, direct intervention and peer support have a very positive impact on standards and achievement.

46. Leadership of the school's work with special educational needs is very good. The co-ordinator organises provision very well and offers very good support across the school. She is very aware of the nature and depth of need in different classes. She monitors provision effectively and has ensured that teaching assistants are providing very good support. She arranges regular review meetings with staff and parents and attends these for the most needy pupils. A good training programme has been developed and the school is able to manage a range of needs very effectively, including pupils with autism.
47. Provision for pupils who are at the early stages of learning to speak English as an additional language is very well managed. Staff are effectively deployed throughout the school and work well in partnership with class teachers. A detailed action plan is in place.
48. The school is effectively managed. Day-to-day routines are understood by all, including new staff, who are well supported. The administration is efficient and provides a friendly welcome to visitors. Performance management is interlinked with self-evaluation and improvement planning to give a framework for development. There is a high commitment to professional development and the school, formerly through its Beacon status, is involved in work across the LEA. It also has excellent links with initial teacher training and students are very well supported by the school.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,366,696	Balance from previous year	119,932
Total expenditure	1,359,732	Balance carried forward to the next year	126,896
Expenditure per pupil	3,777		

49. Finances are managed effectively and the large carry-forward is carefully planned to contribute to imminent building work. It will provide extra space and changing rooms for older pupils and urgently required replacement toilets. The school buys in financial expertise to provide the governing body and school leaders with accurate, regular tracking of money and to apply the principles of best value. The school gives very good value for money.
50. Major aids to achievement are the flexibility and resilience of the school's leadership and the support of the staff in providing a high quality education for the pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Nursery and the two Reception classes is good.

When the children start in the Nursery, standards are broadly average when compared with those expected nationally. However, this masks a very wide range of ability, with significant groups of both high and low attaining children. Fourteen per cent of the children do not have English as their first language. The children achieve well in all six areas of learning and very well in their personal development and their creative work. By the end of the Reception year, standards are above those expected for the age group. This is an improvement since the last inspection when the majority of children achieved the recommended learning outcomes in all areas and progress was good.

The quality of teaching is very good. The teachers use stimulating and well resourced activities that engage and keep the children's interest so that they sustain concentration and are successful. The adults all interact very effectively with the children and this has a positive effect, particularly on the children's personal, social and emotional development. Planning is clear and thorough in the Reception classes in the Nursery. There is less detail about the independent activities that are planned, which makes it more difficult for adults to monitor the children's involvement. Assessment is very detailed and enables children's progress to be tracked very effectively.

The co-ordinator provides sound leadership and management. He has built an effective team but over this last year has had limited opportunities to monitor provision throughout the Foundation Stage. This prevents him having a clear picture of the strengths and weaknesses of the provision. The partnership with parents is very good, with parents being welcomed into the classrooms every day. Communication between school and home is good. Accommodation has recently been improved and is now good. Good use is made of an attractive and well resourced outside area. Children's punctuality is unsatisfactory and methods of addressing this should be reviewed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching is very good and the children achieve very well.
- Children have very good attitudes to their tasks and activities and behave very well.
- A warm, secure atmosphere is generated in which the children feel valued.
- Opportunities are sometimes missed in the Nursery to draw children together, where they can learn the expected routines in a large group.

Commentary

51. By the end of Reception year, children significantly exceed the goals they are expected to achieve because of the high quality experiences they receive. The teachers and support staff have very good relationships with the children and make them feel valued. The staff ensure that children quickly learn the correct way to

behave and class routines are very well established. There are very good opportunities for children to develop self-confidence and independence. Because of the high quality teaching and support, children achieve very well. In both the Nursery and Reception classes, children have very good opportunities to choose activities and resources and they concentrate for extended periods. In the Nursery, children have access to a well-planned range of activities to choose from on arrival, which changes daily, in order to cover all the areas of learning. In the Reception classes, children make well informed choices from within a colour-coded range of independent activities planned to cover each area of learning. Children also choose resources well, as in the Nursery when a child decided to use adhesive tape to make a "Gingerbread Man" puppet, collected the dispenser and used it independently. In the Nursery, opportunities are sometimes missed to draw the children together, as at the beginning of the morning and afternoon for the register, when activities and expectations can be explained in a large group. Staff take every opportunity to promote good manners, politeness and consideration for others and children collaborate very well, taking turns and sharing resources. This is particularly noticeable at snack time, when the children wait patiently for the fruit to be given out and pass it to others before starting to eat.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good in the focus groups and good overall, with the teachers and support staff taking every opportunity to develop the children's language skills.
- Children achieve well because of the good teaching.
- Children's speaking and listening skills are fostered effectively through many activities.

Commentary

52. Children start school with average language skills but because of good teaching in both the Nursery and Reception classes, they achieve well and are on track to meet, and many to exceed, the goals they are expected to reach at the end of Reception year. Very good opportunities are provided for children to develop their speaking and listening skills and good questioning from adults encourages them to talk about what they are doing. When listening to stories and songs, most children join in enthusiastically with repetitive phrases and they are encouraged to respond to questions in full sentences. Children with special educational needs and those with English as an additional language are well supported through the use of withdrawal groups and through in-class support.
53. In the Nursery, children handle books carefully, talk about the pictures and turn the pages in the right direction. There are good opportunities for emergent writing and higher attaining children are beginning to write simple regular words. The majority of children sound out initial letter sounds, correctly identifying them from the alphabet and provide other words beginning with that letter. The majority of children use spoken language imaginatively and most listen and respond well to others. Highly imaginative stories about dinosaurs living in a castle, including a beginning, middle and end, could be explained as a result of a sand tray activity. A small minority of children are very quiet and shy about speaking in front of others, reflecting the wide range of abilities at the start of school.

54. In the Reception classes children achieve well. They read familiar words and simple sentences independently and some write simple sentences, with some use of punctuation. ICT is used well to enhance the learning and the more able children save their written work. There is good liaison between job share partners, with written work produced by one teacher being used effectively to inform pictures of monsters being introduced by the other teacher.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teaching of mathematical development is good overall and sometimes very good, with teachers and support staff using imaginative, cross-curricular ways of promoting children's mathematical understanding.
- A good range of practical activities is used well to reinforce the children's learning.

Commentary

55. Overall, standards in this aspect of their learning are average. Most children are likely to reach the goals that are expected and the most able are likely to exceed them by the end of the Reception year. Children achieve well because the teaching is good and sometimes very good. Staff are skilled in identifying opportunities to relate mathematical objectives to practical activities across all areas of learning. Children count reliably up to ten and use the terms "more and less" accurately to add and subtract numbers, identifying how many are left. This was covered very well through a practical activity related to "Gingerbread Men" that had been made by the children, being taken in and out of the oven. The most able children in the older Reception class handle numbers up to twenty confidently. Measuring using non-standard units was well linked to the story of "Jim and the Beanstalk" in the Reception classes. Children in the Nursery identify circles, squares, triangles and rectangles accurately, using the terms longer and shorter to describe their features, as a result of a highly imaginative lesson involving the folding of tablecloths. Children in the Reception classes used their knowledge of symmetry to make symmetrical patterns on butterfly wings in a lesson focusing on Knowledge and Understanding of the World.
56. It was not possible to observe all aspects of **knowledge and understanding of the world** in all three classes during the inspection. However, the work seen indicates that, by the end of Reception year, the children are likely to reach, and many will exceed, the expected goals. Standards are therefore above average and achievement is good. Children's understanding of the natural world is being developed well, as in the Reception classes, where all children could name the stages in the development of a butterfly. Children have free access to computers in the Nursery and good access to them in the Reception classes. As a result of this frequent, well planned access,

children are competent users of the mouse and master the skills of “clicking” and “dragging” from an early age. Computers are used well to reinforce key number concepts and letter sounds. There is a well planned and balanced programme of work each week to tackle the different aspects of this area of learning. Often the work planned is linked well to other areas of learning. For example, children in the Reception classes had learnt about the life cycle of a butterfly and this had been skilfully linked to work in literacy, mathematical development and physical development.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop their physical skills in lessons in the school hall and achieve well.
- Children use a range of small equipment to develop their fine motor control skills.

Commentary

57. Children move confidently, with good control and co-ordination in the Reception classes because they are taught well. In their movement lesson in the hall, children listened carefully and responded quickly to teacher instructions. They made good use of space and their individual and partner shapes were of high quality. Some peer assessment is used effectively to identify the features of controlled movement. In the Nursery, the range of resources, although satisfactory, is not as extensive as it could be. There is some small climbing equipment in the outside area but there is limited provision of large wheeled vehicles and slides. The school is aware of this and plans are in place to review provision. The staff in all three classes provide a good range of opportunities to help children to develop their co-ordination and dexterity through the use of pencils, brushes, scissors and small construction apparatus. The children’s achievement is good and they are on track to reach, and many to exceed, the expected goals in physical development by the end of the Reception year.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The teaching is very good and as a result, achievement by the children is very good.
- Musical instruments and songs are used very effectively to enable children to communicate their ideas.
- Role-play areas could be further developed.

Commentary

58. The teaching of the creative elements of the curriculum is very good and children achieve very well. Musical skills are developed very well, as children learn to sing songs and rhymes and are given opportunities to listen to music. Children are also introduced to the idea of musical notation and play percussion instruments, while following this notation. As a result of a very good lesson, children were excited by their learning and showed very positive attitudes. Children have a good range of opportunities to develop their creativity, for example, through the use of a variety of pencils, paints and collage to create pictures and patterns. Good use is made of role-play areas to extend imagination. By the end of the Reception year, most children are on track to exceed the expected goals.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Pupils achieve consistently high standards and teachers' have high expectations for the quality of speaking and listening, reading and writing.
- There is very good provision across a wide range of opportunities for speaking, listening, reading and writing.
- Pupils show enthusiasm for a range of fiction and creative writing opportunities, including being keen readers outside school.
- More able pupils are challenged well and there is good support for the less able pupils.
- The good teaching motivates pupils and promotes creativity, although pupils do not always pay sufficient attention to punctuation and joined handwriting in their own writing.

Commentary

58. The school provides a rich variety of opportunities for language development. Pupils read extensively and have a wide range of writing experiences, including letter writing, poems, expressing opinions, newspaper articles, plays and handwriting and grammatical exercises. Across all year groups there is an appropriate balance of opportunities to develop different styles, use imagination and develop and extend skills. Many pupils have a strong bias towards fiction and creative writing but are provided with a breadth of experience to provide balance. Because of this very good provision, pupils achieve well in the infant years and very well in the junior years.
59. Standards in English in national tests are consistently very high compared to similar schools, being often in the top five per cent of schools. In the 2004 tests for Year 6, standards in English were well above the national average and those of similar schools. Nearly three quarters of pupils achieved the higher level (Level 5) in English, nearly three times the national average. This is significantly higher than at the time of the last inspection. In Year 2, standards were average in reading and above average in writing. When compared to similar schools, standards in Year 2 were well above average in reading and writing. The numbers of pupils who achieved the expected level (Level 2) were above national averages. The significant number of pupils with identified special educational needs in this year group led to fewer pupils achieving the higher level (Level 3). In the whole school there are only minor differences between the performance of boys and girls. The inspection found that standards in the current year groups are above average in Year 2 and well above average in Year 6. Higher attaining pupils are achieving well, especially in reading and in the quality of creative writing. Pupils with special educational needs are provided with very effective support and achieve very well.
60. Standards in speaking and listening are well above average throughout the school and all pupils achieve very well. They speak confidently and fluently. They use an extensive vocabulary and well-constructed sentences to express ideas clearly. In infant classes they respond well to teachers' questions and are able to express views and participate effectively in role-play. In lower junior classes their confidence

increases and pupils are able to use peer discussion to develop ideas. By the end of the junior years, pupils are able to respond to challenging questions and express opinions and ideas and raise issues in a variety of contexts. Pupils with special educational needs and with English as an additional language are supported in class either in mixed ability speaking groups and pairings or through simplified questioning. This has a very positive impact on their involvement in the lesson. More able pupils organise their thoughts and speak with consideration for the audience, such as “I just have 2 points to make...” The confidence in speaking and listening is a direct result of teachers’ very effective questioning and use of strategies such as talking partners in lessons.

61. Pupils are enthusiastic and competent readers. This enables them to have full access to the curriculum and to enhance learning through their own research. Pupils express a strong preference for fiction over non-fiction. Resources and tasks are well suited to pupils’ reading levels. Infant pupils talk enthusiastically about books, re-tell a story and are beginning to understand some characteristics of the people they read about. Pupils use phonic knowledge and some context clues to help them with unfamiliar words. Junior pupils use an extended knowledge of phonics, contextual clues and aids such as dictionaries to help with unfamiliar words. They read with expression and express strong preferences for different authors. Pupils with special educational needs are enthusiastic readers and are reading stories which are challenging for their abilities. They are developing skills of decoding and mainly have very good phonic knowledge. More able pupils read widely and are able to interpret text, such as identifying that the moral of a story could be “if you do bad things to each other you will suffer yourself”. By the end of Year 6 most pupils are independent readers. They enjoy challenging texts and have clearly expressed ideas about characters, themes and styles of different authors and books. Favourite authors include J. K. Rowling, Anthony Horowitz and Benjamin Zephaniah. More able reading groups have been established and these are offering effective opportunities for pupils to read more challenging materials alongside others. Most pupils read regularly at home, with some using the local library but most buying books.
62. The standard of written work seen in class and in books is good in infant classes and very good in junior classes. Pupils show above average ability in their use of vocabulary and sentence construction. They use language imaginatively and write in ways which engage the reader. Infant pupils form letters well and are becoming more consistent in the size and orientation of letters, although they do not consistently join the letters. Some are using other forms of punctuation including question marks. There is a wide range of ability, from some pupils who are forming simple sentences using “and” to link ideas, to pupils who are using language creatively: “The moon was gold as a crown. The stars were shining like princess hair”. More able pupils are using a range of punctuation, a variety of ways to link ideas and are choosing words to make their stories more interesting. In the junior pupils’ work, letters are more consistent in size. Pupils gradually develop their own handwriting style. In lower junior years, words are mainly phonically correctly spelt, some punctuation is consistently used and there is some adventurous use of vocabulary. Writing is joined in handwriting books but this is not consistent in other writing. Older junior pupils have joined, legible handwriting with most pupils developing an individual style. Punctuation is usually correct and used to add drama to text. Pupils use varying length of sentences in their writing and use vocabulary well; for example, “Despite the cold, icy wind I was sweating all over”. Pupils with special educational needs achieve well due to carefully constructed activities, such as use of writing frames for poetry writing, and very good support from teaching assistants. Many pupils produce some very high quality pieces of writing, for

example, in a letter to a restaurant, “myself and my company were seated in an unsuitable alcove”, or from an opinion on zoos, “In conclusion, it is difficult to decide whether zoos should be banned...” and in a poem, “Eyes are cat’s slits, ears are attentive policemen, claws are sharp carving knives. Beak is steel grey”. More able pupils are further extended such as through being challenged to include other words for “said”. These pupils responded with a range including announced, declared, exclaimed, whispered and whimpered. They use conventions from other authors including author’s notes and cliffhanger endings: “who knows what will happen next?” Pupils do not always check their work carefully and even in redrafted writing, spellings and punctuation are not always accurate.

63. The quality of teaching and learning in English is very good across the school. Teachers show good subject knowledge and are enthusiastic about the subject. This results in pupils having very positive attitudes and showing high levels of concentration. Teachers set high expectations for the quality of work in terms of creativity but do not always encourage pupils to re-read and edit work. Lessons are carefully planned and the teachers’ own love of literature frequently motivates pupils to achieve well, such as when writing poetry. In the best lessons pupils concentrate well and all make active contributions. Teachers use effective questioning to challenge and extend pupils’ thinking and structure work so that all can succeed. Teaching assistants are used very well, working with individuals and small groups who would not otherwise be able to access the lesson, such as when writing a group poem. In other lessons some pupils were passive and work was not sufficiently differentiated so that more able pupils were not sufficiently challenged. Most lessons have good pace and pupils work productively. A few pupils are withdrawn for additional support and can find it hard to reintegrate into lessons when they return to class.
64. Assessment and tracking of pupils’ progress overall are very good. Pupils’ work is regularly marked and mainly with constructive comments. In some classes pupils have clear targets for improvement displayed on the inside cover of their books. This is not consistently used across the year groups or within a year group. Pupils mainly feel that they receive accurate feedback on their work and know what they need to improve. Some pupils are very clear about the use of class targets, whilst others were uncertain about these. Pupils in Year 6 were aware of national curriculum levels and had some knowledge of what was required to meet these.
65. Strong, effective subject leadership ensures that pupils’ progress is carefully tracked. Any underachievement is identified and support programmes established. The subject leader has maintained a sharp focus on improving standards and has very high expectations for pupil achievement. She sets a good model for very good teaching and has a secure knowledge of the subject across the whole school. This has had a positive impact on standards, which have improved significantly since the time of the last inspection.

Language and literacy across the curriculum

66. Literacy skills are used well in most subjects. In religious education, pupils wrote a play script to illustrate a Buddhist story; in history pupils wrote about Nelson Mandela, pupils design and make story books using design and technology techniques and art is used to enhance displays of pupils’ written work. Through class discussions, effective questioning and using creative ways to record pupils’ ideas teachers are offering a range of opportunities to enhance and strengthen literacy skills across the curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above the national averages at end of Year 6.
- Younger pupils achieve well and junior pupils' achievement is very good as a result of very good learning and teaching.
- Effective adult support means that the needs of all pupils are met very well.
- There is good coverage of different areas of mathematics.
- Subject leadership has been disrupted.
- Excellent systems are in place for tracking the achievements of individuals.
- Marking to promote future learning is not consistent.

Commentary

67. Standards by the end of Year 6 are well above the national average. This is a similar judgement to that made in the last inspection but the proportion of pupils achieving the expected level (Level 4) and the higher level (Level 5) has risen. Pupils' achievement is good in the infant years and very good in the junior years. Standards are above average by the end of Year 2. The school's programme for identifying and supporting lower attaining pupils through booster groups and providing extra teaching assistants has effectively raised the percentage of Year 6 pupils reaching the expected level. The percentage of pupils attaining Level 5 is well above that found in similar schools. However, more pupils in the school achieved Level 5 in English and science than did in mathematics. This is currently being addressed by the school.
68. The teaching seen was good overall but evidence from pupils' work and achievements indicates it is usually better than this. It was at least satisfactory in all lessons observed and in seven out of eight lessons it was good or very good. Lessons are well planned and teachers have a confident understanding of the numeracy strategy, thus enabling a good match of activities to the ability of individual pupils. Teaching assistants are well trained and have a secure understanding of the desired outcomes of each lesson. Pupils are enthusiastic and keen to learn in all classes. Teaching is best where pupils are asked to reflect upon their learning and explicit links to previous learning are drawn out, where questioning is well used to check understanding and advance pupils' thinking, and where a wide range of teaching strategies is used to engage pupils. In a very good lesson in the infant years pupils were encouraged to work in pairs and small groups to respond to a stimulus on the interactive whiteboard. Pupils were then engaged in assessing their own responses and compared methods of calculation, agreeing on the most efficient. Less able pupils were assisted by excellent interventions by teaching assistants.
69. The pupils' books show that a very good quantity of work is completed in lessons and that the curriculum is covered well. Pupils are provided with opportunities to apply their skills in investigational and problem-solving work in all year groups. All work is well presented and graphs and measuring work are accurately recorded. Progression of skills and knowledge is very good. For example, pupils in the infant years record mental calculations in a variety of ways. These skills are steadily built upon and by Year 6 most pupils have a variety of mental and written methods with which to perform calculations. Assessment is very good. Systems of tracking achievement for individual

pupils are robust and highly effective. This has contributed to the accurate identification of pupils in need of additional support. All work is marked and there is good use of praise and encouragement. However, there is little evidence of marking being used to direct pupils to the next step of learning.

70. Evidence shows that the leadership of mathematics has been highly effective in improving standards since the time of the last inspection but has been disrupted by the movement and illness of staff. This has led to a hiatus in the development of teacher subject knowledge. Leadership is currently satisfactory and plans are in place to improve this.

Mathematics across the curriculum

71. Good links exist with science, information and communication technology, art and some aspects of physical education, for example in dance, which successfully expand the pupils' understanding of how mathematics is used in their everyday lives.

SCIENCE

Provision in science is **excellent**.

Main strengths and weaknesses

- Standards in science are above average in the infant years and well above average by the end of Year 6, particularly pupils' enquiry skills.
- Pupils achieve very well as a result of very good teaching.
- Pupils have very positive attitudes to science and they collaborate very well.
- Leadership of science development is excellent.
- Pupils' work is thoroughly marked but there are few indications of what the next steps should be.

Commentary

72. Standards at the end of Year 6 have risen from the well above average levels at the time of the last inspection. Results in 2004 show all pupils reached at least the expected level (Level 4) and nine out of ten reached the higher level (Level 5). This is impressive compared with the national picture. By the end of Year 2, standards have also risen from average at the time of the last inspection; they are now above average. All pupils achieve very well throughout the school as a result of very good teaching, and inspection evidence indicates that the current Year 6 pupils will also achieve well above average standards. Pupils with special educational needs make particularly good progress.
73. Pupils respond very positively to the challenges of designing scientific enquiries and understand the concept of fair testing and analysing evidence. Infant pupils compare habitats and make predictions as to what they are likely to find in a local park and describe how they will test this out and the equipment they will need. Older pupils hypothesise about factors that will affect reactions, for example, when sugar is added to a fizzy drink, by suggesting alternative mixtures that would support or eliminate their theories. Pupils organise themselves very sensibly and listen to others, valuing their contribution. Work is well presented in a variety of ways, such as older pupils

producing resource booklets for others to read, for example, on their study of a black rhino.

74. Only two lessons were seen but the evidence from talking to pupils and looking at their work supports the judgement that teaching is very good and one of the lessons seen was excellent. Comprehensive planning underpins the very good teaching. Teachers' expert use of interactive whiteboards ensures introductions are lively and varied through the combination of video, sound and interesting graphics. Pupils are given positive messages about being scientists through the use of a comprehensive range of positive role models (and the pupils themselves!). Pupils are clear about what they will learn in the lesson and how it fits with prior and future lessons. Effective plenary sessions bring the work together with very good questioning to draw out pupils' learning. The excellent support from teaching assistants helps all pupils access the lesson and contributes to the high quality assessments made of their progress, enabling the teacher to better meet the needs of individual pupils. The marking of pupils' work is thorough and includes many examples of praise and quality feedback, although there are few teachers who give pupils written guidance on how they can improve their work.
75. The subject leader is an advanced skills teacher and gives excellent, enthusiastic leadership to science. Through scrutiny of planning, assessment and pupils' work and through lesson observations, she has a very good grasp of strengths and areas to develop. Although standards are in the top five per cent nationally, there is no complacency and the thorough action plan is focused on pupils' learning, and aims to further improve achievement. Pupils have access to the very good resources, including a wide range of computer programmes and equipment, and select the equipment they need.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Direct teaching of ICT skills is very good, resulting in above average standards by the end of Year 6.
- ICT is not used to full advantage to support teaching of other subjects.
- There has been a lack of equity of provision across classes within the same year group.
- Leadership of ICT has been disjointed.

Commentary

76. Year 2 pupils' standards in information and communication technology (ICT) skills are average and by Year 6, they are above average. Pupils across the school achieve well. By the end of their time in the school, pupils use a wide range of software and equipment to effectively produce work of a high quality. This is evident in displays around the school where ICT has been used to create artistic designs and to present written work.

77. Overall, teaching is good. In the direct teaching sessions observed, teaching ranged from satisfactory to excellent. In the most effective sessions pupils were very clear of what was expected of them and how the ICT was enhancing their learning. For example, in an excellent lesson in Year 3 and 4, the pupils were well prepared for the investigation before going to the ICT suite. Time was taken to clearly explain the task and make clear links to other work undertaken around their study of India in geography and of pattern in art and design. The teacher used skilled questioning to illicit responses from pupils. They were given opportunity to ask questions and make suggestions relating to the patterns displayed on the interactive whiteboard. When the class was taken to the suite the teacher took time to ensure everyone understood the task. Preparation was thorough and the teacher knew which searches on the web would be most profitable. Pupils worked co-operatively and sensibly for a sustained period.
78. The teacher who has co-ordinated ICT for several years is currently the acting headteacher. Recent problems in the school have led to a loss of focus on the monitoring and development of the ICT curriculum and its role in supporting learning across all subjects. The temporary subject leader is working hard to ensure there is a sustainable programme for the maintenance and replacement of hardware and gives satisfactory support and leadership to the other teachers. However, staff changes during this year have led to inconsistencies of work covered across the three Year 5 and 6 classes. These have been identified and are now being resolved. Standards in the infant years are not as high as they were at the time of the last inspection when they were judged to be above average. In the junior years, standards were above average and remain so.

Information and communication technology across the curriculum

79. Pupils' use of ICT in all subjects of the curriculum is inconsistent but ICT is used effectively by some teachers to enhance learning. For example, some Year 5 and 6 pupils' use data loggers in science, all Year 1 and 2 pupils create music using a computer program and there is impressive artwork in Year 3 and 4. In a Year 5 and 6 lesson, short clips, taken live from the web, helped pupils to understand the devastating effects of coastal erosion. However, use of this valuable resource is not yet a regular or consistent feature of teaching. There is an interactive whiteboard in every classroom and the impact of their use on the pupils' learning depends upon the teachers own skill and confidence. This varies throughout the school.

HUMANITIES

80. As only a few lessons were seen in geography, history and religious education, it is not possible to make secure judgements about the provision. Discussions with pupils and the analysis of their work, plus the lessons seen, show that, by the end of Year 6, standards are above average in history and religious education, and well above average in geography.
81. Standards in **geography** are above average at the end of Year 2 and well above average by the end of Year 6. Pupils achieve very well in Years 5 and 6 because of very good teaching and good use of resources. Medium-term planning has improved since the last inspection and now includes good opportunities for pupils to learn about physical and local geography and environments in other parts of the world. This has had a positive impact on standards, which are now higher than at the time of the last inspection.

82. The teaching seen was lively, with very good subject knowledge and enthusiasm, combined with good use of resources, ensuring that pupils' learning was moved forward rapidly. Pupils in Years 5 and 6 learnt about the features of coastal erosion through first-hand evidence of grading the hardness of rocks. Their learning was further enhanced through very good use of ICT, to illustrate graphically the formation of bays and headlands and the results of erosion, with a very well chosen video clip from BBC News. As a result of this very good teaching, pupil attitudes are very positive.
83. The work seen from across the school indicates that medium-term planning has improved since the last inspection and now provides very good coverage of local, UK and developing world localities. Pupils in Years 1 and 2 are able to compare similarities and differences between Brixton and Sri Lanka. In Years 3 and 4, pupils show very good progression in mapwork skills through a study of Brixton and this has very good links with history and literacy. In Years 5 and 6, the in-depth study of St Lucia extends geographical skills and knowledge very well and makes good use of the Caribbean background of many of the pupils. Teachers plan their lessons in detail and marking is satisfactory. Assessment and recording procedures, however, are insufficiently developed and limit teachers' knowledge of pupils' progress.
84. Leadership and management in geography are effective and the two new co-ordinators, who have recently been appointed, have a very good grasp of where further improvement lies. They are set to make good use of the monitoring and evaluation of teaching and planning they have undertaken.
85. Work scrutinised in **history** from across the school showed that standards by the end of Years 2 and 6 are above average and pupils achieve well across the school. This is an improvement since the last inspection when pupils were making satisfactory progress. Pupils develop a good sense of chronology and they discuss and write in detail about similarities and differences between their lives and life in the past. Pupils use historical artefacts well and, for example, pupils in Years 3 and 4 enjoyed taking part in an archaeological dig at Brixton windmill, to discover about how people lived in the past. The curriculum shows coverage of mainly British and European history, with the Victorians being studied in Years 1 and 2 as part of comparing life in different times and in greater depth in Years 5 and 6. Opportunities are currently being missed to extend curriculum coverage to include elements of black Caribbean history, which would reflect the ethnic background of many of the pupils.
86. The teaching of history observed in Years 1 and 2 was very good and sometimes excellent. Through an inspirational use of role-play and excellent use of ICT, pupils were transported back in time on a themed Victorian day. Excellent teaching with very challenging questioning enabled pupils to compare similarities and differences about life now and in the past, based on first-hand experience. As a result of this excellent experience, pupils' learning was moved forward rapidly and they were totally absorbed by the day's activities.
87. The co-ordinator, who is newly appointed, is already providing effective leadership and management of the subject. She has a good grasp of the need to review the balance of the curriculum and the further development of assessment and recording procedures.

88. Standards in **religious education** are average in infant classes and above average in junior classes. These are the same as at the time of the last inspection. The work in the infant pupils' books is restricted and does not reflect their knowledge and understanding. In lessons, however, pupils showed some good understanding of different faiths and were able to identify with other people's feelings. In conversation, pupils from junior classes show some above average understanding of different faiths, symbolism, stories and celebrations. By the end of Year 6 they are mainly able to use this knowledge to identify with others and explore ideas showing good achievement.
89. Pupils study a wide range of different religions including Christianity, Buddhism, Judaism, Hinduism and Islam. They have opportunities to retell faith stories, learn about religious symbols and celebrations and, more recently, visit different places of worship. Recording is mainly on worksheets which are not differentiated. More able pupils are not always extended and this work does not reflect the true level of pupils' knowledge and understanding. In some lessons more creative teaching methods are used. In a Year 5 and 6 class pupils effectively turned a story from Buddhism into a play set in a modern day context. Pupils' experiences are extended through stories in assemblies, artefacts brought in and participating in celebrations such as Christmas concerts.
90. Pupils have open views on different forms of worship and about different faiths. Infant pupils identify symbols from Christian, Hindu, Jewish and Buddhist faith. They know some stories associated with Christianity, especially Christmas and Easter, and are developing ideas about how people should behave towards each other. Older pupils understand the purpose of ritual and that all faiths have different ceremonies and traditions. They show age-appropriate understanding of symbolism and the importance of religion in everyday life. They are beginning to form some views on religious issues and make some simple comparisons, such as between different creation stories.
91. The subject is well led. The subject leader has a clear view of religious education across the school. She has established good links with supportive organisations and charities. A strong syllabus has been implemented across the school and there is a structure in place to introduce any new aspects from a current LEA review. Since the last inspection teachers have taken responsibility for teaching religious education to their own classes and they are developing enthusiasm for, and skills in, subject teaching. Staff training sessions have been organised, including visits to Buddhist and Hindu temples. These are followed up by a programme of class visits. The subject leader is keen to provide more creative learning opportunities in religious education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. It is not possible to form an overall judgement about provision or quality of teaching in music or physical education. Art and design and design and technology were inspected in full.
93. Only one singing lesson was seen in **music**. Discussion with the subject leader and pupils shows that music is firmly embedded in the curriculum and a high importance is given to pupils' performance. At the time of the last inspection, standards were high. Indications are that this is still the case.
94. In the excellent lesson seen the teacher engaged and encouraged pupils to sing very well, with good rhythm, tone and feeling. The pupils remembered many of the words

and they clearly enjoyed the opportunity to work together on improving their performance of a difficult song.

95. The teacher seen is a specialist employed to work with pupils throughout the school and to train the school's choir. The link with Creative Partnerships that funds work in the school and the many contacts forged with local and national musicians gives many pupils the opportunities to perform at a high level, for example, with the London Philharmonic Orchestra. The school's involvement in the Rosetta Life project also gives pupils the chance to work with professional musicians, writing their own music to perform over a web-cast with a hospice in South Africa.
96. The subject leader has recently taken over the role and has already audited provision, including undertaking lesson observations. There is a good range of resources in the school, including instruments and recorded music from around the world. Pupils talk enthusiastically about the very good range of steel pans in the school and how they work with a specialist to produce high quality music.
97. No **physical education** teaching was observed in the infant years but as a result of very good and sometimes excellent teaching in the junior years, standards are well above average by the end of Year 6. Pupils' achievement is very good. This is a significant improvement since the last inspection.
98. By the end of Year 4 pupils demonstrate very good ability in athletics skills, with throwing, catching and fielding being particular strengths. In Years 5 and 6, dance routines are refined and developed until they become of high quality. The school makes good use of local swimming facilities, which ensures good progress in this area of physical education.
99. The quality of teaching is very good and sometimes excellent. Teachers plan their lessons carefully and always provide a good range of warm-up and cool-down activities, explaining the reasons for these. Pupils' differing abilities are very well catered for, with all pupils encouraged to improve upon previous best performances. Pupils are given very good opportunities to evaluate their own and others' performance, as in Years 3 and 4 when the best techniques for throwing are discussed and evaluated for different activities. Very good use is made of external expertise to enhance curriculum provision, especially in dance. Very good use of teaching assistants enables the curriculum to be fully accessed by all pupils.
100. Leadership and management of the subject are currently being undertaken on a temporary basis by the acting headteacher, shadowed by a newly qualified teacher, due to recent staff changes. This new teacher, however, is poised to take over co-ordination next term and has a clear understanding of the strengths and areas for further improvement. Although the school is constrained by the lack of some on-site facilities, such as a playing field, the curriculum is enriched by a wide range of sports clubs and off-site participation in tournaments with other local primary schools.

Art and design

The provision for art and design is **very good**.

Main strengths and weaknesses

- Good quality work throughout the school shows very high standards and achievement across a wide range of materials and techniques, especially in ceramics.

- Pupils have very positive attitudes to art and regard themselves as successful artists. This reflects the school's inclusive approach to art.
- Very good teaching motivates pupils and results in well-presented high quality work. Not all pupils are aware of how to improve their work.
- Effective subject leadership has developed staff expertise in and enthusiasm for art and design. Good use is made of an external specialist to enhance provision.

Commentary

101. The art and design curriculum provides a wide range of experiences, styles and media, including computer design programmes. Some good links are established between art and other subjects, including English and history. An awareness of art from other cultures is developed through work on textiles, colour and texture, for example, in Indian art. The school has effectively maintained the high quality in art since the last inspection.
102. The quality of work displayed throughout the school reflects the very high standard of work pupils achieve. They are rightly very proud of their work. The very good progress pupils make as they move through the school is evident in their increasing confidence in creatively using colour, line and tone in a variety of media. The pupils in the infant years are unsure of how to improve their work but, as they move through the junior years, they develop good self-evaluation skills. By the end of Year 6, pupils have clear ideas about their work and what they can improve and they show highly developed creative skills. Their work reflects a very good knowledge of different artists, techniques and materials and they use different approaches to develop ideas. At all ages pupils have experience of working on sustained projects and by Year 6 can work from an initial idea which they then develop, evaluate, improve and produce a final version.
103. Very good teaching is evident from the high quality work pupils produce. Good subject knowledge is extended by the effective use of outside expertise in areas such as ceramics. Pupils respond well to high expectations set and good resources are used effectively. Teachers use skilled questioning to develop ideas and model techniques for pupils, helping all to succeed. Most lessons work on one technique or material at a time so pupils have few opportunities to select their own media or technique. All pupils participate fully in lessons and additional adults offer support where necessary. Work in class is extended through visits to galleries and exhibitions and pupils feel that these help them to become better artists. An over-subscribed after-school art club provides very good opportunities for pupils to develop skills such as screen printing.
104. The very good, enthusiastic and committed subject leader has maintained a high profile for art across the school. She has built up staff expertise and developed an effective programme of using visiting specialist and gallery visits to support the subject. The school has a well-deserved gold Artsmark.

Design and technology

The provision for design and technology is **good**.

Main strengths and weaknesses

- Standards in the work seen throughout the school are above average.
- Teaching in design and technology is good and sometimes very good.

- Provision for the older pupils has been inconsistent this year.

Commentary

105. Pupils throughout the school design and evaluate their finished products well. Pupils in the junior years use a variety of materials to produce their own design, for example, the motor-driven carousels, well displayed in the corridor. They are pleased to demonstrate and discuss their model. They have used a range of ideas in planning their work and can explain why they chose their particular approach and suggest how it could be improved. Pupils in the infant years used ideas from a bible story to design the material they would use in making a coat of many colours and discussed confidently a range of methods of joining seams and trying out ideas they then evaluated. Standards at the time of the last inspection were above average; this has been maintained.
106. Teachers use inventive introductions, for example, using role-play, for the products pupils are to make. They provide a good range of samples for pupils to evaluate and well-focused questioning makes pupils think about the criteria for their design. Effective teaching assistant support enables all pupils to work with confidence and make good progress. Good use is made of links with other subjects, such as identifying the type of bag needed to holiday on the Caribbean island studied in geography, requiring the pupils to consider climate and activities.
107. The work of the teachers is underpinned by good long- and medium-term plans and has been effectively monitored and evaluated until this year. Leadership of design and technology is satisfactory. With other pressures in the school, an increased workload for the subject leader and changes of teacher for the older pupils, there has been some disparity in the provision for the three Year 5 and 6 classes, which has only recently been identified. However, standards are still high and the variation is currently being addressed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship

108. There was insufficient evidence to make secure judgements in PSHE as few lessons were seen. However, the indication is that the provision of PSHE is of a high quality. The school provides a well planned, well balanced curriculum for diet, health, sex and relationships education and drug education. The very positive, caring ethos and the very good attitudes of the pupils show that personal development is very well supported. The subject is timetabled and the whole school is committed to healthy eating. Younger pupils have fresh fruit at break times and there is an extensive programme of games opportunities outside the school day. Organised games are supported by midday supervisors and teaching assistants during break times. Pupils are involved in a recycling project and are aware of its importance.
109. Evidence gathered from work samples and pupil interviews indicates that pupils' attainment is well above average. During lessons, including circle time sessions, pupils talk articulately about feelings and consequences of actions. In a particularly good lesson in Years 3 and 4 focusing on bullying, a mixture of teaching strategies including hot seating and the use of video material enabled pupils to discuss situations with maturity and understanding.

110. The very good subject leadership has enabled the school to effectively improve provision and pupils' achievement since the last inspection. The successful work within the PSHE curriculum permeates all aspects of school life and enables pupils to engage with other lessons in a positive and mature manner.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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