

INSPECTION REPORT

THE ST TERESA CATHOLIC PRIMARY SCHOOL

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101238

Headteacher: Mrs M Cosgrave

Lead inspector: Mrs M Summers

Dates of inspection: 10-12 November 2003

Inspection number: 259798

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 194

School address: Bowes Road
Dagenham
Postcode: RM8 2XJ

Telephone number: 020 8270 4757
Fax number: 020 8270 4756

Appropriate authority: Governing body
Name of chair of governors: Mr J Keating

Date of previous inspection: 16 November 1998

CHARACTERISTICS OF THE SCHOOL

This school is of average size and caters for pupils between three and 11 years of age. It serves the large parish of St Thomas More, Barking, and some pupils have to travel several miles to attend. The school enjoys a good reputation and there is usually a waiting list for admission although there is space this year in the nursery. Few pupils join or leave the school other than at the normal times of admission and transfer. There are only a few children from ethnic minority families but this number is growing steadily. Very few speak English as an additional language. Few pupils are entitled to free school meals but this does not mean that pupils come from advantaged backgrounds. The Borough of Barking and Dagenham statistics show high levels of adult illiteracy. Children start in the nursery with widely differing levels of attainment but overall they are average for their age. There are fewer pupils than in most schools identified with special educational needs although the proportion of those with statements of special educational need is average. Needs range from moderate learning difficulties to physical impairment.

In recent years there has been a high turnover of staff and the school has had problems in recruiting and retaining teachers. The school is fully staffed at the present time, but many teachers, particularly those in the Foundation Stage, are from overseas. One teacher in the Foundation Stage is new to teaching this age range of children.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	Mathematics, information and communication technology, Special educational needs.
	Fran Luke	Lay inspector	
	Pauline Hoey	Team inspector	Science, geography, history, Foundation Stage, English as an additional language.
	Kath Keeper	Team inspector	English, art and design, design and technology, music, physical education.

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

Overall evaluation

The St Teresa Catholic Primary is a **good** school and provides good value for money. Pupils in Years 1 to 6 are taught well and achieve very high standards. National test results for Year 6 pupils in English and mathematics in 2003, placed the school in the top five per cent of schools in the country. This is due to the headteacher's strong commitment to high achievement which is characterised by teachers' high expectations of their pupils. Teachers work hard to provide interesting and stimulating lessons and pupils respond with great enthusiasm. This has a significant effect upon their achievement in lessons and over time. There is work to do in improving provision in the Foundation Stage.

The school's main strengths and weaknesses are:

- Pupils in Year 6 reach very high standards in English and mathematics and high standards in science because of good teaching.
- The school is well led by the headteacher who places a strong emphasis on high achievement.
- Careful planning by teachers and excellent support from teaching assistants help pupils with special educational needs to have confidence in themselves and achieve highly.
- The strong Catholic ethos has a very positive effect upon pupils' personal development. They want to succeed and work hard. Pupils form supportive relationships with one another and behaviour is very good. These qualities contribute significantly to the high standards they reach.
- The school offers a safe and caring environment. This coupled with very good relationships with parents mean that pupils feel secure and ready to learn.
- Teachers in the Foundation Stage are relatively new and from abroad. They do not know enough about the requirements of the curriculum for children of this age.
- Monitoring and evaluation systems are not sufficiently rigorous to identify weaknesses, for example in the Foundation Stage.

The school has made **satisfactory** improvement since the last inspection. Standards in English, mathematics and science have improved faster than in other schools nationally. The curriculum has been organised more efficiently so that all subjects are now covered adequately. Staff turnover has reduced the quality of provision in the Foundation Stage this term.

Standards achieved

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

*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.*

The achievement of pupils at St Teresa's is **very good**. Secure foundations are built in Years 1 and 2 where pupils achieve well and reach very high standards in the national tests and assessments for pupils aged seven. The Year 2 pupils who took the tests in 2003 reached standards that were well above average in reading, writing, mathematics and science compared with schools nationally. Boys and girls achieve similarly high standards as do pupils from different ethnic minority backgrounds and those for whom English is an additional language. Those with special educational needs do particularly well. Standards in other subjects are as expected for pupils' ages. The

children's personal qualities, attitudes and values are very good. Their spiritual, moral and social awareness is of a very high quality.

Quality of education

The quality of education is **good**. Teaching and learning are **good** in Years 1 to 6 as is the curriculum. Teachers use well-structured plans to support the presentation of high quality lessons in English, mathematics and science and this is why pupils do really well in these subjects. Teachers make lessons interesting for the pupils by using carefully chosen books and equipment. They question the pupils carefully to encourage them to explain their answers and also to find out how much they have learned. Careful organisation of classrooms ensures that pupils' attention is firmly fixed on the teacher and the task in hand. Pupils concentrate and work hard because teachers have high expectations of them and challenge them to do their best. The curriculum is well planned and interesting and a good range of visits and visitors to the school make learning stimulating. At present, teaching and learning and the curriculum for the youngest children is not as effective as it should be.

Pupils are cared for and supported well, particularly those with special educational needs. Pupils from different ethnic minority groups and those for whom English is an additional language are catered for effectively and their particular needs met. Relationships with parents are very good and result in an effective partnership that enhances children's learning and their rates of achievement.

Leadership and management of the school

The leadership and management of the school are **good**. The headteacher is a strong leader and guides the school's work effectively. This is why teaching and learning are good and why pupils achieve so well. Senior teachers provide good examples of leadership and teaching and this benefits staff who are new to the school, enabling them to settle in quickly and understand the school's expectations of them. Staff are managed and deployed well, particularly support staff who have a great impact on the achievements of pupils with special educational needs. The governing body has sound systems in place to enable it to carry out its responsibilities appropriately. The school day runs smoothly and there is a very calm and purposeful atmosphere that is geared towards hard work and high achievement. Although minor weaknesses in teaching are identified and addressed quickly through informal procedures, overall monitoring and evaluation systems lack enough rigour to pick up emerging problems or identify where provision could be even better.

Parents' and pupils' views of the school

Parents are highly satisfied with the school. Relationships between staff and parents are very positive. Pupils are very happy to come to school. They feel safe and well supported. Many would like more art lessons and better provision for football.

Improvements needed

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

- Improve teaching, learning and curriculum planning in the Foundation Stage.
- Improve the monitoring and evaluation of the school's provision to bring about high standards in all areas of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English mathematics, and science are well above average. Achievement in Years 1 to 6 is very good. Children currently in the Foundation Stage are not achieving well enough because of weaknesses in provision.

Main strengths and weaknesses

- Pupils in Years 2 and 6 have reached very high standards in the 2003 national tests and assessments in English, mathematics and science.
- Achievement is very good.
- Pupils with special educational needs do particularly well in relation to their capabilities.
- Fewer pupils than usual are on course to reach the early learning goals set for them at the end of the Reception year and their progress towards them is slower than it should be.

Commentary

1. National test results in Year 6 in English, mathematics and science have been high for a number of years, except in 2002 when results were average in English and mathematics. The number of pupils reaching the expected Level 4 or higher than expected Level 5, is much greater than in many schools. Boys and girls, pupils from the ethnic minority groups and the more able reach high standards for their capabilities. Pupils with special educational needs achieve particularly well. This is due to the high quality support given to them by their teachers and classroom assistants, coupled with careful monitoring of their progress by the headteacher.

2. The reason for the school's success stems from a very clear and consistent approach to teaching these subjects and planning the work for the pupils. This has resulted in lessons that are well organised and which challenge all groups of pupils effectively. Pupils respond to the challenges they are given with enthusiasm and success.

3. Pupils in Years 1 and 2 acquire a thorough knowledge and understanding of the skills they need in reading, writing and mathematics. These give the pupils the confidence to read and write well and enhance their progress in other subjects. Teaching in Years 3 to 6 builds upon these skills very well, so that pupils use a variety of strategies to help them with spelling, punctuation and basic number calculations. These become second nature to the pupils and they too transfer their skills with ease to their work in other subjects. They have good scientific knowledge and understanding and their investigative skills are well developed. This is an improvement since the last inspection when this aspect was weaker.

4. Achievement in other subjects is satisfactory. Pupils reach expected levels for their age in information and communication technology but do not use these skills enough to help their work in other subjects.

5. In the past, most children have reached the early learning goals set for them to reach by the end of the Reception year. At present, fewer children are on course to reach them because the needs of the children in the nursery and Reception classes are not being catered for effectively enough. This is the case particularly in communication, language and literacy and in personal and social development. Children do not have enough opportunities to make decisions, use their initiative and take responsibility. Activities do not always have enough interest to motivate the children to talk and adults do not intervene well enough to extend their vocabulary.

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

Standards in:	School results	National results
reading	17.5 (18.4)	15.7 (15.8)
writing	16.0 (16.5)	14.6 (14.4)
mathematics	17.8 (18.4)	16.3 (16.5)

There were 23 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	30.4 (26.8)	26.8 (27.0)
mathematics	30.6 (27.4)	26.8 (26.7)
science	30.2 (30.1)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are very good. The school provides very well for their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils know they are at school to learn and always work hard in lessons.
- Their behaviour is very good in class and around the school.
- Pupils form very warm and supportive relationships with one another.
- Provision for pupils' spiritual, moral and social development is very good.

Commentary

6. Pupils' very good behaviour and attitudes to their education mean that they waste little time in school. There is a really positive atmosphere in which to learn and the pupils respond well to this. They arrive at school bright and early and very few are more than a few minutes late. They are self-motivated, want to learn and do their best. They are eager to start their day and so they line up quickly in the mornings, file in sensibly and organise what they need, ready to begin.

7. Pupils are very confident in their abilities. They are keen to answer questions in class and respond, even if they are not sure the answer is correct. They are not afraid to make mistakes. They take part enthusiastically in class discussions, listening carefully to one another and respecting different views and ideas. Pupils show high levels of care and support for one another. In the playground they chat together happily, often sharing a book or playing a game of marbles. Lunchtime is a pleasant social occasion as pupils talk about the morning's activities or their news. Their behaviour shows high levels of consideration and responsibility as the dining area is small and cramped.

8. Pupils' spiritual, moral and social awareness is very good as they follow the very good examples set by adults. Religious education lessons and assemblies raise pupils' awareness and understanding of others' feelings, values and beliefs. Pupils talk very sensitively about their own Catholic beliefs, for example, during an assembly about baptism. They considered when a child actually became a member of God's family, sharing their ideas readily with their friends. Careful

organisation of paired and small group work in lessons shows pupils the value of working together. In a geography lesson in Year 4 for instance, pupils worked together to design a questionnaire about popular holiday destinations. They appointed a scribe, discussed the task thoughtfully and carried out the task successfully. These very good personal qualities contribute much to pupils' commitment to their work and to their learning.

9. These skills are not as highly developed in the Foundation Stage, where adults often direct the children's activities too rigidly. This makes it hard for them to learn to work together in small groups, reflect on their work or make their own decisions.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – any other mixed background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background

No of pupils on roll
133
6
4
3
2
8
2

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0

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

10. The school has developed good systems to encourage regular attendance and governors have been instrumental in encouraging this. Attendance is very good as the pupils really enjoy being at school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Provision in Years 1 to 6 is good, with particular strengths in English, mathematics and science. Pupils with special educational needs in these classes are supported really well. Curriculum planning and teaching are unsatisfactory in the Foundation Stage.

Teaching and learning

The quality of teaching and learning is good. Pupils in Years 1 to 6 achieve well because of good teaching, particularly in the core subjects. Children in the nursery and Reception classes do not achieve as much as they should, because teaching has a number of weaknesses.

Main strengths and weaknesses

- Well planned and structured lessons in Years 1 to 6 mean that pupils acquire a thorough knowledge of basic skills in English, mathematics and science.
- Very good questioning skills help teachers assess pupils' knowledge and understanding to extend their learning.
- Excellent support for pupils with special educational needs means they play a full part in all lessons.
- Very effective use of books and equipment illustrate teaching points clearly.
- Teachers' expectations are very high and result in pupils achieving really well.
- Warm and positive relationships result in high standards of behaviour.
- A lack of understanding of how young children learn, coupled with weak planning and assessment mean that children in nursery and Reception classes are not achieving well enough.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	6(17%)	14(40%)	12(34%)	2(6%)	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.

11. Teachers in Years 1 to 6 are supported very well by the school's curriculum plans for each subject. Lessons in English and mathematics are very good because the plans are carefully structured and teachers follow them closely. This means that pupils are taught clear strategies to help them spell correctly and calculate mental arithmetic problems accurately. These are taught so thoroughly that they become second nature to the pupils. Pupils have a very firm base on which to build when teachers are showing them more difficult concepts. However, in other subjects, sometimes the length of lessons affects the quality of teaching and learning. A geography lesson in Year 2 for example, was restricted by the short time available. Pupils were so keen they did not want to stop their activities to move on to the next lesson.

12. Teachers ensure that pupils concentrate on their lessons by using a wide range of strategies. They arrange their classrooms carefully to ensure pupils' attention is focused on the teacher. They prepare well, making sure that books and equipment are readily available and that no time is wasted. Overhead projectors are used extremely well to focus attention and to explain specific teaching points. Teachers make pupils think hard by asking challenging questions at different levels so that all abilities are catered for. Pupils' answers enable teachers to assess how much they have understood so that they can plan to move them on still further. Teachers also pose questions that encourage pupils to explain their answers. This helps other pupils learn, consolidates their understanding and gives them very good opportunities to speak aloud in front of the class. This results in them being confident and fluent speakers.

13. Pupils with special educational needs are extremely well supported. Teachers make it clear to their assistants the work they are to do with the pupils. The assistants show great skill and understanding in carrying out their work with the pupils. Most of this is done in class, but occasionally pupils are withdrawn for individual work in literacy and numeracy. This means they work at the right level and benefit enormously from one-to-one support. Assistants are often used to support pupils with a range of abilities, not just those with special educational needs and this is very efficient use of their time and skills. Pupils from different ethnic minority groups and those for whom English is an additional language are also well supported and achieve similar standards to their classmates.

14. Teachers have very high expectations that pupils will present work of a high quality. Pupils' workbooks are neat, with clear and legible handwriting and careful diagrams. Work is marked regularly and often a positive comment is written to encourage the pupils in their learning. Teachers hold weekly conferences with pupils to give them feedback on their work and targets for improvement and this keeps the pupils involved and committed to their learning.

15. Teachers enjoy very warm and supportive relationships with their pupils. This means that pupils are not afraid to ask for help if they need it, that they are keen to take part in class discussions and that they have the confidence to try new things without the fear of making mistakes. Teachers manage their classes very positively, recognising good work, effort and behaviour and this adds to pupils' self esteem and confidence.

16. At present, teachers in the Foundation stage do not have a clear understanding of the curriculum for children of this age, the ways in which young children learn or what their particular needs are. Although children enjoy a range of activities, these are not planned well enough for the children to make sufficient progress in all the areas of learning. Assessments collect information about what the children can do but are not used well enough to plan work for children of different ages or abilities. Adults are usually kind and supportive to the children but they do not interact well enough with them during group activities to move them on in their learning. Some activities in the nursery are rather formal and do little to motivate or encourage young children to be enthusiastic about learning. This is particularly true in communication, language and literacy where some sessions provide few opportunities for children to speak at length. These weaknesses result from unsatisfactory leadership in this part of the school as new teachers do not have enough knowledge about the Foundation Stage curriculum.

The curriculum

The quality of the curriculum is good. It is very good in the core subjects and good in other subjects in Years 1 to 6. However, it is unsatisfactory in the Foundation Stage. Lessons are made interesting through a good range of visits and visitors to the school. Accommodation and resources are good although are not used to best effect in the Foundation Stage.

Main strengths and weaknesses

- Planning for English and mathematics is very good and helps teachers present their lessons in a highly structured and cohesive manner.
- Planning for other subjects is good and ensures that all aspects are covered in a systematic way as pupils move through the school.
- Pupils in Years 1 to 6 with special educational needs are supported extremely well.
- Resources are used very well in Years 1 to 6 to illustrate specific teaching points.
- Accommodation and resources are not used efficiently in the Foundation Stage.
- Curriculum plans for the Foundation Stage are unsatisfactory.

Commentary

17. The school follows the Borough's recommended plans for the curriculum. These plans are well organised and ensure that all the subjects of the National Curriculum are covered. Lessons in English and mathematics are highly structured and carefully planned to ensure a consistently high level of teaching. Plans for other subjects are organised carefully to ensure all aspects are covered as pupils move through the school. Sometimes lessons, whilst satisfactory, are restricted by the short time available. This was noted in lessons in geography and physical education, where pupils could have achieved more highly had more time been available.

18. There is a strong commitment to educational inclusion. Pupils in Years 1 to 6 are offered a full and equal access to the curriculum and all aspects of school life. Because of this all groups of pupils, including those from different ethnic groups and those with English as an additional language,

achieve well. Those with special educational needs are well supported by the excellent work of teaching assistants, who are highly skilled and enjoy warm relationships with the pupils.

19. The strong Catholic ethos of the school supports pupil's personal, social and health education very well. It teaches them a strong moral code as well as the value of working together and supporting one another. These values are supported further by the very good examples set by adults in their working relationships with pupils and with one another. Assemblies often focus on a moral theme and lessons often involve pupils working together to arrive at a solution to a problem.

20. The school promotes a good range of activities outside of formal school lessons; these are well attended by pupils and contribute much to their personal, social and creative development. Regular involvement in events such as the local music festival, sporting competitions, sailing and a week long residential visit enable pupils to work together within a different context and meet pupils from other schools. Expert visitors such as advisory teachers and peripatetic music teachers help pupils to further develop their skills.

21. The school has enough teachers at present to cover all classes. The curriculum plans for Years 1 to 6 support less experienced teachers well but this is not the case for the Foundation Stage. This has led to some weaknesses in provision for these children because activities are not planned well enough to ensure they make enough progress.

22. Accommodation is bright, clean, and safe, with adequate space for teaching the whole curriculum, including a very well resourced computer suite. A weaker aspect is the dining hall which is very small. However, midday staff overcome the restrictions successfully to ensure that all the pupils have enough time to sit and eat their lunch and manage to achieve a pleasant social atmosphere. The school has been saving funds over the past few years to improve dining facilities. Work is expected to begin within the next two years.

23. High quality resources improve pupils' learning experiences in all subjects. A very good number and range of books are around the classrooms, corridors and in the library area and these maintain high levels of interest from the pupils, contributing to their high achievement in English. The accommodation and good levels of resources in the Foundation Stage are not always used well enough to ensure children gain access to a wide enough range of activities to support all areas of their learning.

Care, guidance and support

The school makes good provision for pupils' care, guidance and support. There are very good arrangements made for pupils' care, welfare, health and safety. Pupils benefit greatly from the good advice they receive from their teachers about their progress and what they have to do to improve. They are involved in the life of the school but there are no formal systems to seek and act upon their views.

Main strengths and weaknesses

- There are very good procedures for health and safety, child protection and first aid.
- Adults know pupils well and provide good levels of care.
- The school has good systems to monitor pupils' academic standards and progress in core subjects.
- Very good induction arrangements help children to make a confident start in the nursery.
- Assessment procedures are not used well enough in the Foundation Stage to provide appropriate activities for children of different ages and abilities.
- There are no formal systems to seek pupils' views about school development.

Commentary

24. Very good induction arrangements for children before they start in the nursery help pupils to feel welcome and settle into school quickly. During the early part of the autumn term, visits are made to all the new children starting in the nursery. This is a major commitment because of the numbers of children and the distances involved; some travel several miles to attend St Teresa's. However the school feels this is vital in establishing good relationships with parents as well as assessing children's development. School staff are able to talk over any concerns with parents and answer their questions and this helps parents and their children feel confident about starting school.

25. The school has very good health and safety procedures in place. Governors and staff undertake an annual health and safety check and regular risk assessments are carried out. Issues are reported to the headteacher who ensures they are quickly addressed. Governors take a keen interest in monitoring these developments. Regular checks are made to the grounds, buildings and equipment so that they are safe for the pupils. Child protection procedures are secure and staff are regularly reminded of them. Arrangements for the administration of first aid and for the care of children who are unwell are very effective.

26. Adults working in the school form close and trusting relationships with the pupils. Staff provide good role models for behaviour. The headteacher knows all the children in the school personally. This adds to the good informal monitoring of pupils' personal and academic development. Pupils feel safe in school and confident to seek help from adults if they need it. There are procedures for seeking the views of pupils about different aspects of school life, but these are not formalised and pupils are unaware of their impact.

27. The school has well-established systems in place to monitor pupils' achievements and progress in the core subjects in Years 1 to 6. Teachers use this information well, particularly for pupils with special educational needs. New assessment systems in information and communication technology are due to be introduced very shortly. The school is working with the Borough to bring in systems to track progress in other subjects. Assessment in the Foundation Stage however, is weak. Children's progress is not tracked well enough to ensure they are receiving experiences that are appropriate to their age or capabilities or to track achievement against the stepping stones towards the early learning goals.

Partnership with parents, other schools and the community

The school's partnership with parents and the community are good. Parents support the school well and receive good information about their children's progress. There are satisfactory links with other schools and the community.

Main strengths and weaknesses

- Parents have very positive views of the school.
- Parents are given good information about what is happening in school, and how to help their children at home.
- Annual written reports clearly inform parents how their children are progressing.

Commentary

28. The school works well with parents, who respond enthusiastically by supporting the school through the Parents' Association. Parents are happy that they can always approach staff and raise concerns which they know will be dealt with effectively.

29. A good range of information tells parents what is happening in school and how they can help their children at home. Staff at the school visit each family in their home before children take up their place in the nursery. Many parents talk of the 'wonderful welcome' they and their children receive when their children start at the school.

30. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. Written annual reports for parents are good; they give detailed information about what pupils know, understand and can do. They also give information about pupils' reading ages and state areas for further development which help parents to know how they can support their children further at home.

31. The school has satisfactory links with the local community; a number of visitors come into school, including the community policeman and members of the fire brigade who visit to teach the children about personal safety. Parish priests visit regularly to teach classes in religious education and spend time getting to know the children. This strengthens the links between the children, their families and the Church. There are effective links with local secondary schools in the area, so that pupils can visit before transferring at the end of Year 6, thus helping them to settle in more easily.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governing body is supportive and carries out its duties appropriately. The school is well led by the headteacher who places a strong emphasis on high achievement. Management systems are effective although there is room for improvement.

Main strengths and weaknesses

- The headteacher is an effective leader who guides her staff well through her own example.
- There is a strong focus on high achievement in core subjects.
- Leadership of the core subjects is good but few of the non-core subjects have designated leaders to review and improve provision.
- Provision for special educational needs is very well co-ordinated by the headteacher.
- There is a strong commitment towards inclusion.
- Although teaching is monitored informally, systems are not sufficiently rigorous to identify weaknesses, for example in the Foundation Stage.

Commentary

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	568.802	Balance from previous year	46,796
Total expenditure	448,639	Balance carried forward to the next	120,163
Expenditure per pupil	2,106		

32. The headteacher guides the school's work strongly. She has an excellent knowledge of individual children and so is able to monitor their progress carefully as they move through the school. She is very supportive of staff and is a regular visitor to classrooms, either working alongside teachers or taking lessons herself. Her commitment to the school provides her colleagues with a good example to follow. Strong principles of Catholicism and a commitment to high achievement guide the school's work successfully.

33. Senior members of staff have been in post long enough to ensure that the school has benefited from some continuity during the recent years of staffing instability. They provide very good support to less inexperienced colleagues who quickly understand the school's expectations of them.

34. The school has struggled to recruit and retain permanent teachers in the past. This has led to a high turnover of staff and a heavy workload for the headteacher who has had to oversee

provision in mathematics and a range of other subjects. The core subjects of English, mathematics and science have been well led, ensuring that standards remain high. Provision in many other subjects however, has not been monitored closely enough because of a shortage of experienced staff. This has led to provision being satisfactory, although not as good as in English, mathematics and science.

35. The school has a strong commitment towards inclusion. All pupils are highly valued and respected and they are encouraged to take part in all school activities. The headteacher co-ordinates provision for pupils with special educational needs and takes a very keen interest in their welfare and progress. These pupils take a full part in all activities because adults plan for this carefully. Funds are spent wisely to enable this to happen. For example, furnishings and fittings have been recently upgraded to meet the needs of one pupil as he moves through the school. The deployment of support staff also enables pupils with special educational needs to take an active part in school life. The governing body decided to increase these levels of support, and this has been a very efficient use of funds.

36. Governors support the school appropriately. They monitor its work through regular visits, meetings, presentations from staff and reports from the headteacher. Governors take a keen interest in the children and staff. They have a good working partnership with the headteacher and oversee school spending effectively. The school has been saving funds over a number of years to improve the dining room. Improvements will be started within the next two years.

37. The lack of rigorous monitoring systems has resulted in weaknesses in the Foundation Stage not being identified and addressed. Leadership and management of this part of the school is unsatisfactory because of a lack of understanding of the needs of young children, coupled with a weak knowledge of the national guidelines for planning and provision. Training needs have not been carefully identified and appropriate steps taken to ensure gaps in teachers' knowledge and understanding are addressed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Inspection evidence shows that in previous years children have achieved well in these classes; children in Year 1 for example, are at appropriate levels for their age and have good foundations on which to base their formal education. Currently however, because of difficulties in recruiting experienced staff, the provision in these classes is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- There are very good induction procedures which help children start school confidently and ensure very positive relationships with parents.
- The accommodation is clean, bright and offers good opportunities for a wide range of activities; it is not used efficiently however.
- There is a good range of books and equipment although these are not always used efficiently.
- Nursery nurses provide good support for children.
- Teachers are inexperienced and lack knowledge of the needs of young children and the nationally recommended guidelines for the Foundation Stage curriculum.
- Children's achievement is currently unsatisfactory.

Commentary

38. Inspectors observed six lessons which covered a range of areas of learning in both classes. Discussions were held with teachers and children, and children's work and teachers' plans and assessments were analysed.

39. Children start in the nursery in the October of the year in which they become three years old. There are very good arrangements to introduce the children to school. Staff, including the headteacher, visit each family before admission to establish good relationships, explain school procedures and expectations and observe the child in his/her own surroundings. Children and their parents also have an opportunity to spend time in the nursery to become familiar with staff and the learning environment. Parents value these arrangements highly.

40. The nursery has good accommodation. Two classrooms have been joined to make one large area which provides a good amount of space for the children. Although smaller, the Reception classroom is bright and cheerful and provides an interesting learning environment. There is a good sized outdoor area shared between the two classes, where there is climbing apparatus as well as large wheeled toys for children to play with. A good range of books and equipment is available for teachers to use to illustrate their lessons and help the children learn. Children love modelling with clay, threading beads and sorting coloured toys into groups but there are not enough of these activities planned to stimulate discussion and to develop specific skills and understanding. Few links are made between learning in the classroom and outside. Teachers are not clear enough about what children are to achieve from their tasks. As a result, children do not benefit as much as they should from their activities.

41. Nursery nurses provide good support to children and teachers. They have warm and trusting relationships with the children, setting clear but not oppressive, boundaries for behaviour and keeping a close eye on safety.

42. In some cases, behaviour management is too formal and does not encourage children to develop their personal and social skills. Not enough is done to help pupils become confident and accept responsibility for their own actions and behaviour. Sometimes children's joy in learning is seen as misbehaviour and is discouraged. There are not enough opportunities for creative and imaginative activities where children can make their own decisions and develop their initiative.

Children's art work decorates the room and values the children's efforts but it is clear that the work has been directed heavily by adults with few opportunities to support children's creative development. There are some opportunities for role play but they seldom feature imagination and fantasy.

43. The development of communication, language and literacy is not given enough emphasis in the Foundation Stage. There are some opportunities for children to talk about their activities but adults do not intervene enough in the discussion to extend vocabulary or encourage them to think more deeply. Children in the Reception class are still at the very early stages of literacy.

44. Children are not making fast enough progress in their mathematical development. Teachers' expectations are too low and the activities are not structured well enough to meet the different abilities of the children.

45. Children enjoy using the computer in the classroom but do not have regular opportunities to use the computer suite, where they would gain more individual practice. Some activities are planned to stimulate children's skills of prediction and enquiry for example when they play with sand and water, but weak planning means that the scientific language associated with the activities is not highlighted and developed. This limits their knowledge and understanding of the world.

46. Children gain good experience in using a range of small tools and resources, which means this aspect of their physical development is satisfactory. The outdoor environment however is not organised well enough to ensure that children gain the best possible opportunities from the good range of resources available.

47. The lack of appropriate knowledge and experience is at the root of the school's current problems in this part of the school. Teachers are not clear about how young children learn and so are unable to provide the range of activities necessary for children to make effective progress in the six areas of learning. Assessment procedures do not give a clear picture of ongoing progress in all areas of learning. Teachers therefore find it difficult to plan to meet the needs of children of different ages and abilities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupil's achievements in Year 2 and Year 6 are well above those expected for their age.
- Standards have improved since the last inspection.
- Pupils with special educational needs achieve very well for their capabilities.
- Pupils use their reading and writing skills very well in other subjects.
- Teaching in Years 1 to 6 is very good.
- The subject is well led.
- Analysis of work and test results is being used effectively to identify where improvements can be made.

Commentary

48. Considering their average attainment on entry to the school, pupils at St Teresa's achieve very well by the time they leave at the end of Year 6. The achievement of pupils with special educational needs, those from different ethnic minorities and those for whom English is an additional language is similarly high. The school places a strong emphasis on literacy, which has resulted in standards rising since the last inspection. All pupils have a daily English lesson which includes time spent on handwriting and spelling. The basics of spelling, handwriting and grammar, are taught systematically.

49. Pupils' speaking and listening skills are very good. Pupils are accustomed to speaking out in front of the class. Teachers encourage this as a part of daily lessons when they expect pupils to explain their answers or discuss their ideas with one another. They insist that pupils speak in full sentences and this results in them being very confident and fluent speakers by the time they are in Year 6. The very supportive and caring ethos of the school means that pupils listen to others respectfully, waiting for their opportunity to respond or contribute to a discussion. Reading and writing standards are similarly high. Pupils have a keen interest in reading because the school encourages them to read widely from the well-stocked library and use books to research work in other subjects. They are often seen sharing a book together in the playground. Writing skills are very good by the time pupils leave the school. They are taught clear strategies to help them spell and construct their work and they have many opportunities to use these skills in their work in other subjects

50. Teaching and learning are very good in Years 1 to 6. Teachers base their lessons on the very well organised curriculum plans for the subject and this ensures a consistent approach and a high quality of provision for the pupils. They deploy their classroom assistants very well to support pupils with special educational needs, sometimes encouraging assistants to withdraw pupils to a quieter area where they can go over specific skills. Very good classroom organisation ensures that pupils concentrate fully on their teachers who make clear teaching points with the help of overhead projectors or well prepared texts.

51. The subject is well led. Pupils' work and test results are analysed to identify areas for development. Lessons are monitored to see where teaching might be even better. This has led to specific units of the English curriculum being revised to make them more interesting to the pupils.

Language and literacy across the curriculum

52. There are many opportunities for pupils to use their skills in English across a range of other subjects. Pupils continually practise their speaking and listening skills in all lessons because teachers insist on a high degree of participation in class or group discussion. There are many opportunities to practise reading and writing skills, for example when pupils research aspects of their history work or write reports of their scientific investigations.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils reach very high standards in all areas of mathematics.
- The teaching is very effective.
- Well organised plans ensure pupils build successfully on their existing learning.
- Pupils enjoy mathematics lessons and put a great deal of effort into their work.
- Pupils with special educational needs receive high quality support and achieve very well.

Commentary

53. Results in the national tests for pupils in Years 2 and 6 have been consistently high in mathematics for the past few years. They have improved since the last inspection. The school has extremely high expectations of its pupils. The aim is that most pupils will exceed the nationally expected Level 4 in the tests. In the most recent tests, almost two thirds of the Year 6 pupils achieved Level 5.

54. Clear plans for the subject make sure that pupils develop very secure numeracy skills as well as their knowledge and understanding in other areas of mathematics. By the time they are in Year 6 they are very competent mathematicians and most are able to solve problems and carry out investigations with ease.

55. The quality of the teaching is very good. Teachers are supported very successfully by the Borough's plans which tell them exactly what to teach and how to teach it. Lesson plans are very structured and this means that pupils receive clear instruction and enough practice to allow them to learn new concepts successfully. The only disadvantage of the structured plans is that teachers sometimes rely on them totally, not taking opportunities to inject their own enthusiasm and ideas. This can slow up the pace of the lessons occasionally.

Example of outstanding practice

An outstanding mathematics lesson in Year 6 enabled pupils to use their existing mathematical skills in a new situation. The pupils' attention had been grasped by the teacher's dynamic questioning which meant that they all were involved. Through her questions, the teacher showed them how they could use their existing number skills to estimate for example, the answer to 248 multiplied by 22. Very positive relationships ensured that pupils were confident to offer their ideas and answers without fear of being wrong. The teacher insisted on pupils explaining their answers fully and this helped them consolidate their understanding as well as developing their confidence in speaking in front of the class. They used a good range of strategies involving their understanding of place value and their secure knowledge of multiplication tables to estimate their answers. The teacher brought her own enthusiasm and humour to the lesson and this why pupils achieved so well.

56. Teachers use a range of different resources to illustrate their lessons and help pupils understand the different concepts. Individual whiteboards are used regularly by pupils to jot down their calculations and overhead projectors are a feature of all mathematics lessons. Teachers use these well to show different strategies and methods and they focus the pupils' attention well.

57. Both boys and girls enjoy their lessons. Many say that mathematics is their favourite lesson. They are keen to answer questions and readily discuss their ideas with one another. They listen carefully to their teachers and quickly settle to their work. Even younger pupils complete a great deal of work within a lesson.

58. Pupils with special educational needs achieve highly because of the very effective help given by their teachers and learning support assistants. Teachers make it clear to the assistants exactly what they want their pupils to achieve and the assistants then concentrate on this during the lesson. They encourage the pupils to respond to the teacher's questions, giving them the confidence to do so successfully, thus increasing their self esteem. In some cases, assistants work with their pupils in the library, working on more practical mathematical tasks. The individual plans for these pupils are used very well by teachers and assistants to make sure that they receive exactly what they require.

59. The subject is well led and managed. Results of national tests and ongoing assessments are analysed to see where improvements might be made.

Mathematics across the curriculum

60. Mathematics is used effectively in a range of subjects. Pupils confidently represent their scientific findings in line graphs and deal with positive and negative numbers in their work on weather in geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in national tests are well above average.
- There has been good improvement in the development of pupils' investigative skills since the last inspection.
- The quality of teaching is good.
- Pupils enjoy science and it contributes to their personal development.
- Good leadership identifies and supports improvement.

Commentary

61. In Years 1 and 2, teachers focus on a problem-solving approach to learning that helps pupils to understand scientific concepts. Pupils are encouraged to explain their investigations and they do this well, saying why they have conducted their experiments in a certain way.

62. In Years 3 to 6, pupils gain good investigative skills. They consider evidence carefully and prepare charts and graphs to display their findings. They understand the mathematical patterns emerging and apply their number skills to interpret information. Pupils prepare careful drawings and use scientific language well. They develop an understanding of the process of planning, considering and evaluating experimental evidence. Less able pupils, including those with special educational needs achieve well because of the highly skilled support given by teaching assistants.

63. The quality of teaching is good. Teachers' explanations are clear and precise. They make effective use of a wide range of resources to make lessons exciting. This leads to a positive atmosphere and a buzz of excitement as pupils make discoveries and relate their findings. Teachers draw pupils' attention to the purpose of the lesson and this helps them to understand how they are improving. Opportunities for assessment are planned for the end of each module of work so that teachers know how well pupils are doing. Pupils really enjoy their science work and behave

well and this contributes to their achievement during lessons. They work well in groups as they collaborate on scientific observations and carry out experiments and this helps to develop their social skills to a very high level.

64. The leadership and management of the subject are good. Resources have been improved to meet curricular demands, particularly in relation to investigation. Further improvements are planned. However, the monitoring of teaching and learning is not in place so there is no overview about the consistency of classroom practice.

Science across the curriculum

65. A particularly strong feature is the attention given to building up pupils' speaking skills, to enable them to report confidently and clearly to the whole class, using scientific language. Pupils use their literacy and numeracy skills well when they record their observations.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The computer suite is well equipped and enables pupils to work individually on tasks.
- Plans for ICT ensure that all aspects of the subject are covered systematically.
- ICT is used well to support pupils with special educational needs.
- Pupils in the Foundation Stage do not use the computer suite enough.

Commentary

66. A well planned curriculum provides good advice for teachers and ensures that pupils are taught all the necessary elements of the subject so that they can reach appropriate standards for their ages. Older pupils can attend computer club after school where they have the opportunity to advance their skills still further.

67. Teaching and learning are satisfactory. Teachers follow the plans successfully and present their lessons confidently. Teaching strategies are usually successful, with teachers gathering their pupils on the carpet in front of the large monitor so they can explain new concepts and give instructions. Occasionally however, instructions are too long and by the time they start their work, pupils have forgotten what they have to do. Most classes receive an hour's lesson once a week in the suite. This does not apply to children in the Foundation Stage however, and restricts their progress and overall achievement.

68. Class lessons are often made accessible to pupils with special educational needs by using ICT. A Year 2 pupil for example, uses a program on the class computer to identify special features of the seaside as part of a geography lesson. Another pupil is able to practise her handwriting with the aid of a special board and pen.

69. Leadership of the subject is good and has led to developments in curriculum plans to further assist teachers with their lessons. Assessment systems are to be introduced later this term so that teachers can track progress more easily. Management systems are too informal, however, and do not enable the quality of teaching to be monitored regularly so that strengths and weaknesses can be identified.

Information and communication technology across the curriculum

70. Teachers link lessons in the computer suite with work in other subjects. Pupils in Year 6, for example, devise equations while working on spreadsheets and Year 3 pupils practise literacy

skills when sending emails. Computers in classrooms are not used to their fullest extent however; opportunities are missed for pupils to word process their work or to present the results of their science experiments using ICT.

HUMANITIES

Religious education was not inspected by the Section 10 inspection team. The focus was on history and geography where six lessons were sampled and teachers' plans and pupils' work analysed.

Geography

The provision for geography is **satisfactory**.

Main strengths and weaknesses

- The curriculum is well planned, containing a strong emphasis on research skills.
- Literacy skills are used well to support learning.
- Pupils are keen, interested and willing to learn.
- There has been little formal monitoring to see where standards and provision might be improved.

Commentary

71. Pupils' achievement in geography is as expected for pupils' ages. Teachers use the Borough's curriculum plans on which to base their lessons and this ensures that pupils' knowledge and skills are built up progressively as they move through the school. Pupils have good opportunities to practise their literacy skills, for example when they write reports or carry out research. They also practise their mathematical skills when they present information in graphs. Their personal development benefits from the good opportunities for group work for example when they discuss how to construct a questionnaire to find the most popular holiday destinations.

72. The quality of teaching and learning is good. Teachers have a secure command of the subjects and make the work interesting. This enthuses pupils and they enjoy their lessons. Some lessons are too short and this hinders pupils' achievement. In a short lesson in Year 2 the pupils were so involved and excited by their learning that they did not want to stop. Pupils' careful presentation and neat illustrations reflect the confident teaching. Pupils with special educational needs achieve very well in relation to their capabilities because of the skilful support given by teachers and classroom assistants.

73. The lack of a co-ordinator means that little attention has been given to developing provision in the subject to raise standards to the same high level as in English, mathematics and science.

History

The provision for history is **satisfactory**.

Main strengths and weaknesses

- Curricular plans are well organised and ensure pupils develop secure knowledge and skills as they become older.
- Teachers use a good variety of resources to interest the pupils and help them develop good research skills.

Commentary

74. Pupils enjoy their history work and this is reflected in their written work which is carefully presented. Year 2 pupils are interested in what happened in the past and the differences between then and now. They can give reasons for the differences between modern day and old fashioned toys. Year 6 pupils show a mature approach when they compare their own lifestyles with those of children in the 1930s.

75. The quality of teaching and learning is good. Teachers encourage a reflective approach to history, providing pupils with a good range of texts, pictures and artefacts on which to base their research. Pupils also understand how first hand evidence can be used to gain accurate information about the past when they talk to elderly relatives about their experiences. Teachers often inject their own enthusiasm and interest into lessons and this means that pupils are keen to learn.

76. The Borough's curriculum plans are used well by teachers to guide their lesson plans. In addition, a good range of visits to places of historical interest bring some of their historical studies alive to the pupils.

77. The subject does not have a designated co-ordinator and this means that provision has not been monitored or evaluated carefully to assess where provision could be improved to raise standards further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. One lesson was seen in each of art and design, design and technology, physical education and music. It is not possible therefore to make a firm judgement about provision. In addition to observing lessons, curriculum plans and pupils' work in art and design and design and technology were analysed.

79. It is clear from the curricular plans for the subjects, the prospectus and discussions with pupils, that all these subjects are covered over the year. Pupils clearly enjoy their **art and design** work, many saying they would like to have more lessons in the subject and to be able to spend longer on their art work. A good lesson seen in Year 5 showed pupils learning how to add texture to their still life drawings. The teacher had a good command of the subject and was able to explain and demonstrate so that the pupils achieved well during the lesson. Through her careful encouragement they were able to suggest how they might improve their work.

80. In **design and technology**, pupils are clearly gaining experience in designing and making a range of products. A satisfactory Year 3 lesson showed pupils designing a bookmark. They made these out of fabric and learned different embroidery stitches so they could decorate them. Work on display in Year 4 pupils shows pupils developing their skills further when they consider the structure of chairs, before designing and making their own using a variety of materials and joining techniques.

81. In **music**, only one lesson was observed but inspectors also attended assemblies where pupils sang together. They showed good standards in singing and showed great sensitivity and attention to dynamics when singing a hymn. In the good lesson observed in Year 5, the pupils showed confidence and enthusiasm for their music making. They talked knowledgeably about different types of music, for example, pop opera and gospel choir music using correct vocabulary such as 'pitch' and 'rhythm'. The teacher transmitted her enthusiasm for the subject successfully to her pupils which meant they were involved and concentrated well. Musically talented pupils are provided for well by visiting teachers who give instrumental lessons.

82. All elements of the required **physical education** curriculum are covered while pupils are at school. Pupils in Years 1 to 3 have weekly lessons either outside or in the hall. The lesson seen in Year 1 showed a sound quality of teaching but the quality of pupils' learning was hindered by the short time they had in the hall. The subject is taught in blocked units in Years 4, 5 and 6, covering

swimming, sailing and a residential visit. Because of the intensive time spent on these activities at different times of the year, pupils in these year groups do not have regular weekly physical exercise.

83. Limited development has occurred in these subjects because of the lack of designated co-ordinators to lead and improve them. Very little monitoring of standards or the quality of teaching has been carried out to identify where provision could be improved.

PERSONAL, SOCIAL AND HEALTH EDUCATION

84. Provision for pupils' personal, social and health education is **satisfactory**. Much is covered informally through the religious education programme and science lessons. Additional provision for sex education is arranged through the school nurse who visits during the summer term to talk with older pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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