

## INSPECTION REPORT

### **BUGTHORPE C of E VC PRIMARY SCHOOL**

York

LEA area: East Riding of Yorkshire

Unique reference number: 118000

Headteacher: Mrs K M Woodfine

Lead inspector: Mr J Donnelly

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> May 2005

Inspection number: 269628

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: Voluntary Controlled  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed  
Number on roll: 59

School address: Bugthorpe  
York  
North Yorkshire  
Postcode: YO41 1QQ

Telephone number: 01759 368247  
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Appropriate authority: The Governing Body  
Name of chair of Mr David Lord  
governors:

Date of previous 20<sup>th</sup> March 2000  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Bugthorpe Church of England Primary School caters for pupils aged four to eleven. It is situated twelve miles east of York in a rural community. The area is one of mixed social and economic conditions for a significant number of pupils. It is a one-form entry school and is much smaller than most primary schools. There are three classes in the school. The headteacher has a very significant class teaching responsibility. Attainment on entry to school is in line with the national average. There are no pupils with English as an additional language. All of the pupils come from White British backgrounds; there are none from other ethnic backgrounds. The number of pupils eligible for free school meals is well below the national average. Fifteen per cent of pupils have special educational needs, and specifically a learning need; this figure is below the national average. There are no pupils with a statement of special educational needs.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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12536	S Bullerwell	Lay inspector	
32133	J Elton	Team inspector	English Science Art and design Design and technology Geography History Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Bugthorpe Primary is a **very effective** school with many outstanding features. All pupils achieve very well as a result of very good teaching and learning. Standards are well above average overall. The leadership and management of the school are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievements are very good; pupils of all abilities achieve very well in English, mathematics and science by the end of Year 6.
- Provision in the reception class is very good.
- Leadership by the headteacher is excellent.
- The provision for pupils with special educational needs is very good.
- Pupils' relationships with each other are very good and they demonstrate very good levels of confidence and self esteem. The relationships between staff and pupils are also very good.
- Teaching and learning are very good overall as a result of an excellent learning ethos.
- Pupils' social, moral, spiritual and cultural development is very good.
- The commitment of staff and the level of teamwork are very strong features.
- The very high emphasis on learning and achievement for all continually drives the school forward.

Since the previous inspection in March 2000, the school has made very good progress. Standards and pupils' achievements have improved in English, mathematics and science overall. Teaching and learning have improved from good to very good. The headteacher and key staff have also successfully addressed the minor weaknesses and issues identified in the previous inspection report.

### STANDARDS ACHIEVED

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

*Key: A\* - top 5%; 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. Caution must be applied when analysing these results because year groups are small and vary in terms of pupils' overall attainment from year to year.*

**The pupils achieve very well.** The overall provision for children in the reception class is very good and has improved since the last inspection. All children are likely to achieve the standards they are expected to reach by the end of the reception class and a significant number will exceed them, particularly in communication, language and literacy and in personal, social and emotional development.

Results in the 2004 Year 2 national tests were well above average in reading, writing and mathematics; in comparison to similar schools, standards were well above average overall. Standards in Year 2 are currently above average.

In Year 6, current standards are well above average in English, mathematics and science, and above average in information and communication technology (ICT), although ICT is not yet used consistently well to support learning across all subjects of the curriculum.

**The pupils' personal qualities, including spiritual, moral, social and cultural development, are very good overall.** The pupils behave very well and have very good attitudes to their learning. Pupils' attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education is very good. The quality of teaching is very good,** and as a result pupils learn very well. The pupils' very good achievement is very well supported by the teachers' very good subject knowledge, and by the excellent relationships between teachers and pupils. Teachers expect all pupils to learn very well, regardless of their background or ability level, and the learning targets for pupils with special educational needs are used very effectively in lessons. A very good curriculum is provided, and the quality of care and guidance and the school's links with parents are also very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership of the headteacher is excellent and she is very ably supported by all the staff. The school development plan gives a very clear steer to the improvements needed. Teamwork and collaboration between staff are at a very high level.

The governance of the school is very good. The governors and all staff have a very good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching and learning even further. Statutory requirements are fully met.

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

Parents feel the pupils are very well prepared for the next stage of their learning. The pupils have very positive views of the school. They are particularly enthusiastic about their teachers.

## **IMPROVEMENTS NEEDED**

There are no major weaknesses in the school, but to raise standards further, the school should:

- Extend the use of ICT in teaching and learning across the range of subjects.

# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils' achievement is very good overall. Overall standards are above average in reception and Year 2 and well above average in Year 6.

#### Main strengths and weaknesses

- Pupils of all abilities and both genders achieve very well to reach well above average standards in English, mathematics and science by the end of Year 6.
- In Years 1 and 2, pupils achieve well in reading, writing and mathematics.
- In the reception class all children achieve very well.
- Pupils with special educational needs make very good progress.

#### Commentary

1. Attainment on entry is broadly average. In the reception class there has been a significant group of children who are operating at above average levels. It is anticipated that a majority of the reception children will achieve the expected standards in all the areas of learning on entry to Year 1. However, the higher attainers are likely to exceed these, especially in personal, social and emotional development, and in communication, language and literacy.
2. Standards in reading, writing and mathematics were well above average at the end of Year 2 in the 2004 national tests. However, the table of results is not published here because only seven pupils took the tests, and this makes the results statistically unreliable. Inspection evidence shows the current Year 2 pupils are attaining above average standards in their work books. Achievement is good overall.

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

Standards in:	School results	National results
English	29.6 (27.0)	26.9 (26.8)
mathematics	31.3 (25.5)	27.0 (26.8)
science	31.7 (28.5)	28.6 (28.6)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

3. At the end of Year 6 in the national tests in 2004, standards were well above average. There is no consistent difference between the test results of boys and girls. Pupils with learning difficulties achieve very well in relation to their targets. Over the last three years, the school's results have improved overall at a rate above the national trend. Standards in the lessons observed overall were well above average. Pupils' competence in language and literacy and in mathematics is very good, and in ICT it is good.



4. The achievement of pupils with special educational needs is very good. Procedures for assessment are efficient and produce reliable information which enables detailed plans to be produced. The teachers and teaching assistants work together as a powerful team to support the achievement of the pupils.
5. The trend of improvement in standards is due largely to the very positive leadership and management of the school. The headteacher has insisted upon very high standards of teaching, and has used observation time effectively to help raise the quality of teaching. In the 2004 national tests most Year 6 pupils gained very well above the expected levels for their age in English, mathematics and science. This demonstrates very good achievement. Pupils with learning difficulties make very good progress in these subjects because of the very good support they receive. Standards in pupils' books and lessons are well above average. Standards are above average in ICT; pupils are achieving well, but improvements in teaching and provision have been too recent to have yet had an impact on standards.
6. The more able pupils in the school achieve very well due to the school's good assessment procedures and the many intervention programmes aimed at boosting pupils' learning. This, coupled with teachers' very high expectations, ensures that the needs of pupils of different abilities are identified and met.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes, behaviour and relationships are very good. Pupils' personal development, including their spiritual, moral and social and cultural development, is very good. Attendance is above average.

### **Main strengths and weaknesses**

- Relationships within school are very good and as a result pupils have very positive attitudes to their work and behave very well.
- Pupils are given many opportunities to develop as thoughtful and caring members of the community.

### **Commentary**

7. Pupils enjoy coming to school. They find lessons interesting and fun. Pupils show courtesy and respect towards others in response to feeling valued themselves. As one pupil said, "Teachers are kind and you can say what you feel". Friendships among all age groups are very well promoted during 'family service' at lunchtimes, which also gives older pupils the opportunity to be responsible and act as good role models to younger ones. The introduction of 'peer massage' sessions enables pupils to help each other to be calm, relaxed and ready to work together co-operatively.
8. Pupils' very good personal development is the result of many opportunities to understand Christian values and beliefs, and also those of other faiths and cultures. Pupils put what they learn into action and the school is a happy, caring community where pupils show empathy with others, have a very good understanding of right and wrong, show respect for people, property and the environment and contribute positively to the school and wider community. For example, Year 1 pupils write thankyou letters to the Good Samaritan; a group of Year 6 pupils initiated fund raising to provide a bench for the local playgroup and organised raffles and whist drives for

villagers; after learning about children in South Africa, from a visiting Zulu Warrior, pupils donated money raised at harvest festival to provide food for these children. Overall, behaviour is very good and there have been no exclusions since the previous inspection. Children achieve very well in their personal and emotional development in the reception class.

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

Authorised absence		Unauthorised absence	
School data:	4.3	School data:	0.1
National data:	5.1	National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The quality of teaching is very good and as a result, pupils learn well. The curriculum and links with parents are very good. The school makes very good provision for the welfare, health and safety of pupils.

### TEACHING AND LEARNING

THE QUALITY OF TEACHING AND LEARNING IS VERY GOOD. ASSESSMENT IS GOOD OVERALL.

#### Main strengths and weaknesses

- Teachers have a very good understanding of the subjects they teach.
- The quality of teachers' planning is very good.
- Teaching methods are very effective and help pupils achieve their capabilities.
- Teachers have very high expectations of pupils' behaviour.
- Teaching support staff work very effectively and aid pupils' achievement.
- The use of assessment is very good in Years 3 and 4 of the school.

#### Commentary

##### *Summary of teaching observed during the inspection in 27 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	11	11	1	0	0	0

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

9. The quality of teaching is very good overall and has continued to improve since the last inspection, when it was judged to be good. Work in pupils' books indicated very good teaching even in classes where some of the lessons seen were good. This improvement is a result of clearly focused leadership and management. This has been the key factor in the school's successful drive to further raise standards, especially in English and mathematics, where ongoing assessment to track pupils' progress has been used well to plan for future learning. Teaching methods are very effective overall and teachers expect high standards from pupils, in terms of both behaviour and learning. Lesson planning builds very well on previous learning and teachers use their secure subject knowledge very well to enhance pupils' achievement.
10. It was evident in observed lessons that pupils worked very well and productively and had very good attitudes to learning. Teaching was nearly always stimulating and challenging and teaching methods were often imaginative and engaged the full attention of all pupils. For example, learning and achievement were both very good in a Year 2 lesson about developing problem-solving skills because tasks were very well matched to pupils' capabilities and the teacher used very inventive teaching methods to make pupils think about what they were doing at all times. As a result, pupils enjoyed the challenge and produced high standards of work.

11. The quality of teaching in the reception class is very good. Adults work very well as a team to ensure that children are given regular opportunities to develop their knowledge and understanding of the world they live in, and ensure that they are well prepared for transfer to the next stage of their education. Adults skilfully ensure very good links are established across the different areas of learning. Assessment is used well to track progress in all areas of the reception class curriculum. As a result, children achieve very well and make very good progress in learning.
12. A strong feature of teaching throughout the school is the way in which effective partnerships have been developed between teachers and teaching support staff, especially learning support assistants, whose skills and expertise are used very well to support the learning of all groups of pupils. This has had a beneficial effect on achievement and has helped to raise standards. In the reception class there is more than one focused task ongoing at a time; effective deployment of the learning support assistants allows teachers to give quality time to individuals and groups of children.
13. The quality of teaching and learning for pupils who have special educational needs is very good. They are taught very effectively and are usually provided with very good support within the classroom from teachers, teaching assistants and other adults. Teachers plan work that is suitably modified to cater for all pupils with special educational needs. Tasks are linked well to appropriate and precise learning targets identified on individual education plans. These usually comprise suitably small steps in learning and are very well linked to prior attainment. As a result, pupils with special educational needs make very good progress and their achievement is very good overall.
14. Assessment procedures are good and sometimes very good. They are used well in the reception class to track children's overall progress. Good systems are in place to assess pupils' learning, especially in mathematics, science and English, and are used very well to plan for future work. Marking is generally good and helps pupils to know how they can improve. This is enhanced in some year groups by the development of self-assessment by pupils. Good and detailed comments both celebrate good work and give structured guidance on the next steps needed. Whole-school procedures are now used well to monitor the progress of individual pupils carefully and note variations in performance. These systems are developed best in English and mathematics, particularly in Years 3 and 4, and the information gained is used to set challenging targets for individual pupils in consultation with their parents.

## **THE CURRICULUM**

The breadth of curricular opportunities is very good. There are very good opportunities for enrichment. Accommodation and resources are good.

### **Main strengths and weaknesses**

- The school provides each pupil with a rich and varied curriculum and adopts a very creative and experiential approach to both planning and delivery.
- Pupils with special educational needs are well supported.
- The basic curriculum is enhanced through the use of visitors, a residential visit and extra-curricular activities.

- Accommodation has been recently extended and the variety of the school grounds enhances the curriculum.

## **Commentary**

15. The school provides a broad, balanced and vibrant curriculum. It includes all statutory requirements and innovations such as 'brain gym' and massage, which contribute to the school's calm ethos. Teachers devise interesting projects and themed days, such as the Greek festival. These provide meaningful links across the curriculum, whilst still maintaining depth of study. Teachers teach areas of expertise across the school. This means pupils benefit from different personalities and approaches. The emphasis on thinking skills gives pupils the confidence to be more self-reliant. Teachers acknowledge different learning styles when they provide absorbing activities to engage the pupils and much practical and investigative work. This provision is enhanced by the close co-operation of staff and the assessment of pupils to ensure a suitable match of work to ability. Within this rich curriculum all pupils achieve very well.
16. Provision for pupils with special educational needs is very good. They are taught thinking and social skills and have full access to the curriculum. They are well supported in class and their withdrawal to learn basic skills is well managed and enhances their self-esteem.
17. Suitable provision is made for drugs awareness and sex and relationships education. Pupils are taught responsibilities as well as rights and there are many opportunities for discussion. Pupils are well prepared for transitional points in their school life with a large majority of reception children achieving and exceeding expected standards. Year 6 pupils are eased sensitively into secondary school. Visitors such as the vicar, local artists and travelling players enrich the curriculum, as does community involvement in fayres and art exhibitions. Visits to the sculpture park and similar places of interest provide wider access to learning and a deeper understanding of locality. The school offers a wide range of extra-curricular sporting opportunities and most pupils participate in inter-school sports events. All pupils have access to a residential outdoor pursuits week.
18. Accommodation is now much more spacious and classrooms are of a good size, light and airy. The grounds, with their hard core and grass areas, varied planting and adventure playground, provide many opportunities for teaching and learning.

## **CARE, GUIDANCE AND SUPPORT**

The systems in place to ensure pupils' care, welfare, health and safety are very good. The support and guidance available to pupils, based on the monitoring of their achievements and personal development, are very good. Involvement of pupils through seeking, valuing and acting on their views is very good.

## **Main strengths and weaknesses**

- The warm and very caring attitudes of staff make pupils feel safe and happy in school.
- Pupils' personal and educational well-being is a priority for staff.
- The school council is an important forum that encourages pupils' involvement in the work of the school.

## **Commentary**

19. The teamwork of staff creates a consistent caring atmosphere throughout the school. The quality of the school assemblies sets a very good tone of care and concern for others. The support available from all adults ensures children settle into school very well. Policies and procedures reflect the very good level of management and care to ensure pupils and adults work in a safe environment. All adults in school always undertake training for child protection, first aid and other health and safety matters.
20. Staff know pupils and their families very well due to the effective partnership with parents. This enables staff to give very good support and guidance, via the pupil planner, to meet the individual needs of pupils. Activities in lessons such as 'brain gym' help pupils to be alert, listen carefully and concentrate very well. Healthy lifestyles are promoted through the availability of fruit and water and a well-balanced lunch, and a range of sports activities during break times. Years 5 and 6 pupils attend a 'Superkids' course organised by the police, fire service, and other agencies. This course alerts pupils to issues of health and safety through active learning workshops, which encourage pupils to stop, think, act and reflect on issues such as personal safety, fire awareness, health and drugs awareness.
21. The school council enables pupils to be fully involved in what happens in school through giving them regular opportunities to contribute their views and take responsibility. Pupils respond to questionnaires, contribute individual views via the suggestion box and discuss issues with staff. Pupils felt fully involved during the building of the new extension and pond area. They are proud to have organised the fun day for Comic Relief and have raised money for other charitable causes. Pupils organise the school bank, serve dinners and man the stalls at the 'butter cakes sale'. Even though this is a small school, pupils regularly compete in a range of sports fixtures and contribute to rural shows.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school has very good links with parents, the community and other schools.

### **Main strengths and weaknesses**

- Most parents think highly of the school and its work.
- Pupils' planners make an excellent contribution to the partnership with parents.
- Close links with the community help provide first-hand experiences for pupils.
- The information provided for parents is good overall.

## **COMMENTARY**

22. Parents are very happy with the aims and values the school promotes and the way in which the school meets the needs of their children. The school's systems for welcoming new pupils are very good and pupils settle in quickly. Transition to secondary school is also very good and pupils maintain progress. Parents appreciate the opportunity to attend the weekly merit assembly and the many events organised to celebrate their children's success. The school seeks parents' views through routes such as the consultation meetings about sex education and peer massage or through

questionnaires at the governors' annual meeting, when at least twenty per cent of parents attend each year.

23. Pupil planners are very comprehensive in the amount of useful information they contain that will help parents to support their children's learning. They are used very well in all classes to have daily contact with parents, when necessary, as most pupils arrive by bus. They help parents to monitor progress through the targets, skills and personal achievements pupils are working towards.
24. Teachers make effective use of the school's links with the local and wider community to promote pupils' learning through giving them first-hand experiences. They plan regular visits by pupils to places of worship, galleries and museums as part of their work in art and design, music, history, geography and religious education. Visiting theatre groups, music and dance specialists come in to school to enhance the curriculum. A number of people from the community also make a significant contribution to pupils' learning, as in the springtime visit with baby ducklings or teaching pupils about bathing a baby. The emergency services, fire officers and police all visit the school to talk to pupils about their work. Older pupils are in contact with a Swedish school via e-mail. All of these features bring the curriculum to life, so they are the things that pupils often remember best and want to talk about. Regular newsletters keep parents very well informed on procedures and events in school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The leadership of the headteacher is outstanding. Governance is very good.

### **Main strengths and weaknesses**

- The vision, enthusiasm and expectations of the headteacher and key staff, which have inspired, motivated and driven the whole school forward, are excellent.
- The school has very good systems of self-evaluation.
- Systems for monitoring performance data and setting targets are very good.
- The leadership and management of subjects overall are very good.
- The headteacher ensures that staff are appropriately trained and that performance management is rigorously implemented.
- The deployment of support staff across the school is very good.
- Financial management procedures are very good and monies from local and national initiatives are used well.

### **Commentary**

25. The headteacher has a clear vision for the future of the school, which has gone from strength to strength through ensuring that parents know the values of the school, rigorous self evaluation, and staff professional development that is targeted directly in line with the needs of the school. Importantly, the headteacher believes in the basic principle that children need to be respected. It is gaining from this experience that leads the children into showing respect for others, and it forms a basis for the best start to their educational career. There is a very good commitment to inclusion and equality of access to the full curriculum, and procedures are in place to meet the needs of all pupils.

26. The curriculum leadership and teaching of the headteacher are excellent. The work of the headteacher is supported by the work of all staff. The headteacher conducts rigorous evaluations to identify the schools' strengths and areas for development, and from these results sets up appropriate priorities that are well supported by the local education authority. Staff receive very good training and performance management is rigorously implemented. The school development plan has identified appropriate priorities for improvement, including the ICT issue raised in this report.
27. The monitoring of teaching and learning is very good. This is having a good impact on standards because of the focused strategies teachers now use in their subjects. The headteacher is aware of the staff's strengths and areas for development, and offers appropriate support when necessary. One of the reasons for the success of the school is the very high quality of the staff.
28. The governing body has been very effective in ensuring that the school meets all statutory requirements and has helped to shape the vision and direction of the school through, for example, the appointment of the present headteacher. Governors have a very clear understanding of the strengths and weaknesses of the curriculum provision, and challenge and support the school very well in their role as a critical friend. The governing body applies best value principles very well, always primarily considering the school's best interests in all its dealings. Individual governors fulfil their roles well and many keep in close contact with the school.
29. Financial planning is very good and both the headteacher and governing body have managed the numerous monies from local and national initiatives well. Governors work very hard to ensure that all pupils get the best value for money in the school setting.
30. The school fully meets the requirements of the code of practice for special educational needs. The special educational needs coordinator leads and manages provision very effectively and has ensured that all statutory assessments are completed in accordance with the school's policy.
31. Since the previous inspection, very good improvements have been made in the school.



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

Income and expenditure (£)	
Total income	284,493
Total expenditure	217,008
Expenditure per pupil	3,678

Balances (£)	
Balance from previous year	7,670
Balance carried forward to the next	75,155*
	<b>actual 31,745</b>

\*NB the balance carried forward to next year includes £40,087 devolved capital which has been spent as part of the extension costs but this amount had not been coded to the school's budget in time for final year end closedown statement. Schools have until 31<sup>st</sup> August in the current financial year to spend ring fenced standards fund for ICT infrastructure. The carry forward of £3,323 for this purpose has now been spent. Therefore the actual school budget share carry forward is **£31,745**.

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

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

32. Attainment on entry is broadly average. It is anticipated that all of the reception children will achieve the expected standards on entry to Year 1. However, the higher attainers are likely to exceed these, especially in personal, social and emotional development and communication, language and literacy.
33. The teachers and support staff have very good monitoring and assessment procedures in place and these are consistently used to provide very good information on children's progress. They are used well to guide choices of activities and as a focus for individual and group work. Leadership and management of the foundation stage are very good, as are the teaching and learning and the quality and range of activities that ensure that all areas of learning are consistently covered on a weekly basis. These factors have a very positive impact upon the very good achievement made by the children. There has been a very good improvement since the last inspection.
34. A significant strength is the close working relationship between all adults and the children and the attention paid to encouraging independent learning. All children are fully included in the activities and this helps to promote their very good attitudes and behaviour. The children share the class with Years 1 and 2 and on occasions the foundation stage areas are cramped and equipment cannot always be left available for children to explore.

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

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

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

- The teachers and other adults have warm relationships with the children and establish very good routines which encourage the children to grow in confidence and join in all activities.
- Children achieve very well as a result of very good teaching and learning.

#### **Commentary**

35. The teachers establish a warm and secure environment in which the children learn confidently. Very good classroom routines are established quickly to provide opportunities for independent group learning and cooperative play, and children quickly learn classroom rules and routines such as tidying up and taking care of classroom and school environment. They learn about the importance of having to take turns and when to say please and thank you.
36. Children who are at an early stage of being identified as having special educational needs are supported well.

37. Teaching and learning and achievement are very good in this area and as a result most children will achieve the expected standards, with a significant number exceeding them.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teachers and support staff provide very good opportunities for children to develop their language skills by very good emphasis on vocabulary.
- All children are introduced to language and reading skills well and to gain a love of stories.
- The teachers provide very good opportunities in reception for children to develop and practise their writing.

### **Commentary**

38. A few of the children have well-developed speaking and listening skills on entry to the reception year. Teaching and learning are very good in this area and as a result children generally achieve well. Those children with special educational needs are well supported and quickly become integrated into the whole reception curriculum because of the very good support they receive.
39. The adult-directed activities are used well to extend children's speaking skills through sharing and discussions about what they had been doing and what they had learned through the high quality of questions posed by the adults. A very good example of this was seen in a lesson where the teacher led the children on a walk around the school grounds, much like Little Red Riding Hood might have done. The children used a variety of vocabulary to explain what they could hear, smell and touch. Some children heard a plane in the distance and the teacher asked "Would Little Red Riding Hood have heard an aeroplane in the story?" " No " they said. The teacher then went on to explain the phrase "Once upon a time". Children were very keen and confident to talk about what they were doing, and many explained their tasks in a very articulate way. Especially notable was the politeness and courtesy shown when the children responded in discussions with adults. One child, when observing a plant in the small wooded area which was yet to flower, responded to the teacher's question "It's all tucked up". Children listen carefully to stories and instructions and are very interested in books and reading. They handle books carefully and a significant number of children were heard reading their books with confidence and expression.
40. Writing skills are developed well and children are encouraged from their early stages in mark-making to produce well-formed letters and legible writing.
41. Most children are likely to meet the expectation for language and communication by the end of reception and higher attaining pupils are on course to exceed it.

## **MATHEMATICAL DEVELOPMENT**

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

## **Main strengths and weaknesses**

- Teachers provide many well-planned activities that involve mathematical ideas and number.
- There are well-presented formal sessions on mathematics as well as many informal experiences.

## **Commentary**

42. Teachers provide the children with a very good range of interesting activities that involve number and other mathematical ideas. Teaching and learning and children's achievement are very good in this area and, as a result, children develop confidence with counting, sorting and comparisons. For example, children count to and from 30, extending to 100, learn to count in twos and understand odd and even numbers, calculate one more or less than a given number, use money and work out real life problems up to 10p and beyond, begin to name two-dimensional and three-dimensional shapes and their properties, and understand simple measures of time by o'clock and adding and subtracting to 10 and beyond. Children's ideas are extended well in reception through a very good balance of formal and informal activities and very good use is made of the other areas of learning to develop mathematical concepts. For example, children learn and experience directional and positional language through physical activities. Very good use of adding up scores was seen in physical development lesson where children were observed throwing balls towards an object and counting how many hit the target.
43. Most children achieve well and are expected to achieve the expected standards in mathematical development.

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

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

## **Main strengths and weaknesses**

- The quality of teaching and learning is very good.
- Teachers plan for a very good range of interesting opportunities to learn about the wider world.

## **Commentary**

44. A wide range of carefully planned activities promote children's understanding of the world around them. Imaginative play areas are a strong feature and children were seen in the outdoor environment, preparing 'breakfast' and making sandcastles in the sand tray. Very good opportunities for children to investigate and solve problems are planned. For example, children had been presented with a number of everyday objects such as cork, pennies, nails and wood, and they were asked to make a hypothesis about which would float or sink and then test this out.
45. Children have very good opportunities to use electronic equipment in various areas of the curriculum, such as mathematics, writing and drawing.

46. Teaching and learning and children's achievements in this area are very good and as a result most will achieve the expected standards.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There is a very good range of imaginatively-planned indoor and outdoor activities.
- The resources for outdoor play, whilst satisfactory, could be improved.

### **Commentary**

47. Children in the reception class have good resources and the outside play areas are used to promote and extend their opportunities for physical development. Teaching and learning are good in this area and, as a result, children achieve well by the end of reception. Children have regular periods of time working in the outside area with staff providing very good, thoughtful support and supervision that helps children to play constructively and ensuring that a very good level of safety is observed. There is a small selection of wheeled toys which extend children's control and balance and cooperation with each other. The children also have opportunities to have lessons in the school hall, where they become aware of using space and develop their levels of co-ordination and control.
48. Teachers and adults encourage children to develop fine motor skills and control in handling small equipment. Children learn to fill water containers and to pour the water, and most demonstrate reasonable hand-eye co-ordination. They squeeze and push play-dough into varied shapes. They show developing skill in fitting building bricks together, such as Lego. Many pupils in reception demonstrate very good development in their early writing and control of paintbrushes. The teacher gives very good motivation for the children to form letters carefully in well-structured writing sessions.
49. Most children are on course to reach the expectation for their physical development by the end of reception.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Provision for imaginative play is very good.
- The classrooms are well resourced with materials that help children learn skills in creative work.

### **Commentary**

50. Planning includes very good attention to the development of children's skills and expression in creative work and ideas, and allows for regular changes of theme to imaginative play areas so that children's ideas and experiences are continually

challenged. They experience manipulating a range of malleable materials, colour mixing, observational drawing and cutting and sticking to make greetings cards. They construct models of various modes of transport, choose their own materials and use writing to label their work. They sing simple songs and practise playing rhythmical instruments and take part in dance and drama activities.

51. The teaching and learning and achievement are very good and a majority of children are on course to reach the expected standards by the end of reception.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- The school has made very good progress since the previous inspection.
- Pupils achieve very well because of very good teaching and learning.
- Basic skills are thoroughly taught and consolidated.
- The school recognises that marking is not fully utilised to improve standards, and more able pupils need challenge in some aspects of extended writing.
- Pupils have many cross-curricular opportunities to practise language skills.

#### Commentary

52. Standards were average in the previous inspection; they are now above average in Year 2 and well above average in Year 6. This is due to very good teaching and learning across the school and very good leadership and management. The subject leader provides a very good role model in her teaching and is committed to the continuing improvement of provision. She has a very good overview of work in the school because of regular monitoring, detailed tracking of pupils' progress and daily contact with all staff. This results in a consistent approach to teaching and learning, adjustment of resources and organisation to meet pupils' needs and a shared vision of the school's ambitions.
53. All pupils, including higher attainers and pupils with special educational needs, achieve very well. This is because of highly effective teaching and learning and high expectations of behaviour and attitudes. Pupils respond very positively towards all of these. Lesson planning is very detailed and thorough and meets the needs of all pupils. Emphasis is placed on speaking and learning and because teachers structure many opportunities for discussion in pairs, groups and class, pupils' vocabulary is extended and their confidence grows. The teaching of reading is particularly strong. Phonics are systematically taught and by Year 2 pupils are very competent with a range of word attack skills. The more able pupils in this class are also beginning to appreciate inference and non-literal aspects of text. Pupils hear, read and enjoy a very good range of literature. This includes both poetry and prose, modern and from across the centuries. As a result, Year 6 pupils are keen to try new material and can talk knowledgeably about personal preferences and the density of meaning in poetry. Pupils are also used to a range of literary activities: reciting poetry; finding word alternatives; comparing versions of story; using dictionaries; and acting out situations before writing. All these activities result in pupils acquiring a linguistic hard-core of words and expressions to suit a variety of situations and audiences and the ability to vary pace and style and convey character and context in their written work. Early and consistent attention to teaching spelling, handwriting, grammar and punctuation, whenever pupils write, also ensures that by Year 6, pupils have the necessary communication skills across the curriculum and the ability to effectively edit their own work.

54. Analysis of pupils' work reveals that by Year 2 most pupils can embellish writing with adjectives, adverbs and simple time connectives in order to communicate instructions, story, diary entries, feelings and opinions. The more able pupils are able to quote text to support opinion and can use imaginative openings to set a scene such as, "One very unpleasant, freezing cold snowy afternoon". By Year 6, pupils write a variety of extended stories very well. This is an improvement since the last inspection. They are also conversant with a range of non-fictional writing. However, further challenge for the older, more able pupils is needed in this aspect so that they extend their work with more sophisticated expression within more complex writing structures. Marking towards such goals occurs in Years 3 and 4, where comments give both textural suggestions such as, "Introduction needs to be more general," or "Reason given but please expand a little more," and also summative comments which indicate strengths and weaknesses such as, "Remember you need some narrative between the dialogue to help us picture the scene"; "Well done!"; "What an unusual ending!"; "Powerful verbs and accurate punctuation." The need to extend this marking strategy throughout the school in order to raise standards further has been accurately identified by the subject co-ordinator.

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

55. The school uses language and literature across the curriculum very well so that pupils' literacy skills are extended and their understanding of other subjects is deepened. Speaking, listening and reading skills are used in most lessons but pupils also experience writing for a wide range of purposes such as evaluations after design and technology constructions, scientific explanations and diagram labelling, recounting the autobiographical experiences of a child during World War II, and in Years 1 and 2, writing an explanation of a calculation process.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- Pupils achieve very well throughout the school because of the good quality of teaching.
- Standards of attainment are well above average in Year 2 and Year 6.
- Pupils have very good attitudes to the subject.
- Assessment overall is good and pupils are given very useful targets to assist them in their learning.
- The subject leader is committed to raising standards and has a real influence on the subject.

#### **Commentary**

56. National test results show that over time pupils achieve very well in mathematics. For pupils in Year 6 this reflects an improvement since the last inspection. These higher standards are due to the strong emphasis that teachers place on providing challenging work for all pupils. Pupils make good, and at times very good, progress throughout the school. Achievement is very good overall because teachers build on what pupils already know and understand.



57. The quality of teaching and learning is good overall and there are also examples of very good teaching in both key stages. Teachers plan their lessons very effectively. They follow national guidance and use assessments well. Mental mathematics sessions are brisk and keep the pupils on their toes. Work is planned at different levels to meet the needs of all pupils. In the best lessons teachers are brisk and enthusiastic and challenge pupils with searching question and answer sessions but also by interesting, stimulating and exciting them, so they learn effectively. Teachers make good use of ICT in their teaching, especially interactive whiteboards.
58. Pupils with special educational needs receive different work when appropriate and this, linked with good support from teaching assistants, ensures that they make progress in line with the rest of the class. There are no observable differences in the achievement of boys and girls.
59. Pupils in Year 2 show a much better than expected understanding of number. They work enthusiastically and accurately on games in which they have to guess mystery two-digit numbers by asking questions about their multiples. In doing this they extract information by using and interpreting mathematical diagrams and simple tables.
60. By Year 6, pupils have built on their previous knowledge and made good progress. Almost all pupils work confidently with numbers involving two or more places of decimals and most are also dividing and multiplying three-digit numbers. They also work confidently and collaborate well, for example, on investigations which explore the probability of throwing a dice and getting the same number. Pupils have very positive attitudes to mathematics. They enjoy the subject and work together very well. This allows teachers to concentrate on imparting knowledge and giving support to those pupils who need it.
61. There is very good management of the subject. The subject leader makes very good use of the available time to monitor teaching and learning to identify areas of strength and areas for development to raise standards even further. Assessment procedures are good and lead to regular target setting which enables pupils to understand what they have to learn in order to improve. Very good analysis of national test results allows the school to identify areas for development and effectively address issues raised.

### **Mathematics across the curriculum**

62. There is good use of mathematics across the curriculum. Pupils see and use the links between mathematics and other subjects when they talk about measuring and recording in science. They use scale in geography and plot co-ordinates. In design and technology they use measurements accurately when designing and making articles. Good evidence was seen in exercise books and on wall displays of the use of ICT.

### **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Very effective leadership and management and very effective teaching and learning have resulted in improved standards.

- Interesting activities in lessons engage the pupils and are well matched to previous learning.
- Pupils present their work very clearly in a variety of formats.

## Commentary

63. At the time of the last inspection, standards were above average and teaching and learning were good. Standards are now above average in Year 2 and well above average in Year 6. This is due to very good pupil attitudes and improved teaching and learning, which are now very good throughout the school. The subject leader teaches all pupils from year Reception to Year 2 and liaises closely with staff from Years 3 to 6 on planning, teaching and resources. As a result pupils benefit from consistency and from specialist subject knowledge and expertise. Small classes also allow for increased pupil/teacher interaction, whilst conscientious attitudes to homework result in further consolidation and learning extension. Staff have all been trained to teach thinking skills and the introduction of a pupil programme related to science is having beneficial results. Staff know and care for their pupils very well. They track pupils' attainment closely and use regular pupil assessment to inform staff discussions about performance and decisions about school priorities.
64. There continues to be a strong emphasis on well-resourced practical sessions. Pupils are well briefed for investigational work and understand its purpose and methods. They are effectively supported and as a result are enthusiastic about science. Pupils achieve very well, including the higher attainers and pupils with special educational needs. In one Year 5/6 lesson when pupils were asked to predict and graph the effects of exercise on pulse rates, emphasis was placed on fair testing and the need for accurate recording and clear explanation. As a result, all pupils were able to explain their graph successfully. In every lesson, teachers ensure that previous learning has been consolidated before they extend concepts. They construct well-planned lessons with paced activities, which engage all pupils very well. Although pupils work on the same experiments, by modifying questions to match the different abilities and providing one-to-one support when needed, teachers effectively challenge all pupils. Pupils are also encouraged to be independent and to appreciate the benefits of collaboration and systematic procedures. In a Year 1/2 class pupils were asked to find the strongest magnet. To achieve this they had to develop a system for testing and recording in order to achieve accurate results. This involved discussion, negotiation and compromise. All teachers emphasise the correct use of scientific vocabulary. In Years 1 and 2, pupils checked computer software for the meaning of 'rigid' and 'flexible' before feeding a robot appropriate samples.
65. Analysis of previous work reveals pupils have studied a well-balanced curriculum with full coverage of all areas of study. Presentation is neat and in a variety of formats, including tables. Marking encourages, informs and challenges. By Year 6, pupils are competent at recording experiments and are precise in their interpretations, using appropriate scientific vocabulary with confidence.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

## Main strengths and weaknesses

- The quality of teaching is good and pupils have positive attitudes.
- There is not yet enough use of ICT to support teaching and learning in subjects other than English and mathematics.

## **Commentary**

66. Standards are average in Year 2 and above average in Year 6. Achievement is good. Pupils with special educational needs make very good progress because they have very good support from the teaching assistants. This constitutes good improvement since the previous inspection.
67. Displays around the school and in the ICT portfolio demonstrate a range of work covered by pupils, including the use of painting programs, word processing, database and spreadsheets, and very good use is made of the digital camera to enhance children's work on display. There was good evidence of pupils work on multi-media presentation about the planets and Ancient Greece.
68. Teaching and learning are good overall. There has been a high priority placed on the training for staff in preparation for new equipment and software, but the success of this training has yet to impact on standards. Assessment is satisfactory overall. Pupils have a very good attitude to their learning and many are keen to continue their work on home computers.
69. The leadership and management of the subject are satisfactory. The introduction of the ICT capability record is in its early stages and recorded entries are not yet consistently applied across the school. Resources are very good.

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

70. The use of ICT across the curriculum is satisfactory overall. The school's main focus on the use of ICT has been with literacy and numeracy, although the school is beginning to extend this further across the curriculum. For example, in a Year 2 mathematics lesson pupils were identifying a variety of shapes and patterns on individual laptops when investigating the work of the artist Mondrian. Pupils were very motivated and learning was very successful.

## HUMANITIES

*Geography and history were sampled. Religious education is subject to a separate Section 23 report.*

71. Pupils in Years 1 and 2 show satisfactory understanding of places and times other than their own. In **geography** they understand that the factors effecting the physical environment of a place, for example climate and location can affect the lifestyle of those who live there and some people experience a lifestyle different from their own. They understand that where there is a distance to be travelled between locations it is necessary to plan the route and means of transport and to make cost comparisons.
72. Similarly in **history** they understand that there are differences and similarities between life now and life in various periods in the past. They are able to prepare diagrams and leaflets to describe how a medieval castle was designed to meet the needs of its inhabitants or to make comparisons between past forms of transport. Pupils begin to ask some key historical and geographical questions about the cause of events in the past or the effect of geographical environment. By the end of Year 6 pupils understand that situations change over time and that we can find out more about the past by using evidence such as contemporary maps, photographs and artefacts. Higher attaining pupils can draw perceptive conclusions about the past using such evidence. In geography, pupils have satisfactory understanding of the factors effecting land use, and their study of rain forests gives most pupils, including lower attaining pupils, a good awareness of environmental issues. They have a clear understanding of the effect of climate and physical geography on lifestyles.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design, design and technology, music and physical education were sampled*

73. Only one **art and design** lesson was observed. A scrutiny of pupils' work reveals that they use a wide range of tools and media to represent a wide variety of cross-curricular themes. For example, in a mathematics lesson on lines, Years 1 and 2 pupils studied Mondrian and then constructed, on computer, intersecting lines and coloured areas in-between in the same style. Pupils also experience a good balance of two- and three-dimensional projects. In Years 1 and 2 pupils painted portraits in the style of Matisse, whilst in Years 3 and 4 pupils used string and collage to depict in abstract the theme of journeys. Pupils visit the local sculpture park to view the work of artists and have access to pottery and other specialist teaching in their lessons. Pupils' work, displayed about the school, is of good quality. ICT is also used well to support the subject, both for research and interpretation. In the good lesson observed, Years 5 and 6 pupils watched how the early Disney cartoons were constructed before successfully drawing their own moving figures. Pupils made good progress in this lesson because the teacher was able to give much individual support, drawing pupils' attention to body proportions and observation angles. The subject makes a very good contribution to pupils' spiritual and cultural development.
74. One **design and technology** lesson was observed. Pupils experience a wide range of craft resources, food technology, simple mechanisms and needlework. Pupils also work with rigid materials such as wood and are taught to use the appropriate tools safely and confidently. Themes studied often relate well to other subjects, as in a Year

3/4 geography lesson when pupils constructed electrical buzzer circuits to identify the locations of famous football teams. In a similar way, pupils in Years 1 and 2 constructed wishing wells with winding mechanisms for use in literacy work on fairy tales. Learning builds well from year to year on previous skills and previous learning. In Years 1 and 2, pupils used templates to make hand-sewn puppets for fairy tale characters and used collage and appliqué to decorate. In Years 5 and 6, pupils designed their own hat, chose their own fabrics and materials and used a variety of stitching and other techniques to complete it. All products, relative to the age of the pupils, show careful attention to the quality and decoration of the finished object. Staff encourage pupils to bring their own individuality to projects and as their knowledge of materials and techniques grows, pupils make diverse responses to the original idea. In the lesson observed teaching was good; pupils in Years 3 and 4 planned and made free-standing frames to support a photograph using grey wood, card, fabric and paper. All pupils were engaged and on task throughout the lesson, ably supported by the teacher, who gave effective practical help and assistance in thinking through adaptations from pupils' original plans.

75. Pupils are very enthusiastic about their **physical education** lessons; they were keen to share with the inspectors their achievements. Pupils in Year 2 learn the basics of hand grip in tennis and are able to return the ball to their partner. In Year 6, pupils demonstrate good skills in returning a ball, using forehand and backhand in an enclosed area. A significant number of pupils attend the local community tennis club.
76. No lessons were observed in **music**. However, discussion with pupils revealed that they have many opportunities for composing and performances take place regularly. The music observed during assembly time was appropriate and included opportunities for reflection.

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

*This area of the curriculum was sampled.*

77. Personal, social and health education is very effectively promoted throughout the school. Assemblies, lessons, family lunch-time services and play-time games are used very well to promote consideration of people, property and premises. Health education is taught as part of food technology and as part of a project to improve self-awareness and general health and safety. The pupils learn about democracy from the work of the school council. They appreciate the importance of financial control in the organisation for Red Nose Day and the school's weekly banking. They participate in environmental projects such as re-cycling. Many pupils extend citizenship work into the community through active involvement in projects organised by Humberside Police, such as improving the play area of the village hall.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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