

INSPECTION REPORT

**ST MARY AND ST JOHN JUNIOR AND INFANT
SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103442

Headteacher: Mr Michael Nielsen

Lead inspector: Mr C Parker

Dates of inspection: 26th – 29th April 2004

Inspection number: 257805

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	459
School address:	Beaufort Road Erdington Birmingham
Postcode:	B23 7NB
Telephone number:	0121 382 3522
Fax number:	0121 382 5274
Appropriate authority:	The governing body
Name of chair of governors:	Mr Michael Welsh
Date of previous inspection:	27th April 1998

CHARACTERISTICS OF THE SCHOOL

This is a two-form entry school situated on a split site with 459 pupils on roll. There is also a nursery with 30 part-time and 11 full time places.

The school population has changed considerably since the last inspection when the pupils were predominantly from Catholic homes and fewer than 15 per cent of them came from ethnic minority groups. Now, less than two-thirds of the pupils are Catholics, and almost half are from various ethnic backgrounds. There are many single parent families. The school's population is becoming increasingly diverse in the socio-economic, religious and ethnic backgrounds of the children it serves. Five pupils are at an early stage of English language acquisition and receiving support. The most common languages spoken by these pupils are Urdu and Panjabi. However, the proportion of pupils on the special needs register is below the national average. Three pupils have statements.

The proportion of pupils taking free school meals is well above average and increasing. The need and provision for before and after school care is growing rapidly.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Christopher Parker	Lead inspector	Science, Information and communication technology, Design and technology.
14083	Andy Anderson	Lay inspector	
31615	Elaine Radley	Team inspector	Mathematics, Geography, History, Physical education
16892	Julia Elsley	Team inspector	Foundation Stage, English, Art and design, Music, English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **fairly effective school**. The pupils are achieving satisfactorily and their personal development is good. The teaching and the leadership and management are satisfactory. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- The pupils make good progress in Years 1 and 2 and do particularly well in Year 6
- Their progress is too slow in Years 3 and 4
- The teaching in Years 1, 2 and 6 is good but in Year 4 it is weak
- The monitoring, self evaluation and improvement planning are not sharply focussed
- Most of the pupils have positive attitudes and behave well.
- Marking and assessment are not used effectively
- The curriculum is broad, balanced and enriched by a very good range of additional activities
- The school provides very effective pastoral care
- The involvement of pupils through seeking, valuing and acting on their views is very good
- The links with parents are very good; the links with the community are excellent

The school has maintained many of its strengths since the previous inspection. The pupils continue to make broadly satisfactory progress. The school has tackled the key issues from the last report satisfactorily. It has been particularly successful in raising standards in ICT, monitoring and promoting good attendance and extending the opportunities the pupils have to learn about other cultures. Assessment has improved but it is not used effectively.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	E
mathematics	D	C	D	E*
science	E	C	D	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, the pupils' **achievement is satisfactory**. The youngest children make satisfactory progress in most areas of learning, but fewer than usual reach the goals set for the end of the reception year. The exception is their personal, social and emotional and physical development where they make good progress and most reach the expected goals. The pupils make good progress and achieve well in Years 1 and 2. At present, standards at the end of Year 2 are broadly average in reading, writing and mathematics and have improved since last year, particularly in writing. However, the trend in improvement has been below average.

The pupils do particularly well in Year 6, but overall standards are below average in English and mathematics. When last year's national test results are compared to schools in similar social circumstances, the results are average in mathematics and above average in English. However, in comparison to schools where the pupils achieved similar results at the end of Year 2, the results were well below average, indicating that some pupils are not achieving as well as they should. Some steps have been taken to raise standards, but the pupils in Years 3 and 4 are not doing as well as they

should, and this underachievement is particularly apparent in Year 4. Standards are above average in art and well above average in music.

Most pupils have positive attitudes and behave well. The development of their personal qualities is good. Where they are offered opportunities to take on responsibilities, for example representing their classes in the School Council, the older pupils respond in a mature and responsible manner. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

Overall, **the school provides a broadly satisfactory education** for its pupils. The teaching is satisfactory, but the considerable variation in the quality of teaching is the key reason for the inconsistent progress that the pupils make as they move through the school. The teaching is good in Years 1 and 2, but weak in Year 4 because too many worksheets are used and the tasks set by the teachers do not demand enough of the pupils. In Years 5 and 6, the pupils' progress accelerates considerably because of the strong teaching, notably in Year 6 where the teaching is consistently good and often very good. Overall, the marking of the pupils' work does not help them to improve.

The school provides very effective pastoral care. The procedures for ensuring pupils' welfare, health and safety are very good. The involvement of pupils is very good because their views are sought, valued and acted upon. The pupils greatly appreciate the way in which the School Council enables them to participate in the work and development of the school. The school's contacts with the parents are very good and its links with the wider community are excellent. Similarly, its liaison with other schools and colleges is also very good. The school has begun to track each pupil's progress and performance in detail. This is an important development, but the resulting information is not yet being used effectively throughout the school to ensure that all of the pupils make rapid progress.

LEADERSHIP AND MANAGEMENT

The leadership and management are satisfactory. The headteacher is very strongly committed to the personal development of every child. He promotes the involvement of pupils, partnerships with parents and links with the community very effectively. The school's financial and resource management is good, but its monitoring, self-evaluation and improvement planning are not sharply focussed. The headteacher, senior management team and some subject co-ordinators have monitored the quality of teaching and checked the standard of the pupils' work. However, these activities have not been sufficiently focused on the effect of the teaching on the standards that the pupils achieve and the progress they make. Similarly, the school improvement plan is comprehensive and focussed on raising standards, but the criteria against which success is to be measured are too vague to allow either the senior management team or the governors to evaluate the extent of improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents consistently express very positive views about all aspects of the school. Overall, they are very satisfied with its provision and performance. Most pupils are happy to come to school, have a positive view of the school and enjoy the range of activities it offers.

IMPROVEMENTS NEEDED

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

- Ensure that the pupils make consistently good progress throughout the school
- Improve the quality of the teaching and learning so that it is consistently good in all year groups

- Extend the tracking and analysis of the pupils' performance to better inform school improvement planning
- Sharpen the focus of the school improvement planning and the evaluation of its effects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are broadly average at the end of Year 2 but are currently below average in English and mathematics by Year 6. Overall, the pupils' achievement is satisfactory.

Main strengths and weaknesses

- The pupils make good progress and achieve well in Years 1 and 2
- Progress is too slow in Years 3 and 4
- The pupils do particularly well in Year 6
- Standards are above average in art and well above average in music

Commentary

1. The school's population has changed significantly since the last inspection. The pupils now come from very diverse socio-economic, religious and ethnic backgrounds. Their attainment on entry is generally below average, most notably in regard to their communication skills. The children make satisfactory progress in most areas of learning, but fewer than usual reach the goals set for the end of the reception year. The exception is in their personal, social and emotional and physical development where they make good progress and most reach the expected goals.
2. The changing school population and the fall in the children's attainment on entry go some way to explaining why the national test results at the end of Year 2 have slipped from being broadly average in 2000 and 2001 to below average in 2002 and 2003. Until last year, the results compared favourably with similar schools. In 2003 these comparisons were average in reading and mathematics, but below average in writing. The school has responded positively to the fall in results in writing and has focussed its attention on raising standards in this important area. Currently, standards in Year 2 are broadly average in reading, writing and mathematics and are likely to be so at the end of the year. The pupils in Years 1 and 2 are well taught and as a result they make good progress and their achievement is good.
3. In 2003, the national test results at the end of Year 6 were average in English and below average in mathematics and science. This was slightly lower than the average results achieved in 2002. When compared to schools in similar social circumstances the results were average in mathematics and above average in English. However, in comparison to schools where the pupils achieved similar results at the end of Year 2, the results were well below average, indicating that some pupils are not achieving as well as they should. Further analysis of the available data shows that girls did not do as well as boys. Although the school has increased the proportion of pupils who reach the higher levels in recent years, some average and lower attaining pupils are not making enough progress and consequently do not reach the levels they should. The school has begun to monitor the pupils' performance by ethnicity, but the evidence does not show any one group achieving better than others. Furthermore, no such variation was observed during the inspection. The few pupils who speak English as an additional language achieve satisfactorily.
4. The pupils do not achieve consistently well throughout the school. Through setting arrangements and more focused teaching of English and mathematics the school has taken significant steps to improve the standards that the pupils attain in Year 6. As the result of good, and sometimes very good, teaching in Year 6 the pupils achieve well in lessons. However, in Years 3 and 4 the teaching is not demanding enough in some classes, and consequently the pupils are not achieving well enough in English and mathematics to build on the good achievement of Years 1 and 2.

5. Standards are above average in art and music. In ICT, standards have risen and are now in line with expectations.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.9 (15.4)	15.7 (15.8)
Writing	13.3 (14.7)	14.6 (14.4)
Mathematics	15.8 (15.8)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.7 (26.8)	26.8 (26.8)
Mathematics	25.8 (27.0)	26.8 (26.7)
Science	27.8 (28.3)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The development of the pupils' personal qualities is good. Consequently, most of them have positive attitudes and behave well. Their attendance and punctuality are satisfactory.

Main strengths and weaknesses

- The pupils are very interested in school and most behave well
- Children of all ages have very good relationships with each other
- The school's promotion of self-knowledge and spiritual awareness is very good
- The school's action to ensure good attendance and punctuality is very good

Commentary

6. Most pupils are happy to come to school and are eager to learn. They are attentive, co-operative and collaborate well with each other. There are very good relationships throughout the school. Where they are offered opportunities to take on responsibilities, for example when representing their classes in the School Council, the older pupils respond in a mature and responsible manner.
7. Overall, the provision for the pupils' spiritual, moral, social and cultural development is good. The provision for their spiritual and cultural development is very good. As a result, the children are developing a good understanding of the responsibilities of living together in a community and respecting each other's ethnic backgrounds, feelings and values. They become aware of others less fortunate than themselves, for example by raising considerable funds for local, national and international charities. The pupils have good opportunities to learn about other cultures in, for example, art and music.
8. The school has developed very good procedures for promoting good attendance and following up absence. Attendance and punctuality have improved and the attendance rate is currently in line with the national median. The majority of parents support the school's efforts to ensure the attendance of their children.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.1
National data	5.4	National data	0.4

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

9. Most pupils behave well in lesson, but a small minority can be inattentive when the teaching fails to challenge and engage them fully. The general standard of behaviour at breaks, lunchtimes and as pupils move around the school is good. The teaching and non-teaching staff have high expectations and implement consistently and fairly the school's behaviour management procedures. Although there were 14 exclusions last year, there have been far fewer this year. These exclusions are used with parental support as part of planned behaviour improvement strategies. In these cases, firm discipline and a positive reward programme support are particularly successful in ensuring good behaviour.

Exclusions

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	236	6	
White – Irish	37		
White – any other White background	23		
Mixed – White and Black Caribbean	22	1	
Mixed – White and Black African	3		
Mixed – White and Asian	3		
Mixed – any other mixed background	21		
Asian or Asian British – Indian	4		
Asian or Asian British – Pakistani	33	3	
Asian or Asian British – any other Asian background	11		
Black or Black British – Caribbean	53	4	
Black or Black British – African	3		
Black or Black British – any other Black background	6		
Chinese	1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Taken overall the school provides a broadly satisfactory education for its pupils. The teaching is satisfactory, the curriculum broad and balanced, links with the community are excellent and partnerships with parents are very good.

Teaching and learning

The teaching is satisfactory overall, but varies in quality from class to class. The use of assessment is not effective.

Main strengths and weaknesses

- The teaching in Year 6 is consistently good and often very good, but in Year 4 it is weak
- The teaching in Years 1 and 2 is good
- The teachers' marking does not help the pupils to improve their work

Commentary

10. The considerable variation in the quality of teaching is the key reason for the inconsistent progress made by the pupils as they move through the school.
11. In the Foundation Stage, the teaching is satisfactory. Relationships and the care of the children are particularly good features that promote good progress in personal and social development. Literacy and language are well taught so that the children make a secure start to reading and writing. The teachers plan thoroughly for many of the activities, but do not make full use of the outdoor facilities. Moreover, there are times when the adults do not get sufficiently involved in the children's play to promote higher levels of exploration and enquiry. Consequently, they also miss good opportunities to engage the children in conversation and thereby extend their communication skills.
12. In Years 1 and 2 the teaching is generally good. Some very good lessons in Year 1 were characterised by a brisk pace and high expectations of the pupils. The teachers in these classes consistently extend the pupils' vocabulary, for example in a literacy context when talking about a stanza in poetry or in geography when discussing the landscape and physical features. The teachers have very secure subject knowledge. In art, for instance, they used Henry Moore's sketches of sheep to illustrate the use of line, tone and texture. In Years 1 and 2, the teachers continue to ensure the pupils from all ethnic groups do well. However, scrutiny of the pupils' work shows that there is an overuse of worksheets, although attempts are being made to encourage the pupils to record their work independently. In science, for example, the pupils are now being given more freedom to write and record their own observations. In lessons, the teachers engage the pupils and manage their behaviour well. In both year groups, the teaching assistants provide good support for those pupils with special educational needs. However, the individual education plans do not provide sufficiently precise targets to help either the class teacher or the teaching assistants to help these pupils to make rapid progress.
13. In Years 3 and 4, there is considerable variation in the quality of teaching. In Year 3, the teaching is good in one class and mainly satisfactory in the other, but in Year 4 it is weak. Although some satisfactory lessons were seen in Year 4, a scrutiny of the pupils' work shows they do not make enough progress. Too many worksheets are used. The tasks set by the teachers do not demand enough of the pupils. This is not only evident in their past work but also in some of the lessons observed. In some instances the teacher talks for too long and does not motivate or engage all of the pupils; as a result both girls and boys lose concentration. Subsequent tasks lack challenge and, consequently, the slow pace of the lesson is reflected in the slow progress of the pupils.
14. In Years 5 and 6, the pupils' progress accelerates because the teaching of English and mathematics is good. In Year 6 the teaching is consistently good, often very good and in a lesson

about Blues music it was excellent. In Year 6, the pupils are taught in ability sets for English and mathematics. These lessons use a good range of teaching and learning strategies and consistently pose an appropriate level of challenge for both higher and lower attaining pupils. Information and communication technology is used well to support learning. The teachers involve and engage the pupils fully so that all ability and ethnic groups are fully included. This was very evident where the pupils were making brief presentations to the rest of the class about reversible and irreversible change. The pupils make good progress because relationships are good, the teaching is lively and the tasks are interesting.

15. Although considerable improvements have been made in some of its elements, assessment is not yet used effectively. For instance, the marking of the pupils' work is not linked to their targets; it is often superficial, giving praise where it is not due and providing too little guidance to the pupils on how they might improve. The pupils are rarely required or given the opportunity to improve their work. Furthermore, not enough use is made of other information collected by the teachers to plan work that meets the precise needs of pupils of different abilities.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	6 (13%)	22 (47%)	15 (32%)	3 (6%)		

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.

The curriculum

The curriculum is broad, balanced and enriched by a very good range of additional activities. The school has good accommodation and resources.

Main strengths and weaknesses

- The school is very good at promoting the pupils' participation in sport and the arts.
- The school prepares its pupils well for the next phase of their education.
- It is equipped with a good range of high quality resources

Commentary

16. The school has developed a curriculum that offers a rich variety of experiences for the pupils. It has made good use of programmes such as an 'Artist in residence' and links with the Birmingham Afro-Caribbean Arts Association to bring expert knowledge into the school. It has forged a number of very successful links with local sporting organisations, such as the Aston Villa Football Club, which has given pupils access to high quality coaching. The school prides itself on a strong sporting tradition and has had a very successful history in both local and regional competitions for football, netball and athletics. It has also been instrumental in developing close links with the Education Business Partnership and pupils have made a number of interactive books that have been published throughout Birmingham

17. Links with other organisations, such as the Malachi Trust, have led to staff training in the counselling of pupils. The links have also provided opportunities for pupils who are either vulnerable or disaffected to take part in music and drama productions in order to boost their self-esteem and motivation. The school is currently developing its curriculum for the pupils' personal

social and health education. It is taking part in the Healthy Schools Project and has entered for 'The Impetus Award'.

18. The schools provision for music is very good and wide-ranging extra-curricular activities enhance the pupils' performance skills. There is an active choir and a range of instrumental tuition.
19. The school also runs a wide range of extra curricular clubs, again the school utilises the opportunity where possible to involve professional coaches and forge closer links with the local community. These clubs include an Irish Pipe Band and an Irish dancing group. The quality of the clubs is good and through them the school fosters understanding and tolerance of one another, and builds pupils confidence. These opportunities are open to all pupils.
20. Pupils are supported well through every transition in their schooling. This happens largely due to the very good and close working relationships that exist within the school and with the local Catholic secondary schools.
21. The school's provision for pupils with special educational needs is satisfactory overall. Pupils who are identified as having special educational needs make good progress when they work closely with a teaching assistant. However in some lessons the teachers do not plan sufficiently different work for these pupils. There are also some pupils who would benefit from additional support; currently these pupils are not identified early enough for the school to take appropriate action to raise their attainment.
22. The school has a wide range of high quality resources that the teachers use well to engage the pupils in their learning. In a maths lesson in Year 1, for example, the provision of individual clocks for each child meant that all pupils were immediately able to apply their learning without having to share resources. The headteacher has been involved in the development of a multimedia trolley, which was seen being used to good effect in several lessons. The school library is well equipped with a wide range of multicultural books that reflect the ethnic diversity of the school's intake.

Care, guidance and support

The school provides very effective pastoral care. The procedures for ensuring the pupils' welfare, health and safety are very good. The provision for support, advice and guidance based on monitoring is unsatisfactory. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- The school's child protection procedures are secure
- Every child has a good and trusting relationship with one or more adults in the school

Commentary

23. The school has a very caring ethos. The headteacher and his staff are very approachable and fully committed to the children in their charge. Every child has a good and trusting relationship with one or more adults in the school. The school's child protection procedures are fully understood by all members of staff. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. Consequently children work and play in a safe and secure environment. The first aid provision is very good

24. The teaching assistants and the recently introduced learning mentors provide good support to the teachers and pupils. The school has begun to track each pupil's progress and performance in detail. This is an important development, but the resulting information is not yet being used effectively throughout the school to ensure that all of the pupils make rapid progress. However, in Year 6, it has been used well in the planning and establishment of the setting arrangements. The identification of gifted and talented pupils and the support they receive, for example for additional mathematical challenge, are very good.
25. The School Council enables the pupils to be actively involved in the work and development of the school. They greatly appreciate this provision.

Partnership with parents, other schools and the community

The school's contacts and communication with the parents are very good and its links with the wider community are excellent. Its liaison with other schools and colleges is very good.

Main strengths and weaknesses

- The vast majority of parents are very satisfied with the school
- The links with the community are excellent
- The school liaises well with other schools and colleges
- The parents contribute positively to the pupils' learning at school and at home

Commentary

26. The school has very good links with the parents, the majority of whom consistently express very positive views about all aspects of its provision and performance. They have been consulted and feel well informed about the work of the school. During the inspection, it was found that the headteacher and his staff were available to parents at the start and end of each school day and were very approachable and welcoming. The parents support their children's homework and reading well. The Parents and Friends Association is very active and raises considerable funds for the school.
27. The provision of information about all aspects of school life is good. For example, the prospectus is attractive and informative and the governors hold an annual meeting with parents and publish a comprehensive annual report. The parents also receive very good information in weekly newsletters and regular notifications of specific events and activities. An informative, annual progress report clearly states the progress that their children have made and includes targets for improvement. They are offered the opportunity to attend appropriate consultation evenings each year.
28. The school has developed extremely beneficial links with a large number of community organisations since the last inspection. As a result, the range of enrichment opportunities provided for pupils is excellent. They include music and drama activities financed through the Birmingham Children's Fund, literacy work with the Careers and Education Business Partnership and working with local artists provided by the Afro-Caribbean Arts Foundation. These links provide experiences that are not normally found in a primary school. For example, the children were given the opportunity to sing publicly in a production of "The Promise" in partnership with the Malachi Community Trust, to plan and prepare virtual big books using information communication technology and receive tuition in art from visiting artists. By making their work available to pupils in other schools, they not only have a wider audience, but also a chance to see other children's efforts. It has significantly enhanced the pupils' appreciation of the creative arts and the curriculum provision in music and art. These opportunities are fully inclusive and are available to all pupils regardless of gender and ethnicity. The very close links with the Roman Catholic Church have a very positive influence on the pupils' spiritual development. Visitors from other churches ensure that these experiences are truly inter-denominational and benefit all children regardless of faith or creed. The school welcomes a wide range of visitors who enhance both curriculum provision and the children's personal development. For example, assemblies and presentations include visitors from environmental organisations, such as The Fair Trading Association. Consequently, the children are learning about the world they live in and developing an awareness of others less fortunate than themselves. Sporting opportunities are also included, for instance football coaching for boys and girls through "Aston Villa Football in the

Community". Without exception, the pupils and staff are enthusiastic about these projects and value highly the contributions made by the community.

29. The school has very good relationships with the main receiving secondary school, which ensures smooth transition to the next stage of their education. There are very productive links with other schools and colleges through, for example, the Catholic Primary Partnership.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance are all satisfactory.

Main strengths and weaknesses

- There is a strong commitment to equality and inclusion
- The school's procedures for monitoring, self evaluation and improvement planning are not sharply focussed
- The financial and resource management is good

Commentary

30. The headteacher's leadership is very strongly committed to the personal development of every child. This creates an ethos in which all of the pupils are valued and that has embraced the changing and increasingly diverse social, ethnic and religious school population. The headteacher promotes the involvement of pupils, partnerships with parents and links with the community very effectively. These features make a strong contribution to the good development of the pupils' personal qualities.

31. Although the school monitors its performance and has a comprehensive school improvement plan, the procedures for some aspects of its management are not sufficiently focussed to bring about significant improvement. The tracking of individual pupils' performance through annual tests is relatively recent, and consequently the school has not been able to pinpoint dips in progress with the accuracy it should. The headteacher and senior management team have monitored the quality of teaching and checked the standard of the pupils' work. However, these activities have not adequately shown the effect of the teaching on the standards the pupils achieve and the progress they make. Similarly, the school improvement plan is comprehensive and focussed on raising standards, but the criteria against which success is to be measured are too vague to allow either the senior management team or the governors to evaluate the extent of improvement. The entire school staff and governors are involved in an annual school self evaluation day that should make a good contribution to teamwork, shared values and an understanding of what the school needs to do to improve. Similarly, the governors and the senior management team have used the views of parents and pupils very well to give other perspectives on the overall effectiveness of the school. Nevertheless, despite these good features, the criteria for the monitoring of the school's performance are not precise enough to produce an accurate self-evaluation.

32. The role of the subject leaders is very clearly defined within the management structure of the school. They manage the curriculum and resources well. However, when they observe lessons and examine the pupils' work not enough consideration is given to the relationship between the quality of teaching and the progress made by the pupils.

33. The governors set targets for the headteacher and ensure that the school meets its statutory responsibilities. They support and challenge the headteacher and the subject co-ordinators, who

make presentations to the curriculum committee to allow the governors to find out for themselves how well the school is doing. The governors use the information that they gather from these activities and their visits to the school to influence priorities for improvement.

34. The school day runs smoothly. The administrative procedures are clear and there is good liaison and communication between the two school sites. The financial management of the school is strong. The governors receive a comprehensive budget plan and make allocations in line with the school's priorities. All aspects of school improvement are allocated funds and governors are kept abreast of spending patterns and decisions.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1 097 750
Total expenditure	1 098 866
Expenditure per pupil	2 520

Balances (£)	
Balance from previous year	31 261
Balance carried forward to the next	30 145

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. There are 41 children in the nursery, who mostly attend part time, and 60 children in the reception year. All three classes have a full-time nursery nurse. Their attainment on entry to the nursery fluctuates from year to year, but when matched to the national assessment profile it is below average and well below average in the area of communication skills. A significant number of the children start school in the reception classes from other settings in the area. Likewise, some of the nursery children move on to other schools. By the end of the reception year, most pupils have made steady and consistent progress, but fewer than usual reach the goals set for literacy, mathematical and creative skills. However, they do well in their personal, social and emotional development and physical development, and many of them reach the goals set for the end of the reception year. Their communication skills remain below average on entry to Year 1.
36. The teaching is satisfactory. The overall provision broadly meets the requirements of the Foundation Stage curriculum, but the outdoor areas are not used to full effect. Furthermore, the assessment of children's learning is not coherent across the Foundation Stage.
37. It was not possible to make a judgement of either the provision or the standards in **knowledge and understanding of the world**. However, good use was made of a visitor from the 'Animal Roadshow'. The children understood and responded well to the health and safety 'rules' about not frightening the animals. They were enthusiastic about the visit and were particularly fascinated when they were given the opportunity to handle the warm egg that the chicken had laid in front of them. They were very excited about the sounds from the cockerel. When given the opportunity to touch a chicken or a duck, most of the children did so confidently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children have established good relationships with each other and with adults
- They are making good gains in their personal development

Commentary

38. In the nursery and the reception classes, the children are developing a good awareness of, and sensitivity towards, the needs and feelings of each other. The staff places a great importance on helping the children to establish relationships with adults outside the family, to listen to each other, to take turns and to share fairly. The adults ensure that the children have good opportunities to develop independence by putting on their own outdoor clothes and by helping to tidy away the resources they use. The routines enable the children to co-operate when they play together. Most are lively, keen and enthusiastic as they concentrate on their tasks. Their behaviour is good. As a result, their social skills, self-confidence and self-esteem are being developed well.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- The children's listening skills are good
- They are confident in their communication with adults and with each other
- The reading and writing areas in the classrooms are not used to full effect

Commentary

39. The children make good gains in their language skills and many communicate confidently with each other and with adults. However, the adults are not sufficiently involved in the children's role-play to allow them to foster conversations, correct grammatical errors and improve the pronunciation of words. The children listen well and make good progress in following instruction.
40. Most of the children are making steady gains in their reading and writing. They enjoy listening to stories and the challenging questioning of adults engages them and promotes new vocabulary well. The staff use rhymes and song well to develop the children's understanding of initial sounds. The staff gives good attention to early reading skills, and the children share books with adults on a daily basis at school and at home. The children know that the pictures convey meaning and that we read from left to right. With the support of an adult, the more able children can also point to individual words. However, most of the reading areas in the classrooms are too small and are not sufficiently attractive to foster the children's curiosity and interest in books.
41. Most of the children are still at the early stages of mark making and forming letter shapes. There is a good emphasis on forming letters correctly. The more able children are beginning to create letter strings and write simple words. In one classroom, the children wrote prescriptions and appointments for the vet's surgery. However, in most cases the writing areas lack the imaginative and creative opportunities to stimulate the children.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for individual and group activities

Commentary

42. The children make steady and consistent progress towards the early learning goals, and a small proportion have successfully achieved them. The small group activities in the nursery, such as rolling the dice, recognising the numbers to five then matching them to objects, are very productive and the children achieve well. Good teaching of vocabulary ensures that the children in the nursery are acquiring the names of simple shapes. In the reception classes, most of the children count reliably to ten and a small group of higher attaining children are beginning to add together single digits. They also sort objects by their characteristics and use the computer, but the adults intervene insufficiently to assess the children's learning and move it forward at a brisker pace. Moreover, there are insufficient mathematical displays to promote exploration, enquiry and discovery and opportunities to extend mathematical learning outdoors are overlooked.

PHYSICAL DEVELOPMENT

The provision for the children's physical development is **satisfactory**.

Main strengths and weaknesses

- The children are confident in physical skills
- There are not enough well planned outdoor activities

Commentary

43. The children are on course to achieve the early learning goals in their physical development. There is good emphasis on the development of the children's finer mobility skills. For example the staff ensures that when the children are making models they handle the tools and equipment well, and where there is a need to intervene they do so sensitively and constructively. The children are being taught to hold a pencil correctly when writing. They handle other equipment, tools and materials safely and with good control. The nursery children have a set time for outdoor play, but this not used effectively because it is not well planned. The boys tend to dominate the area by chasing around on the bicycles without intervention to extend and refocus their activities. No hall session and no outdoor provision were seen in the reception classes during the inspection. However, it is evident that the outdoor area is not to be used effectively as an extension to the nursery and reception classrooms. Consequently, the children do not gain the benefits of activities in a wider space and with a greater range of equipment to raise their achievements to a higher level.

CREATIVE DEVELOPMENT

The provision for the children's creative development is **broadly satisfactory**.

Main strengths and weaknesses

- Good use is made of songs to support learning in other areas

Commentary

44. Music plays an important role in the curriculum and the children have good experiences in singing and playing instruments. The use of songs to support other work, for example in literacy and mathematics, is good. There is a good emphasis on the use of nursery rhymes and simple songs to support language and literacy development. For example, the children sing the letter sounds and number sequences confidently, and clearly enjoy the experience. However, the artwork on display shows that the activities are too teacher-directed and this restricts the children's ability to be independently creative. Furthermore, they have insufficient access to art materials during their 'free choice' sessions in the reception classes.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- The pupils make good progress in reading and in their listening skills
- Standards in writing are improving, but the pupils' progress is uneven
- The teaching of English is strong in Year 6, but there are weaknesses in Year 4

Commentary

45. Standards in English are broadly average by the end of Year 2 and just below average by the end of Year 6. Although the pupils' achievement is satisfactory overall, in Year 4 their progress is slow. Standards are not quite as high at the end of Year 6 as at the time of the last inspection. The recent test results show that the achievements of both boys and girls have varied somewhat, but currently there is no evident difference in their performance.
46. The pupils' listening skills develop well because most teachers emphasise the need to pay good attention to instructions. In discussion, the good relationships evident in all classes ensure that the pupils listen courteously to each other and to the teacher. They have good opportunities to answer questions and express their understanding of text. In Years 5 and 6, for example, paired discussions play a significant role in improving speaking skills and the pupils have good opportunities to articulate their thoughts, and share their views and opinions with the rest of the class.
47. Throughout the school, the pupils have good opportunity for reading individually, in small groups and from class books. By the end of Year 6, most pupils become competent readers and the more able pupils read expressively and with confidence, often with good intonation that shows a clear understanding of the text. They are making steady and consistent progress and achieving well. The older pupils have the ability to skim and scan text, for example in non-fiction books, and can recall the salient features or facts.
48. The school has begun to analyse with greater precision the areas of weakness in writing and has recently introduced measures to improve standards. As a result, most pupils in Year 2 are now making good progress and achieving well. Good emphasis on grammar, spelling and punctuation has improved the pupils' writing skills. By the end of Year 2, most of the pupils are likely to reach broadly average standards in writing, with a small proportion achieving the higher level. Boys and girls across the range of ethnic groups work productively in the majority of lessons because the teachers ensure a good pace. The few pupils who speak English as an additional language are well supported.
49. In Year 6, the teaching is generally good and sometimes very good. Consequently, the achievement of all ability groups has improved significantly. The teacher's planning indicates a systematic approach that provides the pupils with a wide range of opportunities to write for different purposes and in a range of contexts. Most pupils make good progress in these lessons. Although a good proportion is likely to exceed the expected level in reading by the end of Year 6, a much smaller proportion will reach the higher level in writing. Although improvements are evident in the pupils' ability to write creatively and to apply and develop their writing skills in other subjects of the curriculum, standards are not yet as high as they should be because some barriers to rapid improvement remain. The school is seeking to reduce the use of restrictive worksheets, but an over-reliance on them in some classes hinders the pupils' creative and imaginative writing. The teachers mark the work efficiently and give positive praise, but their

comments rarely help the pupils to improve. The pupils do not always correct errors or make improvements where they are suggested. Furthermore, there are some weaknesses in the teaching. For example, in a lesson seen in Year 4, a long and uninspiring introductory session left little time for the writing activity and, consequently, the pupils did not make enough progress.

50. The subject co-ordinator has a clear understanding of the further improvements that are needed and provides a very good example to others through her effective teaching. She leads the subject well.

Language and literacy across the curriculum

51. The school places an appropriate emphasis on the basic skills of punctuation, grammar, spelling and handwriting. These skills are suitably reflected in the work of other subjects, but opportunities for writing are sometimes overlooked and replaced by worksheets that do little to improve the pupils' skills. In most cases, the presentation is good and the pupils take a pride in their work.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The pupils achieve well in Years 1, 2 and 6 because the teaching is good
- They do not achieve as well as they should in Years 3 and 4
- Insufficient use is made of assessment
- Mental calculation skills are taught well

Commentary

52. Although standards were below average in the national tests last year an analysis of the pupils' work in the current Year 2 indicates that standards have improved and are likely to be average at the end of this year. Standards achieved at the end of Year 6 were below average in 2003 and are likely to remain so this year. It is evident from their work that the pupils have made good progress this year, but an analysis of their achievement between Year 2 and Year 6 shows disparities. The most able pupils have made the gains that are expected, but some of the average and lower attaining pupils have made insufficient progress. The results of the annual tests show that the pupils are not doing well enough in Years 3 and 4.
53. Good teaching in Years 1 and 2 enables the pupils to make good progress. The slow progress in Years 3 and 4 is largely due to weaknesses in the teaching in some, but not all, classes where there is an over reliance on the use of worksheets. The teachers do not make enough use of assessment information to plan a range of activities that match the needs of the pupils and challenge them appropriately. Moreover, although the teachers mark the work regularly, they do not give clear guidance to help the pupils to improve.
54. The school has recently started to track the pupils' progress and in Year 6 this information is now being used well to identify those who need additional support. The setting arrangements introduced in Year 6 have been beneficial because the pupils are taught in smaller groups and the teachers are able to focus closely on their individual needs. It has ensured that these pupils make good progress and is going some way to improving standards. The good quality teaching in Years

1, 2 and 6 is characterised by a rapid pace and high expectations. The teachers skilfully explore the pupils' understanding through careful questioning, and they use the whole-class sessions to pick up and clarify the pupils' misconceptions.

55. This year the school has identified the need to improve the rate of progress in order to raise standards in mathematics, but the strategic plan for improvement needs to be far more specific so that the school is able to measure the outcome of its actions.

56. Throughout the school, the skills of mental calculation are taught well and the pupils gain in confidence in their use of number. In Year 2, most pupils can count forwards and backwards in twos, fives and tens from a variety of starting points. They can add a pair of two digit numbers, such as 30 and 45, and can calculate how they would make various sums of money using coins up to the value of £1. However, most pupils struggle to recognise simple two-dimensional shapes and only the most able can describe the properties of a square. The pupils in Years 3 and 4 also have difficulty in this area of mathematics and their knowledge of angles and three-dimensional shapes is weak, indicating that their knowledge of shape and measures is not as secure as it should be.

57. There is good provision for those pupils who are gifted mathematicians. They are set interesting and challenging mathematical tasks in the 'Maths Busters' club and are very well taught with considerable enthusiasm.

Mathematics across the curriculum

58. The pupils have some opportunities to consolidate and apply their mathematical skills in other subjects, and some teachers are beginning to include these opportunities in their lesson plans. In Year 6, the teachers make very good use of problem solving activities to make sure that pupils apply their mathematical learning to real life situations.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- Standards are broadly average at the end of Year 2 and Year 6
- There is an over-reliance on worksheets to record information and present findings

Commentary

59. Five science lessons were observed and a sample of the pupils' work was scrutinised. In all of the lessons seen, the teachers used their secure subject knowledge to convey important facts and set the pupils tasks to extend their understanding, but the rate of progress varied widely. The teaching is most effective in Years 2 and 6. Overall, average standards have been maintained since the last inspection.

60. In Year 2, the teacher extended the pupils' knowledge of the foods that support growth, activity and health. In doing so, she also developed their skills in the use of a tally, pictograms and bar charts to record their findings. However, a scrutiny of the pupils' previous work shows a heavy reliance on worksheets, but with some of the recent work moving away from these and giving the pupils scope to record their findings in various ways. As a result, the more able pupils are beginning to draw and record their own conclusions.

61. In Year 4 the pupils' work shows good coverage of a range of topics, but with few opportunities for them to record their own observations, findings and conclusions. There is little evidence that the work is matched to the needs of different abilities or that the more able are challenged. In some instances, the pupils' recorded work is identical regardless of their ability, yet it is marked as 'an excellent record of your investigation'. Clearly, in some cases the marking is excessively positive. In one lesson seen in Year 4, the pupils made satisfactory progress but the mundane nature of the task did not generate exciting learning.
62. In Year 6, the teacher's approach engaged the pupils in their learning far more effectively. In this lesson, groups of pupils created posters as aide-memoires to explain reversible and irreversible change. They benefited from this by collectively identifying a good range of examples. A scrutiny of their work shows that the more able pupils are working at a higher level and can, for example, select information from a range of sources and record their observation systematically.
63. In the lessons seen, the teachers were very clear about their aims and made the objectives plain to the pupils. They questioned the pupils and, particularly in Years 5 and 6, challenged them to think, to draw on what they already knew and to have the confidence to attempt an answer even if they were unsure. The provision for the pupils with special educational needs was satisfactory, thereby enabling them to play a full part in the lesson and make steady progress. The resources were easily accessible and used well to support the learning.
64. The co-ordinator manages the curriculum and the resources well. He monitors the teachers' planning, looks at the pupils' work and observes lessons. These observations focus on lesson planning and classroom management. Although this ensures that there is good coverage of the curriculum and that the lessons are purposeful, it does not provide a sufficiently incisive view of the effect of the school's provision on the standards the pupils attain and the progress they make.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have risen and are now in line with expectations
- The teaching is good
- The resources and accommodation are good

Commentary

65. Standards have risen since the last inspection and the pupils are now reaching the expected levels by the end of Year 6. This is because the school has invested well in resources that provide opportunities for whole-class teaching for Years 3 to 6 in the computer suite, and clusters of computers around the school that allow pupils to use them as part of all their lessons. In addition to this expansion of resources, the teachers have received training to extend the use of ICT right across the curriculum. The headteacher has strongly promoted the use of ICT and, with the aid of the new co-ordinator, continues to do so.
66. The training undertaken by teachers has led to greater confidence and more effective use of the equipment in other subjects. For instance, good use is made of ICT to support teaching and learning in English. This was evident in a lesson in Year 1 where the pupils made good use of

word banks to explore rhyming words as part of a poetry activity. Scrutiny of the pupils work in Year 2 shows evidence that pupils reach the expected level by using ICT frequently, for example to create a bar chart in science and images of bonfire night using a painting program in art.

67. In a Year 3 lesson, the pupils were using the Internet to locate specific information to create a database of information as part of their geography work on holidays. They learned how to organise their data in fields and records. The pupils enjoyed this activity and some, with a Caribbean heritage, were delighted to discover information about Jamaica. In Year 5, the teacher introduced the pupils to spreadsheets. Here again the subject specific vocabulary was emphasised so that the pupils referred to cells, columns and rows. Although only just embarking on the use of spreadsheets for calculation purposes, most of the pupils were confident in their use. In a very good lesson in Year 6, the pupils were set the task of producing a presentation for Year 2 pupils to tell them about life on the junior site. Through this task, most of the pupils successfully demonstrated their ability to change backgrounds, fonts, add and edit text, and add sound and images to communicate effectively with ICT. Overall the pupils are achieving well.
68. The co-ordinator is continuing to support colleagues effectively and developing his monitoring role. He monitors the standards the pupils attain through samples of their work.

Information and communication technology across the curriculum

69. There is now good use of ICT across the curriculum and new skills are generally taught within the context of a subject. The headteacher is working closely with a commercial project to develop a portable multimedia facility that will further encourage the teachers to use a range of media in their teaching, including software and the Internet.

HUMANITIES

70. One history and one geography lesson was observed, and a sample of the pupils' previous work was inspected. The pupils' work in history and geography shows that standards have remained broadly average since the last inspection. In some classes, the teachers make good use of history and geography for pupils to practice their literacy skills.
71. The pupils cover a broad curriculum in history and geography, and in the lessons seen the teachers had carefully selected material that would engage and stimulate the pupils. For example, in Year 6 the pupils enthusiastically investigated the meanings of local Saxon place names. In a Year 1 geography lesson, the teacher used the book 'Katie Morag delivers the Mail' as a stimulus for the study of physical and human features in an island landscape. However, a feature of these lessons and the work in the pupils' books is that too often all pupils are completing the same task without modification for the needs of different abilities. Since the last inspection, the school has developed clear systems for assessing the pupils' attainment in history and geography, but the information collected is not being used to match work to the needs of different groups of pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Two art and three music lessons were observed. One brief observation of a physical education lesson was undertaken, but no design and technology lessons were seen.
73. The pupils' completed **art and design** work in their portfolios and on display around the school indicates that there is a strong focus on the development of a wide range of skills and techniques. Visiting artists, 'focused art' days and extra-curricular art clubs further enhance the provision. The work seen indicates that the curriculum is fully covered and as the pupils move through the school

their skills of observational drawing, the use of colour, perspective and sculpture are progressively developed through the use of a wide range of natural and man made materials. Discussion with the pupils reveals their enthusiasm and above-average levels of attainment in the subject. There is a good emphasis on art appreciation in regard to both European and non-European cultures. This is a significant improvement on the last inspection. The subject is very well co-ordinated and there are good assessment procedures in use.

74. In **design and technology**, the curriculum is now taught in blocks of time to create the opportunity for the pupils to research, plan, make and evaluate their finished products. An appropriate range of work is on display in the school. For example, in Year 3 the pupils have made mittens and Celtic jewellery, and in Year 5 they have planned healthy snacks and created designs for a shelter. There is evidence in the pupils' work on mazes in Year 4 that the important stages of research, design for purpose and evaluation are being developed well in the pupils' learning.
75. The curriculum for **physical education** is broad and balanced. The pupils have good sporting opportunities that are significantly enhanced by extra-curricular activities, including football, netball and dance. The school places great importance on taking part in competitions and has experienced a great deal of success at both a local and regional level, winning prizes for football, netball and athletics. There is a full range of activities, including swimming. During a brief observation of one dance lesson in Year 4, the pupils demonstrated their abilities well, but the teacher did not utilise the tape-recorded programme to full effect to extend their learning.

Music

The provision for music is **very good**.

Main strengths and weaknesses:

- The pupils have very good opportunities to develop their musical skills and techniques
- Standards in instrumental playing are very good
- The co-ordination of the subject is excellent

Commentary

76. Standards are much higher than at the time of the last inspection. In the lessons seen in Years 3 and 6, the teachers' excellent knowledge and understanding of the subject had a positive influence on the above-average standards achieved by the class as a whole and on the achievements of individual pupils. The lessons were conducted at a rigorous pace, so that the learning was purposeful and the pupils remained on task throughout. In both cases, there was a strong focus on the development of skills and a thorough evaluation of the pupils' performance. Consequently, the pupils had the opportunity to further refine and improve their efforts, for example when performing a blues number with chordal accompaniment or composing sounds related to a picture of children at a sporting event. Relationships are very good and this adds to the evident enjoyment of the pupils.
77. In community singing, the pupils sing clearly, hold the melody contour accurately and keep a steady rhythm with due attention to note values. The pupils who are learning to play instruments have a competent grasp of the basic rudiments of music and good control of their instruments. By the end of Year 6, a significant number of pupils take external examinations with high levels of success.

78. The pupils have very good opportunities to celebrate their achievements and frequently perform during assemblies, concerts and music festivals. They also enjoy working with visiting musicians. All of these activities enrich the curriculum and give a relevance to learning.
79. The co-ordinator has a positive influence on the school's success in music. She has rigorously monitored and evaluated the curriculum and has recently introduced a new scheme, adapted to meet the school's needs and to support the non-specialist teachers. She ensures that all lessons are well planned and organised, and varied in content, and actively encourages the teachers to focus on a systematic development of skill. In addition, she has introduced an assessment procedure that is helpful in evaluating the various individual, group and whole-class activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. Only one lesson in PSHE was observed during the inspection. However, the school has a well-developed programme of work with units that are carefully planned and co-ordinated. In the Year 2 lesson seen, the pupils played a board game about looking after the environment. The game was followed by good discussion about respecting property, recycling and looking after plants and animals. It concluded by focussing on conservation actions that pupils could undertake, for example not dropping litter and not wasting water.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	4
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).