

# INSPECTION REPORT

## **HENRY HINDE INFANT SCHOOL**

Bilton, Rugby

LEA area: Warwickshire

Unique reference number: 125582

Headteacher: Mrs D Ward

Lead inspector: Anna Dawson

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> September 2003

Inspection number: 256396

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	187
School address:	Grenville Close Bilton Rugby
Postcode:	CV22 7JQ
Telephone number:	01788 814848
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Elizabeth Reeves
Date of previous inspection:	1 <sup>st</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Henry Hinde Infant School is an average size infant school with 187 pupils on roll, including 61 children in the Foundation Stage. There are 27 per cent of pupils with special educational needs, which is above average. The school serves a mixed area with most pupils living locally. The school has a stable population. Overall, children's attainment on entry is below that found nationally for children of this age. There are a very few pupils from minority ethnic backgrounds. There are no pupils speaking English as an additional language, although a few are bilingual.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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27591	Madeline Campbell	Team inspector	Science; design and technology; music; physical education; Foundation Stage.
30651	Margaret Entwistle	Team inspector	English; geography; history; special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory school** with some good strengths. It provides satisfactory value for money. The leadership and management are satisfactory. Higher attaining pupils and children in the Foundation Stage achieve well. In Years 1 and 2, the quality of the teaching is overall satisfactory and consequently most pupils achieve satisfactorily. The curriculum is rich and good care is taken to include all pupils in the school activities. There is a good partnership with parents and very good links with the local community and nearby schools. Pupils enjoy school and behave well. Their parents are appreciative of the good care taken of their children.

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

- There is good provision for the children in the Foundation Stage. These children achieve well because they are taught well.
- There is good provision for pupils with special educational needs. These pupils achieve well because they are helped well by the teachers and teaching assistants.
- A significant minority of average attaining pupils are not achieving as well as they should because the work is not challenging enough.
- Subject leaders have insufficient time to manage their subjects.
- The quality of the curriculum is good and enriched by a wide range of extra-curricular clubs.
- The school takes good care of its pupils. The pupils enjoy school and most have good attitudes to work and behave well.
- There is a good partnership with parents and a very good partnership with the local schools and community.

The school has resolved satisfactorily the key issues identified in the last inspection in 1998, although there is still some work to be done in developing problem-solving skills in mathematics for the average attaining pupils. At the time of the previous report, pupils' standards were generally higher. However, the intake of the school has changed to reflect a slight increase of pupils' special educational needs. The school has improved its accommodation and resources for information and communication technology (ICT). The provision for the Foundation Stage of learning and for pupils with special educational needs is better than it was. There are more extra-curricular activities. The partnerships with the local community and schools have improved. Overall, there is satisfactory improvement from the last inspection.

### STANDARDS ACHIEVED

**Overall, pupils' achievement is satisfactory.** In the Foundation Stage most children achieve well. The majority start with below average attainments and by the time they reach the end of the reception year a significant minority attain the nationally expected goals that children are expected to reach by that time, a few exceed them and most work towards them.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	A	B	B	C
Writing	B	B	C	C
Mathematics	A	A	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

In Years 1 and 2 pupils achieve satisfactorily. In 2003, results show a broadly similar picture to 2002 which reflect pupils' current average attainment, except in reading which was better in 2002. The national data is not yet available for 2003. In the teacher assessed tasks for science in 2002, pupils attained above average standards. Standards overall for the present pupils are average in reading, writing and mathematics, and in other subjects pupils meet the expected standards. Pupils with special educational needs achieve well. Most higher attaining pupils achieve well in writing and mathematics although some improvement is needed in reading. A significant minority of the average attaining pupils, although they attain the nationally expected standards, could do better with well-defined targets. Pupils from minority ethnic backgrounds achieve at least as well as other pupils.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have good attitudes to learning; they are keen to learn and enjoy school. Pupils behave well. Most are confident and happy and get on well with one another and with the staff. Older pupils are learning well to take some responsibility for their learning. Attendance is average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** This is because **the quality of teaching is satisfactory** overall. In the Foundation Stage it is good and children achieve well and get a good start to their full-time education. In Years 1 and 2, teaching is satisfactory but there are some inconsistencies in how well different groups of pupils achieve. The pupils with special educational needs are helped well by their teachers and the teaching assistants and achieve well on the targets set for them. Work is generally well-planned for the higher attaining pupils who achieve well, apart from reading where there is more work to be done. A significant minority of average attaining pupils do not always achieve as well because their work is not consistently as well planned to stretch them and as a result their learning at times is unsatisfactory.

The quality of the curriculum is good and enriched by visits to the local area and by visitors who come into school to speak to the pupils about the topics they study. There is a good range of extra-curricular activities. The school takes good care of the pupils. There is a good partnership with parents. The school has very good links with the local community and there are strong links with the nearby schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management and governance of the school are all satisfactory.** The headteacher and the teachers work well together. However, the subject leaders have insufficient time to carry out their subject responsibilities such as checking on teaching and learning. The governors have a good overall understanding of the work of the school but they do not know enough about pupils' achievement. The leadership and management are successful in the clear vision for the school as a caring community but have not been sufficiently vigilant in ensuring standards are as high as they could be for the average attaining pupils.

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

Parents hold positive views of the school and are particularly appreciative of the teaching, the children's personal development and the extra-curricular opportunities offered to them. Pupils say they enjoy school and like their lessons.



## **IMPROVEMENTS NEEDED**

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

- Make better use of the information on how well pupils learn to ensure that the tasks given to average attaining pupils in reading, writing and mathematics are challenging and interesting and stretch the higher attaining pupils in reading.
- Ensure subject leaders have the time and support in their leadership roles to play a stronger part in driving school improvement and monitoring and improving teaching.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Children achieve well in the Foundation Stage of learning.** By the end of their reception year, most children work towards the Early Learning Goals with a significant minority attaining them and a few exceeding them in all areas of learning that are expected nationally for children of a similar age. **In Years 1 and 2, pupils' achievement is satisfactory** for most pupils and standards are average in reading, writing and mathematics. The higher attaining pupils and those with special educational needs achieve well. In other subjects, most pupils attain the nationally expected standards.

#### Main strengths and weaknesses

- Because of the good provision in the Foundation Stage and for pupils with special educational needs and the good quality teaching, pupils achieve well.
- Work is better planned for the higher attaining pupils. It is not as well planned to stretch the average attaining pupils, some of whom could do better

#### Commentary

1. Children have a wide range of attainments on entry to school but overall children's attainments are below average in their language, mathematical and social skills. By the end of their reception year, a significant minority attain the expected goals, a few exceed them and most work towards them. Considering their attainments on entry to school, pupils' achievements are satisfactory overall. Most pupils achieve satisfactorily in reading, writing and mathematics where standards are average. In science, ICT and religious education pupils attain the expected standards and achieve appropriately given their starting points. Standards in other subjects are satisfactory, being broadly in line with national expectations.

#### **Standards in national tests at the end of Year 2 – average point scores in 2002**

Standards in:	School results	National results
Reading	16.7 (16.8)	15.8 (15.7)
Writing	14.6 (15.1)	14.4 (14.3)
Mathematics	17.0 (17.6)	16.5 (16.2)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

2. In the 2003 National Curriculum tests and assessments, the pupils' attainments are similar to those in 2002, when standards were broadly average compared with those of pupils in similar schools.
3. Overall the school has a relatively stable population with an above average proportion of pupils with special educational needs. However, there is a small increase in the proportion of pupils with special educational needs taking the tests in comparison with the last inspection in 1998. This is the main reason for standards not being as high as they were at the time of the last inspection. However, standards in mathematics have declined slightly in the last two years. This is because the subject has not been recognised as a priority for recent improvement. Individual targets and group targets have not been set for pupils in mathematics as they have in writing. Consequently, teachers do not match work and challenge some of the average attaining pupils as well as they could.

4. The school had analysed effectively the strengths and weaknesses within reading and writing. The school has recently put into place a system to track the attainments of all pupils and set predictive targets for their potential achievement. The national results have been used effectively to set targets for groups of pupils and individual pupils who need most help to attain above the expected level in reading, writing and mathematics. There is good use made of these assessments in writing which are defined in more detail than for any other subject. Teachers used these assessments well in 2003 and increased the percentage of pupils attaining at a higher level. This strategy is successful and continues to present challenging work for some of the average and the higher attaining pupils. Consequently, more pupils are now attaining at the higher level than in 2002. However, there is still more work to be done to raise the standards of those pupils just attaining at the expected standard in writing. In mathematics, targets are not yet set in the same way that they have been set in writing. As a result there has not been the same rise in standards. In reading, there are targets set but some of the higher attaining pupils could do better. There has been less focus recently on tracking achievement of the higher attaining pupils in reading and setting targets for them to attain higher standards.
5. Most pupils with special educational needs achieve well, especially in lessons, because they are so well included and provided for. The school succeeds better than most in teaching all its pupils to read to a basic level of competence. There is better provision made for these pupils than at the time of the last inspection.
6. The achievement of the average attaining pupils is satisfactory overall. A significant minority could do better if there were no inconsistencies in teaching and learning. The two major contributors to pupils' satisfactory rather than good achievement are that work in lessons is not planned carefully enough to challenge all of these pupils and the teachers' assessments made of pupils' works are not used consistently well in planning lessons. A greater level of regular challenge in lessons would help pupils attain even higher standards.
7. The higher attaining pupils achieve well, particularly in writing. The most marked achievement is in writing when pupils attained high standards in the 2003 tests. Pupils continue to achieve well. In reading, some pupils could do better as not all are taught successfully the comprehension skills needed to attain the above average standard. In mathematics, most of the higher attainers achieve well and attain above average standards. However, a significant minority of average attaining pupils are not as good as they could be in applying their learning to solve simple problems.
8. There is no significant difference in the achievement of boys and girls or those from minority ethnic groups. Most aspects of equality of opportunity are given considered attention, apart from the learning opportunities of some average attaining pupils. The school's aims and policies all include commitment to equality of opportunity, and this is well reflected in the access that pupils have to the activities that the school has to offer.

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

**Pupils have good attitudes to work and most behave well. Their attendance is satisfactory and punctuality is good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.**

### **Main strengths and weaknesses**

- There are good procedures for promoting pupils' good attendance.
- Pupils' good attitudes and behaviour make a positive contribution to their learning.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

## Commentary

9. The level of attendance is broadly in line with the national average. The school monitors attendance registers efficiently on a daily basis and makes first day contact with parents if their children are absent and the school has not been notified of the reason for absence. Teachers monitor registers for patterns of absence and contact parents where attendance is a cause for concern. Most pupils are punctual.

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

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	5.4	National data	0.5

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

10. Discussions with pupils in all year groups indicate they have positive attitudes to learning. Almost all pupils say they enjoy coming to school and are able to identify favourite subjects, and a significant number of pupils participate in the wide range of extra-curricular activities provided by the school. The majority of pupils are interested in what they are doing and take an active part in their learning. They listen attentively to their teachers' instructions, maintain concentration for appropriate periods of time and make a positive contribution to classroom discussions. Most pupils take a pride in their work; they are willing and able to talk about their work and explain their ideas to inspectors. Pupils with special educational needs generally show good attitudes to work and behave well in lessons and around the school.
11. Behaviour of almost all pupils is good. In the majority of lessons seen behaviour was good and in some lessons very good. Most pupils are aware of what is and is not acceptable behaviour; they have a good understanding of the school rules. They like the school's merit system and readily accept the principle of sanctions as an appropriate response to instances of poor behaviour. Nevertheless, there is a very small minority of pupils, many of whom have low self-esteem and poor attitudes to learning, who behave badly in lessons, and on occasions disrupt the learning of others. Outside of lessons, before and after school, at breaks and lunchtime pupils generally interact well together. Pupils treat the school's accommodation and equipment with care and respect, there is no evidence of pupil-generated vandalism and there is little or no litter around the school.
12. Bullying is an occasional problem. The school has a good anti-bullying policy that makes clear that it will not tolerate bullying. Staff react quickly and effectively to any instances of bullying. Parents and pupils have indicated that these procedures are effective. Relationships between staff and pupils are good, as are relationships between pupils. These positive relationships promote pupils' social development and make a good contribution to pupils' learning. In the last academic year one pupil was subject to a fixed term exclusion; there were no permanent exclusions. Inspection of exclusion records indicates that the use of exclusion was appropriate in the circumstances.

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	174	1	
White – any other White background	2		
Mixed – White and Black Caribbean	1		
Mixed – White and Asian	1		
Mixed – any other mixed background	2		
Asian or Asian British – Indian	3		
Asian or Asian British – any other Asian background	1		
Chinese	1		
No ethnic group recorded	2		

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

13. There is good provision for pupils' spiritual development. Regular assemblies include time for prayer and thoughtful reflection. Through the school's personal, social and health educational programme (PHSE) particularly in 'circle time'<sup>1</sup>, pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Spiritual links are also found in subjects such as religious education, science and history. The provision for pupils' moral development is good. Pupils have a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages pupils to be responsible for their own actions and consider the impact of their actions on others. Relationships are very good; staff provide good role models and value pupils' opinions. Consequently, pupils' social development is good. Pupils are taught well to share, help one another and show consideration for others. They are given many opportunities to work collaboratively in pairs and small groups.
14. Pupils in all year groups are encouraged to be fully involved in the life of the school. Pupils take responsibility for their learning and for small administration tasks such as returning class registers to the office and tidying up after lessons. Pupils' social and cultural development is further enhanced through a range educational visits, visitors to the school and the wide range of extra-curricular activities provided by the school. There is good provision for pupils' cultural development. The recent 'creative arts week' gave pupils across the year groups the opportunity to study Muslim, Sikh and Hindu faiths, cultures and traditions, including visits to Hindu and Sikh temples. Staff provide appropriate images in displays and in their choice of books and stories, which help pupils understand the diverse nature of UK society.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

### **The quality of education the school provides is satisfactory.**

15. Teaching and learning are good in the Foundation Stage and satisfactory in Years 1 and 2. The school provides a good curriculum, enriched by good quality extra-curricular activities. Good care is taken of the pupils and their views are taken into account. Partnership with parents is good and there is a very good partnership with the community and local schools.

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<sup>1</sup> 'Circle time' refers to class discussions where pupils talk about personal and social issues of concern to them.

## The quality of teaching and learning is satisfactory.

16. There are strengths in the Foundation Stage where teaching is good. The children are taught well and consequently learn well. In Years 1 and 2, the higher attaining pupils and those with special educational needs receive good help and learn well. The planned work and help are not always well matched to a significant minority of average attaining pupils who learn satisfactorily but could do better. Teaching and learning are not as good as they were at the time of the last inspection.

### Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	1 (3 %)	17(47%)	17(47%)	1 (3 %)	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.*

## Main strengths and weaknesses

- There is good quality teaching in the Foundation Stage.
- There is effective teaching and support from the teaching assistants, particularly in helping the pupils with special educational needs. However the assistants do not consistently help pupils during class discussions.
- There is good development of teamwork among the staff and the good relationships between the staff and the pupils.
- The teachers have good subject knowledge and plan well to link subjects together.
- Teachers do not use the assessment of pupils' work sufficiently to challenge the average attaining pupils.

## Commentary

17. In the Foundation Stage teachers and teaching assistants work well together to plan and record the children's achievement and plan their work. Much teaching takes place in small groups and this, coupled with a good range of activities, enables young children to develop the skills necessary for their future work. Priority is given to developing children's social and language skills. The associated skills are planned very well into the daily activities. Staff consistently reinforce the need for good manners, sharing and caring. Independence is encouraged. For example, children choose some of their activities. The teachers and teaching assistants have good questioning techniques to develop children's language skills during discussions. Equality of opportunity and access to the curriculum for all children is emphasised by the staff as children are taught to take account of the views and needs of others. All staff provide consistent, positive and encouraging role models. Children are treated respectfully and politely and are inspired by the enthusiasm of the staff.
18. Pupils with special educational needs are taught well. Teachers plan work that is closely related to the pupils' specific targets on their individual education plans. The special educational needs co-ordinator, teaching assistants and class teachers liaise closely so that all know what to do and why. Good quality assessment and feedback sheets inform class teachers of learning steps made in group and withdrawal activities. Progress is monitored as part of whole systems, although tighter tracking would ensure that pupils achieve as well as they can throughout each year or class. Sharply focused catch-up programmes are newly in place, and are beginning to improve the skills of struggling readers and writers. Teachers are highly conscientious in following the 'Behaviour Support Programme' and in completing the 'Target Tracker' booklets shared with the pupil's family. This helps most pupils with challenging behaviour to settle to lessons and leave others undisturbed. The school has invested in training for the 'Social Use of Language' as part of its commitment to helping pupils with behavioural difficulties fit into school

life. However, this involvement is not always built on by teaching assistants, who do not consistently provide subtle support when the teacher is talking to the whole class. For example, they do not rephrase questions so that pupils better understand them or ask pupils questions directly. Pupils are, therefore, not always ready for the work that follows.

19. Teachers and teaching assistants form effective partnerships when sharing the planning for helping groups of pupils learn. The extra help pupils get makes a big difference to their learning, particularly the pupils with special educational needs and the help given by the teaching assistants to pupils learning skills in ICT. One of the most striking aspects of the teaching is the quality of relationships that exist between adults and pupils. Teachers and teaching assistants are keenly aware of the need to ensure that pupils keep positive attitudes to school and use praise and encouragement well to motivate pupils. Codes of conduct are followed consistently by all members of the school community. This helps children to know exactly what is expected of them. For instance, all staff consistently praise and reward pupils for their efforts and encourage them to take responsibility for their actions and learning. This builds their confidence and self-esteem and contributes successfully to pupils' personal development.
20. Teachers generally have a good grasp of their subjects and are willing to share their expertise. They help pupils learn by using the correct technical terms and vocabulary for each subject. Teachers make effective links between subjects. As a result, pupils begin to understand and apply skills in a number of different contexts. For instance, pupils learning to draw portraits in art also observe and draw their eyes using the computer. This is then linked to science as they identify and label different parts of the eye. The backgrounds of all pupils are taken into account during lessons, for example in religious education, and the teachers make good use of this knowledge and understanding to further pupils' cultural development.
21. Planning is generally good for higher attaining pupils. At times and in some classes, the expectations of how well the average attainers achieve are set too low and work does not stretch them in developing skills in writing, reading and mathematics. This is also the case for some higher attaining pupils in reading.
22. The quality of assessment is satisfactory overall. It is good in the Foundation Stage and satisfactory in Years 1-2. In the reception classes, the staff use day-to-day assessments of children's work well to inform their planning and record their achievements as they work towards the expected goals for learning. In Years 1-2, assessments are used well to plan work for the pupils with special educational needs and the higher attaining pupils. For the average attaining, assessments made do not consistently inform planning. As a result the work set for a significant minority does not stretch the pupils and they do not achieve as well as they should. Marking of work is satisfactory, but there are some inconsistencies. The best marking not only praises pupils for their efforts but comments help them to improve their work.

## **The curriculum**

23. There is a good curriculum which provides well for the higher attaining pupils and pupils with special educational needs. However, it does not consistently meet the needs of a significant minority of average attaining pupils. There is good provision for the Foundation Stage of learning. There are a wide range of opportunities for pupils to develop their skills further through extra-curricular activities. There has been good improvement in the range and quality of the curriculum since the last inspection.

## Main strengths and weaknesses

- The curriculum provides well for the higher attaining pupils and those with special educational needs but does not sufficiently meet the needs of a significant minority of average attaining pupils.
- Provision for Foundation Stage children is good.
- The curriculum is enriched by visits made to the locality, visitors who visit school and talk to the pupils, and 'curriculum subject weeks'. There is a wide range of extra-curricular activities.
- There are not enough resources for aspects of outdoor play in the Foundation Stage.

## Commentary

24. The school is successful in providing all pupils with a good quality curriculum. In all respects, the curriculum meets the requirements of the National Curriculum and the locally agreed syllabus for religious education.
25. The curriculum provides well for the higher attaining pupils. Curriculum opportunities and help are given so they are able to attain above average standards. However, the curriculum does not consistently meet the needs of a significant minority of average attaining pupils. Although teaching assistants are well trained for their role and enable many groups of pupils access to the curriculum, average attaining pupils do not get the opportunities for enhanced teaching and learning from the staff that higher attaining pupils or those with special educational needs are offered. This means they are not always challenged enough and fail to make the progress of which they may be capable.
26. The curriculum provided for pupils with special educational needs is good. Teachers are good at including pupils with special educational needs in all lessons, through their careful planning and the support given by teaching assistants. Early identification is a key feature. Parents are informed from an early stage and are highly appreciative of the behaviour support plans in particular. The individual action plans are of good quality, containing specific targets that are reviewed termly, and informally at other times, along with the parents whenever possible. Provision is mostly within the classroom setting, but small groups of pupils are also withdrawn for sharply focused, intensive sessions, mostly teaching basic reading skills. Resources are of good quality and well organised, if not plentiful.
27. There is good provision for the Foundation Stage. The children in the reception classes enjoy stimulating and exciting curriculum provision which gives the youngest children a good start to school life. There is a well-developed outside activity area but there is need for a wider and more appropriate range of large wheeled vehicles and toys which would further enhance children's physical development. There are good procedures to help new starters settle into school.
28. An appropriate proportion of time is allocated to each subject although there is still scope for more effective use of the timetable. The curriculum is well-balanced and relevant. Visitors to the school add to the richness of curriculum provision. These include local clergy, musicians, theatre groups and artists. Special 'curriculum weeks' are held which focus on one area of learning such as science and the creative arts, and these include parents and visitor participation. Pupils use the locality well for study in order to enhance learning. The youngest children explore the school site whilst older pupils visit a local building development to study the use of materials.
29. The school provides a good range of extra-curricular activities which the pupils say they enjoy. These include sports for both sexes as well as French, gardening, art and music activities. The breadth and range of activities on offer to such young pupils are a strength of the school and allow all pupils access to a wide curriculum.
30. School accommodation is of a good standard. It is spacious, attractive and very well maintained. The school environment is enhanced by extensive, well-maintained grounds. All



pupils, including those in the reception classes, a safe and secure environment in which to learn. Overall, resource provision is satisfactory with some good aspects. Science, design and technology and art have good, well-organised and comprehensive resources which support these areas of the curriculum well. The lack of wheeled toys in the Foundation Stage, however, limits children's opportunities to develop skills of balance and coordination.

## Care, guidance and support

**This is a caring school which provides a safe and secure environment in which pupils feel happy and secure.** There are good procedures relating to child protection and health and safety. Procedures for supporting pupils and good induction procedures enable pupils to settle quickly into the school environment. The school seeks pupils' views of its work.

## Main strengths and weaknesses

- Good procedures for health and safety and child protection provide a safe and secure working environment.
- Relationships between staff and pupils are good and help to provide a good standard of support and guidance for pupils.

## Commentary

31. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements; the headteacher is responsible for the application of this policy on a day-to-day basis. Procedures for general risk assessments to pupils' safety are in place and inspections are carried out on a regular basis. First aid provision is good; there are appropriate numbers of qualified first aiders and good records of accidents and injuries are maintained. The arrangements for child protection are good. This enables her to successfully liaise with outside agencies and contribute to case conferences as required. Staff have received child protection training at staff and teaching assistants meetings.
32. Pupils are provided with a good level of personal support and guidance that is underpinned by teachers' good knowledge of them and the very good relationships between them. Pupils say that they are confident to approach teachers should they have any problems. Teachers maintain good records of pupils' academic and personal development; all pupils have discussions about targets for improvement and how they can achieve these targets. Pupils say that they understand these targets. Parents are particularly satisfied with the induction procedures and the good care that the school takes of their children. The school has good procedures for welcoming new starters into the school. Parents are given appropriate information and guidance about these procedures and how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet with their teachers prior to admission, including a social event with the reception classes. This enables children to settle quickly into school. The school takes good care to help all pupils succeed.
33. The school seeks pupils' views of its work mainly through pupils' responses to questionnaires and 'circle time' and takes their views into consideration when reviewing policies and procedures. For example, pupils were consulted and their views incorporated into the redesign of the playground. Pupils who have special educational needs are involved in drawing up targets for inclusion in their individual educational plans.

## Partnership with parents, other schools and the community

**The school has developed a strong partnership with parents.** The quality and range of information provided for parents are good. Parents have positive views of the school and a significant number of parents are actively involved in the life of the school. **The school has developed very good links with the community and nearby schools** that make a very good contribution to pupils' learning and their transition to their next stage of education.

### Main strengths and weaknesses

- Parents' views of the school are good.
- The school has established strong links with parents, who make a positive contribution to pupils' learning.
- The school has very good links with community.
- There are very good links with other schools and colleges.

### Commentary

34. The school brochure and governors' annual report provide a wide range of information about the school and its activities, and meet statutory requirements. Weekly newsletters and letters about specific events ensure that parents are kept up to date about current school activities. Parents are invited to a parents meeting each term at which time they can discuss with teachers their children's progress; attendance at these meetings is very good. Pupils' annual reports are of good quality; they give clear guidance on pupils' attainment and progress and targets for improvement. The school actively seeks the views of parents primarily using questionnaires; parents' responses are analysed so that parents' views may be incorporated into new or revised school policies and procedures. Parents say that their views have been taken into account in the school's homework policy. There are good arrangements to involve parents of pupils with special educational needs in the development and review of their children's individual educational plans.
35. Parents have positive views of the school. In particular, they are pleased with the quality of teaching, the expectation that their children will work hard and the way in which the school is helping children to become more responsible and mature. They are pleased with the progress their children make in their learning and the wide range of extra-curricular activities provided by the school. Evidence from the inspection confirms these positive views. A small number of parents expressed concerns about behaviour in the school, Inspectors consider that behaviour in the school is good apart from the behavior of a small minority of pupils, and the school is addressing this problem.
36. Parents' involvement in their children's learning is good. A significant number of parents help in the school, listening to pupils read, assisting in classrooms and running extra-curricular activities such as the gardening club. Parents are encouraged to be involved in a wide range of activities including year group meetings, family learning evenings, science and creative arts evenings and parenting skills classes. Parents help their children with homework. Parents say that these activities enable them to make a significant contribution to their children's learning. Parents' involvement in helping their children learn to read, however, needs strengthening. The pupils take their books home at the weekends rather than during the week. As a result, this reduces the help parents are able to give in helping their children learn to read. There is an active Friends Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources that have had a positive impact on pupils' learning.
37. The school's links with the community are very good and make a significant contribution to pupils' learning. There is a range of visitors to the school, including artists, musicians and theatre companies who enhance pupils' learning in drama, art and music. The educational

business partnership supports pupils' reading and a local coaching association provides weekly football coaching and extra-curricular activities. The school makes good use of the local community, visits Sikh and Hindu temples, and the local church supports pupils' spiritual and cultural development. Visit to a local art gallery supports pupils' learning in art and design and design and technology and local field trips support pupils' learning in history and geography.

38. The school's links with other educational establishments are very good. It has established strong links with the local junior school. The majority of the school's pupils transfer to this school and the school has developed good transitional arrangements that include effective liaison between staff and the transfer of information relating to both pupils' academic and social skills. Pupils have a half day induction and a half day transfer project at the junior school. The school's links with the junior school involve close liaison between staff at both schools; subject leaders are working together to develop continuity of curriculum provision, including moderating writing across the two schools. The school has strong links with local secondary schools for which they provide work experience placements. There are good links with local colleges and university who provide placements for nursery assistants and trainee teachers. All these activities have a positive impact on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are satisfactory.** The governors fulfil their statutory duties satisfactorily, are supportive of the school and understand its main strengths and weakness.

### **Main strengths and weaknesses**

- The school is successful in meeting its pastoral aims. However, it is not as successful in meeting its academic aims, particularly for the average attaining pupils.
- All groups of pupils are encouraged to join in all the activities the school has to offer.
- The teachers have been successful in raising standards when a subject has been identified for improvement.
- The subject leaders do not have sufficient time or resources to improve standards in their subjects when they are not identified as a school priority. However, the provision for special educational needs and the Foundation Stage is well managed.
- Good opportunities are given for the professional development of all staff.
- Governors have good relationships and a working knowledge of the school but know less about the pupils' achievement.

### **Commentary**

39. The school is satisfactorily led. The headteacher has a clear understanding of what needs to be done to improve the school further. She is supported by an able deputy, who shares the headteacher's commitment to move forward. It is clear that the school is successful in its aim to encourage all children to become 'confident, articulate and happy within a caring, safe and welcoming environment'. Pupils say they are happy and are made to feel welcome and as a result they succeed in gaining in confidence.
40. Promoting equal access and opportunity for all pupils is high on the school's agenda and within its aims and policies. Personal needs and circumstances are addressed for pupils and all pupils take advantage of what the school has to offer through the extra-curricular clubs. However, less attention is paid to how well some of the average attaining pupils succeed in accessing the curriculum. The provision for before and after school does not disadvantage children of parents who work. Every member of staff understands their role within the school and they carry out their responsibilities with enthusiasm and to the best of their abilities.
41. The school has successfully focused on enabling the pupils with special educational needs and the higher attaining pupils to achieve well. Provision is also well managed in the Foundation

Stage. Resources have been well directed to improving provision, planning pupils' work and welcoming new starters into school.

42. Where the school has a particular curriculum priority, for example on writing, the concerted efforts of all the staff have successfully raised standards. However, in other subjects the aspirations for the average attaining pupils are not as high. As some of these pupils could achieve better standards, the school is not as effective in fulfilling the academic aims of 'enhancing each child's capability'. The school improvement plan sets a timescale for subjects on a four-year plan. During the years when the subject is not a priority for development there is insufficient time allocated to the subject leaders to check on teaching and learning and standards across the school. This limits not only their view of how well the pupils are doing but also the quality of their action plans to raise standards further. Consequently, this controls the pace of change which is slow in comparison with national expectations. The subject leaders are enthusiastic and within the confines of the time available have built up useful portfolios of pupils' work and have developed their subject expertise.
43. The school is satisfactorily managed. There are good systems in place for performance management to bring about improvement. The management structure is very clear. The school has successful systems in place for staff development and training. All members of staff with responsibilities work together very well to carry out their roles. The school identifies strengths and weaknesses from the results of national tests (SATs), which are compared with national results and those achieved in similar schools. The predicted targets set for pupils' progress enable staff to identify those who are falling behind and need additional support. However, the action taken to help some of these pupils and raise standards is not as effective as it could be. The direction set for improvement is good for pupils with special educational needs and the higher attaining pupils in writing and mathematics and science. However, although this is recognised for improvement in the school improvement plan, specific direction for improvement is not yet established for a significant minority of the average attaining pupils in reading, writing and mathematics or for the higher attaining pupils in reading. This points to the need for more effective monitoring and support from management.
44. Good work has been accomplished in developing the role of the subject leaders since the last inspection but there is still more to be done to enable them to be fully effective in managing their subjects effectively. The deputy headteacher and the special educational needs co-ordinator have had more time than most. The Foundation Stage is well managed and organised. The special educational needs co-ordinator co-ordinates provision for special educational needs well. A strength is the quality of relationships with other colleagues, so that all of the staff work together 'as one' on special needs issues. The co-ordinator is proactive and unafraid to spell out what is and is not working well, such as the current provision for 'low average' readers. An excellent diagnosis of their needs could lead to improvement in teaching and a significant rise in the standard of their reading. A drawback is that she has limited time with the pupils with special educational needs themselves to bring about improvement. Although the development of writing has taken priority, the co-ordination of reading and mathematics has had less allocated time. Other subject leaders have less time when their subject is not a priority for development. This limits their role in observing teaching, learning and working with colleagues for improvement.
45. Opportunities to support the professional development of all staff are good. The priorities of the school and individual staff expertise and needs are linked to training opportunities. The headteacher is keen to find out about new initiatives and to train the staff in the most up-to-date methods. For example, the school is presently evaluating new methods used to match teaching methods to pupils' individual learning styles. The co-ordinator for special educational needs ensures teaching assistants are well deployed and fully trained. The assistants are fully involved in all aspects of school life and have developed into a highly trained and invaluable team. They help individuals and small groups of pupils needing most help. Most attend in-service training to increase their expertise in particular aspects of education appropriate to pupils' learning and some take advantage of higher education courses. This is a successful strategy because the

assistants are helping pupils achieve well. There are good induction procedures for new staff and students.

46. The school is satisfactorily governed and statutory requirements are met. The governors are knowledgeable and together they are a confident team, having benefited from training. There is an effective committee structure. Individual governors take responsibility for aspects of the school's work such as literacy, numeracy and special educational needs as well as other subjects and aspects of the curriculum. A good pattern of meetings and contact with the school has been established. This has resulted in governors meeting with the staff and pupils, and checking on the work of the school on a regular basis. The chair of governors has regular and frequent meetings with the headteacher. This enables the governors to build up an appropriate understanding of the work of the school. They are informed well by the headteacher about progress towards the targets in the school improvement plan. The school improvement plan is an appropriate tool for the governors to monitor pupils' achievement in writing, the current priority, as targets and expected outcomes are detailed. However, this detail is not evident for reading or mathematics or other subjects. As a result, the governors are less knowledgeable and therefore less challenging about the overall standards in these subjects.
47. The budget is at present balanced. Expenditure is very well thought out but is finely balanced. There is little leeway for a contingency fund this year in view of a small decrease in pupil numbers.

### Financial information

#### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	420548
Total expenditure	426770
Expenditure per pupil	2336

Balances (£)	
Balance from previous year	18463
Balance carried forward to the next	12241

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

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

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

### **Main strengths and weaknesses**

- There are good induction procedures for children starting school.
- The teachers and teaching assistants work well together as a team.
- Children's achievements are recorded well and used well to plan work.
- Work is planned well to meet the needs of the children.
- Some staff lack confidence in teaching music.
- There is insufficient provision for wheeled outdoor play equipment which is of appropriate size and quality.

### **Commentary**

48. Children in the reception classes work towards the nationally agreed Early Learning Goals. They are given work that is stimulating, interesting and of a high quality. The good curriculum which is offered motivates all children, including those with special educational needs, to learn well. By the end of their reception year, children achieve well. Most will be working towards the Early Learning Goals and a significant minority attain and surpass and them. Overall, this is good achievement and is due to good teaching in all areas of learning. A real strength is the effective teamwork. The teaching assistants and the two teachers are fully involved in teaching and bring much enthusiasm, skill and understanding to the children's learning. They work very well with the children, for example, by careful questioning and by developing vocabulary. Every opportunity is taken to develop spoken language, literacy and numeracy skills and this helps the children to achieve well. The Foundation Stage is well managed and organised, using two classrooms for shared activities and a secure outdoor area which has a range of large wooden apparatus and a covered area.

There is **good** provision for pupils' personal, social and emotional development.

### **Main strengths and weaknesses**

- The children achieve well because they are taught well.
- The activities are planned well to promote children's social skills.
- The staff have high expectations of children's behaviour.
- The positive relationships help the children to become confident learners.

### **Commentary**

49. By the end of their reception year, the majority of children work towards the Early Learning Goals, a significant minority achieve them and a few exceed them. The children in reception classes achieve well because they receive patient, caring and appropriate teaching. This is because teachers specifically plan activities to promote skills through other areas of learning where they have high expectations of the children. Once in school, the children quickly get to know regular routines and take turns well. They understand the need to change rooms and teachers and they quickly understand when they are responsible for making choices. They take part willingly, for example, at tidy-up time, because they have learnt that working together makes the task easier. Children quickly realise that good behaviour is expected. All staff praise good behaviour and explain calmly why certain behaviour, like shouting out or splashing water, are not

acceptable. As a result, most children show good levels of self-discipline and confidence by the end of the year. Relationships are very positive in the Reception classes and help to play a significant part in the children's learning. Children enter school full of enthusiasm and are keen to become involved in the exciting range of activities. They enjoy their work and do it confidently. They respond positively to all the new experiences such as making boats which float or doing and hanging out the washing as in 'Sing a Song of Sixpence'. They practise coordinating their movements by activities such as honey sandwich-making activities and share wet and dry sand activities.

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

### **Main strengths and weaknesses**

- Children are taught literacy skills well in all their activities and they achieve well.
- The curriculum and the classrooms promote children's learning well.
- A shared reading partnership is developing well with parents.
- Some children do not have sufficient confidence or the skills to express themselves clearly.

### **Commentary**

50. Most children enter school below the expected levels for speaking and listening. By the end of the Reception classes, a significant minority will have achieved the Early Learning Goals; a few will have surpassed them but most children will still be below expected levels in speaking and listening because many of them will not have developed the confidence or a sufficiently wide enough vocabulary. However, their achievement is good because of the good teaching by all members of the teaching team.
51. The children continue to develop their confidence with speaking because the staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their vocabulary and their confidence in the spoken word. The reception classrooms are rich environments for promoting the use of language. Staff use every opportunity to develop vocabulary, speaking, listening and writing. The children initiate their own conversations because they are interested in the well-planned activities as they play, for example, in the outdoor play house or in the class café.
52. The children listen well to class stories such as 'The Pig in the Pond', joining in when they can. Higher attaining children can identify the names and sounds of certain letters. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills.
53. Children use the book areas independently to 'read' books and are developing a good interest in books and stories. This is supported through the positive links developing with parents. Children use the writing areas to write letters to send or a café menu. Teachers provide many well-chosen experiences to enhance children's skills, especially in speaking and listening. For example, children recall their honey-spreading activities or talk about their picture of 'The Pig in the Pond' story. Children, when confidently established in school, will take books home to read or share with adults.

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because they are taught well. The staff use effective methods to teach children mathematical concepts and skills.
- The guidance from the National Numeracy Strategy is used successfully to plan activities.
- The curriculum offers a wide range of activities to promote mathematical learning.

## Commentary

54. By the end of their reception year, a significant minority of children attain the expected goals and the majority work towards them. The children experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. Some children know the names of square, circle and triangle. Some can count to 10 forwards and backwards and a few can carry out this activity with numbers to 20 and beyond. Towards the end of the Reception year, the National Numeracy Strategy is gradually introduced and builds well on the practical work done earlier.
55. Children apply their knowledge of pattern to the construction of straw necklaces when they try to copy the pattern made by the teaching assistant. Staff encourage children to use mathematical vocabulary as they explain their work. Much attention is given to consolidating children's learning through play situations, and positional language such as 'on', 'in', 'over', 'under' and 'behind' is emphasised by all staff in as many situations as possible, such as testing boats in the water tray or story time. Activities around the concept of pattern are emphasised and children build models, and make and paint patterns. In classes, teaching is good, offering children opportunities to consolidate learning and extend their mathematical thinking.

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

## Main strengths and weaknesses

- The staff teach new vocabulary well and plan successful activities to help children extend their knowledge and understanding in all aspects of the curriculum.
- The children have good access to computers and develop their skills well.
- The teachers plan a well-balanced curriculum for activities indoors and outdoors.
- The children are developing an appreciation of a range of cultural traditions and celebrations.

## Commentary

56. Most children are likely to be working towards the expected goals and a significant minority attain them by the end of the reception year. The children's achievement is good. Staff plan an interesting range of activities which helps children learn about the world about them, both indoors and outdoors, and helps develop an appropriate vocabulary. For example, the children use a water tray to find out how many bears it will take before the children sink the boat they made. They use a variety of everyday objects to test floating and sinking and the class teacher encourages the children to predict the possible outcome before testing. The attractive displays and photographs show evidence of the exciting activities that children are offered. In most activities, children have good adult support to help them develop vocabulary and knowledge.
57. Children begin to investigate simple scientific ideas. They study floating and sinking, pushes and pulls and growing. Such activities form the foundations for more advanced investigative work in later years. Children explore the school site. Using large photographs, and with support, they search for specific sites around the school. They recognise the climbing frame, the office and the garden. This type of activity is an introduction to simple geographical skills.
58. All children have good access to computers. There is a wide range of competence in the use of computers with some children able to use 'Paintbox' to create a self-portrait whilst other children do not know how to use a mouse, waving it in the air. All are given support and guidance at an appropriate level.
59. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate autumn, as well as other seasonal and cultural festivals, enjoying



traditional celebrations. This helps the children to learn the need to respect the views of others and raise their awareness of the importance of belonging.

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- The children are taught well and achieve well in developing their physical skills.
- The curriculum is well planned to meet the children's needs.
- Children are taught well to take responsibility for getting ready for physical education lessons.
- There are insufficient large wheeled toys to help the children develop skills of co-ordination and balance.

### **Commentary**

60. Most children achieve well. A significant minority reach the expected standards by the end of the reception year and most work towards them. The children learn quickly and make sound progress because they participate in structured and purposeful activities both indoors and outdoors. Reception children use the school hall for physical education. They begin to develop an awareness of space and how to move about safely, with an awareness of others. They are able to run and jump and try to hop. The safe and secure outdoor area has an agility area, where they learn to balance and move carefully, supporting each other if necessary. However, children do not have access to a large enough range of large wheeled vehicles and toys which would enhance provision for this aspect of development. The limited access to these toys tends to limit opportunities for children to develop balancing and co-ordination skills. They are all able to change clothing ready for the physical activity and, even in the first weeks of school, fold their clothes tidily and put socks into shoes. This is an important aspect of their social development.
61. In the classrooms, children are given ample opportunity to develop hand-eye coordination. They learn to manipulate the computer mouse and roll and mould play dough. They cut different papers with scissors, roll and use tools with play dough and a knife when spreading honey under supervision, and control small tools such as glue sticks and paint brushes. They are offered a wide variety of construction toys to use on the carpet. They use building toys to create structures, large wooden blocks outside to create walls and rooms, and a model farm to create their own stories. Most children are on course to meet the Early Learning Goals in this area of development and some will surpass them.

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- The children achieve well because there is a wide variety of daily activities to develop their skills.
- The basic skills and techniques are taught successfully. However, some staff lack confidence in teaching music.
- Children's role-play contributes well to their literacy skills.

### **Commentary**

62. Children's achievement is good as they have access to quality activities daily. By the end of their reception year, a significant minority attain the expected goals and most work towards them. The resources provided for creative exploration are a strength of provision. Children use paints to create self-portraits, a wide assortment of papers, lace and ribbons to create three-dimensional crowns, a selection of plastic trays and materials to make boats to test, and specific instructions to make the four and twenty blackbirds linked to a nursery rhyme. Children

are taught basic skills and techniques in their creative work well and this can be seen in the scope of children's work.

63. Children's creative skills are developed further by the provision of a wide range of activities in the role-play areas. Children use the exciting resources imaginatively. The classroom café allows children to choose meals and drinks, write the orders and hold conversations on the telephone. Staff talk to children as they play to develop their ideas and vocabulary, and to encourage their understanding of the need to share and help others. Music is taught through rhymes and songs by a specialist teacher. Some staff lack confidence in teaching music. All staff work hard at developing the language of creative work.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Higher achieving pupils achieve a good standard in writing.
- Teachers and teaching assistants work effectively together in literacy lessons, so that teaching is sound and in some lessons, good.
- Target setting and assessment in writing is having a good impact on achievement.
- More able pupils do not achieve as well as they should in reading, and weaker readers lack strategies for tackling unfamiliar words.
- Reading partnership between home and school is not strong enough.
- The school does not track the progress of individual and groups of pupils carefully enough against reading targets.
- The subject leader has too little time to monitor teaching in order to check the impact of new systems and methods.

#### **Commentary**

64. The quality of teaching and learning is satisfactory. Most pupils achieve satisfactorily. However, the higher attainers could do better in reading. Most pupils attain the expected standards in reading, writing, speaking and listening.
65. Standards in reading are average. They are lower than at the time of the last inspection, when set against the rising national trend. This is largely because the more competent readers are not being taught to read at the higher levels, searching 'between the lines' to infer or deduce information. Group reading sessions with teachers and assistants generally lack this challenge. Most other pupils achieve as they should, and a higher percentage than nationally cross the reading threshold to reach the expected Level 2 in national testing. However, the weaker readers are poor at applying what they know about letters and sounds when attempting unknown words, and this is holding them back. Prompt action by the subject leader and special educational needs co-ordinator is helping the problem. Phonics is now interestingly taught during literacy lessons, and beyond, in focused, high intensity small-group work. For instance, as a Year 2 class played 'phonic bingo' with long vowel sounds, pupils with special educational needs learned initial sounds and letters through a 'silly sentence' fun activity with the teaching assistant. There are good plans to extend the provision of 'catch-up' reading sessions. Newly introduced reading targets should help all pupils to improve further. A current stumbling block is that the reading partnership between home and school has lost its momentum. Moreover, as the subject leader recognises, there are too few high quality fiction and non-fiction books available for reading sessions or home borrowing,

66. Writing is broadly average but improving. This is evident in the imaginative, varied ways in which pupils write about subjects such as science, history and design and technology. Higher attaining pupils now achieve well. During 2002-2003, all pupils in Year 1 classes made good progress and are set to achieve well by age seven. Their beautifully annotated and marked writing books show how they learned to write coherent, correctly punctuated sentences and to write instructions, lists, letters and reports, as well as stories and poems. The intensity of learning dipped slightly in Year 2, but the subject leader is currently driving up standards across the present Year 2 classes. The better writers are already beginning to select more adventurous language, and write in longer, well-connected sentences. Average pupils are working around the expected levels, but are learning quickly. As an example, work in last year's books showed weak spelling of vowel sounds within words. During a very good, lively lesson in Year 2, the majority of pupils could now recognise the different spelling patterns for the 'long "a"', and one pupils accurately named 'ai' as a vowel digraph! Teachers teach writing more confidently, modelling for the class or groups *how* a piece of text is produced. However, as yet some do this better than others and reading and writing are not linked firmly enough in some classrooms. The writing targets set for pupils are also making a difference to achievement. Expectations are higher and lesson planning is more finely tuned, although some teachers forget to refer to targets in marking. At present, the school does not track progress in each class, over time, regularly enough in order to spot dips and to intervene swiftly.
67. The subject leader manages the subject very well and knows what to do and how to do it in order to raise standards further. She has been successful in helping to raise standards in writing but has limited time to work with colleagues for improvement in other areas. Teamwork in the subject between subject leader, special educational needs co-ordinator, teachers and teaching assistants is very strong. Planning is shared and there are very good systems for feedback and recording of pupils' learning.

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

68. Language and literacy are developing satisfactorily across the curriculum. Pupils listen well to their teachers and are encouraged to become confident in discussing their work in small groups. Reading and research skills are developing satisfactorily in other subjects through looking up information in books or from using the Internet. For example, pupils research the lives of famous people such as Florence Nightingale in history. However, there is a shortage of books for borrowing, limiting the scope for extending reading at home. In writing, some opportunities are missed for pupils to practise and extend their skills. For instance, in mathematics and history, the use of worksheets limits opportunities for pupils to write about their investigations and topics.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- The higher attaining pupils achieve well and attain above average standards.
- The pupils with special educational needs are helped successfully by the teaching assistants and achieve well.
- Oral mathematics provides a good start to lessons and motivates pupils to learn.
- The subject leader is not allocated enough time to observe teaching and learning and check on standards across the school.
- Work sheets are over-used and disorganised.
- Assessment is not used rigorously enough to accurately match work to the pupils' abilities.

## Commentary

69. Most pupils achieve satisfactorily and attain average standards. Standards were higher at the time of the last inspection. The pupils with special educational needs make good progress towards their targets and achieve well. The majority of higher attaining pupils achieve well to attain above average standards. However, there are a significant minority of average attaining pupils who could do better. While work is planned well for the pupils with special educational needs and the higher attaining pupils, the work is not always challenging enough for the average attaining pupils. The main weakness is that teachers do not assess pupils' learning sufficiently. There are no individual targets for the pupils to work towards. This is recognised by the school as a future area for development. The basic skills are generally taught well but there is less emphasis on teaching pupils to solve problems, which is a weak area.
70. The quality of teaching and learning is satisfactory overall. A good feature of lessons is the successful start, with brisk discussions involving the whole class. Teachers use resources well during these sessions to gain pupils' attention, and to motivate them in their learning. Pupils are especially motivated when the data projector is used. For example, in a Year 1 lesson, projected coins enabled pupils to successfully understand their values and solve simple problems. When pupils record they tend to work at a slower pace. The higher attaining pupils continue to concentrate on their work independently and work well towards the challenges presented to them. The lower attaining pupils and those with special educational needs receive good help from the teaching assistants. This helps them to keep focused on their tasks and achieve the objectives that are set. However, there are some shortcomings. The concentration of some of the average attaining pupils lessens and some become uninterested when the work is not always interesting or challenging enough. This was the case in one unsatisfactory lesson. The impact of initial class discussions is lost when pupils are not challenged well enough to apply what they know to solve simple problems. As a result pupils' strategies of how to tackle problems using different techniques and methods are not well developed.
71. Pupils' work is often done on worksheets. The worksheets are not kept in an ordered manner, nor are they consistently marked with some comment to help the pupils improve. This makes it difficult to assess how well the pupils learn for the teachers and the pupils themselves.
72. The subject is satisfactorily led and managed. The results of tests are closely looked at to identify weaknesses and strengths but are not used sufficiently well to set targets and plan work for individual and groups of pupils. The National Numeracy Strategy has been carefully implemented. The subject leader has a good idea of what needs to be done to further improve mathematics. There is a strong sense of teamwork, where people are willing to learn from each other. However, insufficient time has been given to check and improve the quality of teaching and learning across the school to raise standards.

## Mathematics across the curriculum

73. Mathematics is incorporated into the planning of most subjects. There is good practice particularly in science and ICT where pupils gather data from their investigations and enter it into the computers so they can interpret their results graphically. Consequently pupils have a range of good quality coloured graphs to help them understand the results of their work. However, the use of worksheets in lessons limits pupils in applying their writing skills when solving problems.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- The subject leader is an enthusiastic specialist and there are good learning resources.
- However, there is insufficient time for the subject leader to check on standards and the quality of teaching and learning.
- Development of scientific enquiry throughout school is strong.
- The subject is enhanced through 'science enrichment week'.
- The higher attaining pupils and those with special educational needs achieve well but some average attaining pupils do not achieve as well as they should.

### Commentary

74. Standards in science are average and pupils achieve satisfactorily. Standards were higher when the school was last inspected. Higher attaining pupils are given opportunity to plan, investigate and record their own scientific ideas independently and achieve well. Pupils with special educational needs achieve well. Science is well planned and organised throughout the school.
75. The pupils in Year 1 sort materials into different types and know that an object may be made from a variety of different materials. They are beginning to develop an appropriate scientific vocabulary and know that wood can be rough or smooth, can be different shades of brown and is a natural material. Year 2 pupils are developing a good awareness of healthy living. They know that milk is good for teeth and bones, and that exercise has beneficial effects.
76. The quality of teaching is satisfactory overall with some good teaching. Consequently, pupils learn satisfactorily. In a Year 2 class, the teacher took time to find out pupils' prior knowledge, activities were well planned according to pupil ability and the teaching assistant, who was well briefed, was efficiently deployed to help and challenge the higher attaining pupils. However, pupils who are of average ability were insufficiently challenged by their task and did not learn as well as they should.
77. In most science work, standards of presentation are satisfactory and pupils take pride in their work. ICT is used in some aspects of science such as recording changes in heart beat after exercise and good use is also made of the digital camera for recording scientific activity.
78. The enthusiastic subject leader works hard. She is a subject specialist, has a good knowledge of the state of science throughout the school and is aware of the subject's strengths and weaknesses. However, she is given insufficient time to check standards and to observe teaching and learning throughout the school in order to work with colleagues to raise standards.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

### Main strengths and weaknesses

- Pupils are learning well to apply ICT skills in relevant subject contexts.
- The teachers and support staff are well trained in ICT and are able to deliver the ICT skills to the pupils.
- Pupils enjoy using the computers, which interest and motivate them.
- The assessment and recording of pupils' skills are not rigorous enough.

- Insufficient time has been allocated to the subject leader to help colleagues to improve their work.

## Commentary

79. The pupils' attainment is broadly in line with what is nationally expected of pupils of this age and pupils' achievement is satisfactory. Although the standards were similar at the time of the last inspection, resources and teachers' subject knowledge have improved, which is helping to improve standards. The quality of teaching is satisfactory and consequently pupils' achievement is satisfactory. A strength in the subject is that the teachers and the teaching assistants have been well trained in using the programs and resources. As a result individual and groups of pupils, guided by the teachers or assistants, work well to complete their tasks during lessons. Information and communication technology is being integrated well into the planning and teaching of subjects. Consequently, pupils in Years 1 and 2 are becoming confident and increasingly independently using the computer to write, import text and graphics, present data in graphs and research topics using the Internet. The majority are engrossed and enthusiastic when using ICT in conjunction with learning in another subject. For example, the pupils research the lives of famous people in history such as Florence Nightingale. The digital camera is often used well to record work such as science investigations which is then used as an aid to writing. However, the use of the resources available and the lack of detailed assessment of pupils' skills restrict pupils' learning to a satisfactory level. Even though the resources are at a minimal level, teachers do not consistently take full advantage of opportunities to teach skills fast enough to all the class. Pupils' work is assessed at the end of each unit of work. However, the assessments do not detail how well they are learning new skills in relation to the National Curriculum levels of attainment.
80. The subject leader has good expertise which she informally uses to help teachers and pupils. She has led and managed the subject well within the constraints of the role and manages an extra-curricular lunchtime club well for pupils to extend their skills. However, there is insufficient time allocated to observe teaching and learning to gain an accurate view of standards across the school and help teachers to improve their work. Modelling good practice and evaluating teaching and learning help teachers reflect and check on the impact of ICT on pupils' learning. The value of sharing good practice between colleagues is an important element in helping to raise standards.

## ICT across the curriculum

81. The use of ICT in literacy and numeracy is developing well through the use of a data projector and screen. This is used as a whole-class activity, for example, in oral and mental mathematics. Pupils are motivated to learn and encouraged to listen to others, respond to what they say and explain their own ideas. In work in other subjects, pupils often work in small groups with their teacher or a teaching assistant, for example when constructing graphs from data gathered in science. They learn new skills quickly because they get individual help and encouragement.

## HUMANITIES

Provision in history and geography and religious education are **satisfactory**.

The pupils achieve as well as nationally expected for most seven year olds in history and geography. The pupils achieve the expected standards according to the locally agreed syllabus in religious education.

## Geography

Provision in geography is **satisfactory**

### Main strengths and weaknesses

- Teachers make good use of the local environment and lessons build upon the pupils' knowledge of the local area.
- Teachers make links between geography and other subjects such as science, design and technology and ICT, as well as literacy and numeracy.
- The subject leader does not have enough opportunities to monitor the effectiveness of teaching and planning.
- Tasks are not sufficiently differentiated to provide a high enough level of challenge, particularly for the higher attaining pupils.

### Commentary

82. The pupils achieve satisfactorily to attain the nationally expected standards by the end of Year 2. This is similar to the standards reported at the time of the last inspection. The teachers plan their lessons based upon the nationally approved scheme of work but adapt it so that the pupils build up their knowledge and skills through studies on a local scale. In the two lessons observed during the inspection, the pupils extended their understanding of how housing is spreading over the local area through preparation for a visit to a local building site. This reinforced their knowledge of different house types, and helped them to collect information from their own observations. The work sample included in the subject leader's file shows that Year 1 pupils can observe the features of places, name different house styles and make simple maps and plans. The discussion with pupils indicates that they knew how to use maps to show a route, and classroom displays show the use of a street map to plot where pupils live. There is progression into Year 2 as pupils learn to develop more ambitious plans, with keys and labels, and prepare fuller reports, for instance, following a visit to Gaydon Motor Museum.
83. Although only two lessons were seen, there is enough evidence from the completed work, displays in classrooms, and monitoring by the subject leader, to judge that teaching and learning are satisfactory. Resources have been recently up-dated, and are adequate, and teachers are now confident in teaching the geography syllabus. At the moment, there is no formal assessment of the pupils' achievements, other than when reports are completed for parents.
84. The subject is satisfactorily led and managed. The subject leader is constrained in her ability to improve standards through monitoring the quality of teaching and learning, because of the limited time available in which to do this.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Teachers and pupils are enthusiastic about history.
- Recent improvements in writing are raising attainment in history, especially for the higher attaining pupils.
- The history curriculum is enriched by educational visits and visitors to the school.
- There is a low budget and hence, too few resources, particularly artefacts.
- There are limited opportunities for the subject leader to influence teaching and learning.

### Commentary

85. Pupils achieve satisfactorily to attain the nationally expected standards by the end of Year 2. Standards and pupils' achievement were similar at the time of the last inspection. The Year 2 pupils talked with enjoyment about history lessons in Year 1 and Year 2. This is because teachers have sufficiently secure subject knowledge to make lessons interesting and varied. Teaching and learning were good in the lessons seen. The pupils could readily recall the main facts about the life and work of Florence Nightingale. They had little sense of the chronology involved, but were developing a sense of the past and could explain how hospitals were different at the time of the Crimean War from those of today. This is because, in the lesson about Florence Nightingale that was observed, the pupils' imagination was caught through role-play, and good questioning extended their understanding about differences between past and present. The recent improvement in writing skills is having an impact upon the quality of writing in history. This is especially noticeable in the Year 1 sample of work from 2002-2003. They use a range of non-narrative forms to record what they have learned, such as captions, lists and sorting grids, and also more sustained reported writing towards the end of the year. Year 2 pupils' sample showed the use of too many photocopied worksheets, so that opportunities to develop non-narrative writing such as reports and recounts were missed. There are good links to design and technology, art and drama that consolidate historical understanding.
86. The school has adopted the nationally approved scheme of work for history, and makes the topics relevant to the pupils through visits to historical sites such as Kenilworth Castle, and a local transport museum. The visits deepen the pupils' historical knowledge as well as making a good contribution to their cultural and social development. The pupils had relished the exploration of the dungeons, battlements and kitchens of Kenilworth, and had been fascinated by the thickness of the walls and the narrow arrow slits for windows! The school's strong community links also support the history curriculum through grandparent's visits to school to recall for the children the toys that they played with as children.
87. The subject is satisfactorily led and managed. The subject leader is keen to develop the subject but has very little opportunity to visit other classes, or money to improve resources. She gains a fair idea of standards from a yearly examination of books, and gives advice as result. She is unable, however, to support and monitor the impact of book monitoring in teachers' classrooms, and there is no formal system of assessment.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- The curriculum is rich and makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils enjoy learning about the major world faiths.
- There is too little time given to the subject leader to monitor standards and the quality of teaching and learning across the school.
- There is a lack of an overall system to assess pupils' attainment and achievement.

## Commentary

88. The pupils achieve satisfactorily and their attainment is broadly in line with that expected in the locally agreed syllabus. At the time of the last inspection standards were higher. The teaching ensures that pupils have a broad knowledge of different aspects of the major world faiths of Christianity, Hinduism, Judaism, Islam and Buddhism. The visits to the local Anglican Church and the Sikh Temple as well as visitors into school make the subject interesting and more relevant to the pupils' lives.



89. By the end of Year 2, pupils have been taught about some similarities and differences between the major faiths. For example, they say they accept and appreciate that others worship in different ways.
90. They are interested in finding out about other religions and enjoy their role-play, drama and visits to places of worship. The creative arts week did much to give the subject a high profile in school and provide opportunities for pupils to work across a range of subjects such as art and design, English and music. These experiences contributed well to pupils' spiritual, moral, social and cultural development.
91. The quality of teaching is satisfactory and consequently pupils attain and achieve as well as they should to the expectations of the agreed syllabus. The rich experiences provided are well planned to stimulate pupils' understanding and interest. Care is taken to make the best use of pupils' and staff's expertise and beliefs to discuss and celebrate a range of cultural traditions and beliefs. All children celebrate major world festivals such as Christmas, Diwali and the Chinese New Year. However, the lack of a system to assess pupils' achievement limits the teachers when planning to accurately match work to the pupils' needs. This tends to limit pupils' achievement.
92. There is satisfactory leadership and management of the subject. The subject leader, recently in post, has made a satisfactory start within the limited time available to identify the main strengths and weaknesses. At present there is insufficient time to monitor the quality of teaching and learning and work with colleagues to improve standards.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Provision for art and design, design and technology, music and physical education is **satisfactory**.

In these subjects, pupils achieve satisfactorily and attain standards nationally expected for pupils of this age. Only one lesson was seen for design and technology. There was insufficient evidence to judge teaching and learning in this subject.

### **Art and design**

Provision for art and design is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' work reflects a wide variety of good quality resources.
- The subject contributes well to pupils' spiritual and cultural development.
- Pupils say they enjoy art and design.
- Pupils do not choose their own resources.
- The subject leader does not get sufficient time to develop the subject.
- The system for assessing pupils' attainment is underdeveloped.

### **Commentary**

93. Pupils have experienced using a wide range of good quality materials. Pupils' achievement is satisfactory and they attain the nationally expected standards by the end of Year 2. At the time of the last inspection standards were higher. Pupils say they enjoy art and design and work confidently to produce well-proportioned self-portraits. Their work is often successfully linked to other subjects. For example, pupils use ICT when drawing or making patterns.

94. The quality of teaching and learning is satisfactory. Planned activities tend to be led by the teachers and do not encourage pupils to become independent in selecting and working with materials of their choice.
95. Art and design is satisfactorily led and managed. The work on display around the school creates an attractive learning environment, reflecting a range of cultures and styles. The subject leader is enthusiastic and maintains a thriving art club, helping to extend pupils' skills. Visiting artists have worked well alongside pupils during a creative arts week. Planned visits to local galleries, linked to pupils' topic work, enhance learning, making a positive contribution to their spiritual and cultural development. However, the subject leader has insufficient time to develop the subject. She is developing a worthwhile portfolio of pupils' work across the school and informally helps other teachers. Pupils' work is assessed at the end of each topic for the development of skills. However, this is not yet matched to their levels of attainment.

## **Design and technology**

Provision for design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- The enthusiastic subject leader has good expertise.
- Wide range of well-organised resources.
- Lack of non-contact time for the subject leader to monitor teaching and learning and standards across school.

### **Commentary**

96. By end of Year 2 pupils achieve satisfactorily and attain the nationally expected standards. Pupils are developing a satisfactory knowledge of the key processes of planning, making and evaluating. Standards were similar at the time of the last inspection.
97. By the end of Year 2, pupils work from a wide range of materials. They evaluate sensibly their work on their design and making of skateboards. They can identify the sequence of the making process and discuss how to improve their work. Year 1 pupils plan productively how to make hand puppets. They study different types of puppets and consider the fitness for purpose of the materials used, such as different fabrics and decorations such as buttons, lace or braiding. They look at how different materials can be joined or accessories attached. Pupils enjoy their lessons. They work well in small groups and share their resources and materials with one another fairly.
98. Staff use the national guidelines to teach the subject and the enthusiastic subject leader is aware of the major strengths and weaknesses of the subject. She has good subject knowledge and provides effective advice and support to colleagues when asked to do so. However, there is insufficient time to check on the quality of teaching and learning.

## **Music**

Provision for music is **satisfactory**.

### **Main strengths and weaknesses**

- The pupils benefit from the expertise and teaching of the specialist music teacher.
- There is a comprehensive scheme of work.
- Some teachers lack confidence in teaching the subject.
- None of the class teachers has specialist music expertise.

## Commentary

99. Pupils attain standards that are expected for pupils of similar ages and their achievement is satisfactory. Standards were higher at the time of the last inspection. The curriculum is broad and balanced. The deployment of a visiting specialist teacher and the acquisition of a published scheme will further develop teachers' expertise and confidence in the subject. Pupils with special educational needs make similar progress to their classmates. Pupils have good attitudes to music and participate in lessons and clubs with enthusiasm. They are learning how to use instruments correctly and treat them with care and respect. Behaviour is overall good and where opportunities are provided for pupils to work together, they respond well.
100. During the inspection period, two lessons taken by the peripatetic teacher were seen and both teaching and learning were judged to be at least satisfactory. The specialist teacher takes large numbers of pupils during a lesson. However, the pupils pay good attention, enjoying playing instruments and singing.
101. There is a good range of resources and these include a number of instruments from other cultures. The school is also building up a CD collection and has purchased a published scheme to support staff who lack confidence in the subject. A non-specialist has just taken responsibility for the subject and, as yet, has had no impact on the development of the subject.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Curriculum enrichment through swimming and extra-curricular coaching.
- Lack of time for the subject leader to monitor standards and the quality of teaching and learning across school.

## Commentary

102. Pupils attain the nationally expected standards by the end of Year 2 and their achievement is satisfactory. Standards were similar at the time of the last inspection. Pupils with special educational needs achieve the same levels as their classmates.
103. Pupils understand the purpose and importance of warming up before physical exercise and know that in simple terms, their muscles need to be stretched and warmed in order to avoid injury. Most pupils respond well to the high expectations of the class teacher. They pay attention, listen well to instructions and make controlled and appropriate body shapes which are linked together into a sequence. Pupil demonstrations help boost self-esteem and give clear indications of the learning that is taking place. A small number of pupils display disruptive behaviour and this adversely affects the quality of teaching and learning. Pupils have access to a wide range of curriculum activities and opportunities. They are given good access to football and skill coaching through out-of-school activities. All pupils in Years 1 and 2 go swimming during the year.
104. Only two physical education lessons were seen during the inspection period, both the teaching and learning being at least satisfactory. Skill coaching is provided by out-of-school specialists and each year group has a checklist to aid assessment.
105. The subject is satisfactorily led and managed but the subject leader gets insufficient non-contact time to monitor standards, skill assessments and National Curriculum levels throughout

the school. There are subject has satisfactory resources in terms of equipment and good space around the school, and they are put to good use.

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

There is insufficient evidence to judge overall provision in this area. Pupils' personal development is an important part of its work. This includes work on developing a healthy lifestyle and personal safety. Pupils' social skills are developed well through working together and opportunities for extra-curricular activities. Pupils are encouraged to express their views about the school and to widen their experience of the community through planned visits and activities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

