

INSPECTION REPORT

**ST ELIZABETH ROMAN CATHOLIC
PRIMARY SCHOOL**

Bethnal Green, London

LEA area: Tower Hamlets

Unique reference number: 133288

Headteacher: Mr R Pickering

Reporting inspector: Peter Sudworth
2700

Dates of inspection: June 16th-19th, 2003

Inspection number: 249043

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary aided

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: Bonner Road
Bethnal Green
London

Postcode: E2 9JY

Telephone number: 0208 980 3964

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Appropriate authority: Governing body

Name of chair of governors: Melian Mansfield

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2700	Peter Sudworth	Registered inspector	Science Music English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
9334	Jennie Mynett	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
25787	Edmond Morris	Team inspector	History Geography Physical education Educational inclusion	
30834	Ann Lowson	Team inspector	Foundation stage Art and design Special educational needs	
Awaited	Alison Brunt	Team inspector	Mathematics Information and communication technology	

30033	Malcolm Wright	Team inspector	English Design and technology.	How well is the school led and managed? How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Elizabeth Roman Catholic Primary School is located in a pleasantly situated area of Tower Hamlets in the Diocese of Westminster. It was formed in September 2001 from an amalgamation of two separate schools on the site. It is a two-form entry school with a 50 part-time place nursery. Children begin the nursery after their third birthday. They transfer to the reception class in the September or January just before their fifth birthday. About 20 pupils who have not been to the nursery begin the school at the reception stage. The school has 415 boys and girls on roll with 20 more boys than girls. The largest imbalance is in the reception classes. There is a large variety of ethnic groups. Over one-quarter of the pupils are from a black Caribbean or African heritage. Fifty-five pupils have an Irish background. Ninety pupils are supported by an ethnic minority grant. Ninety pupils have English as an additional language but only five are at an early stage of learning English. Most pupils live within a radius of about three miles of the school. Whilst a considerable proportion of pupils come from privately owned homes, most live in rented properties and high-rise flats. Overall, attainment on entry is slightly below average because many are at early stage of learning English on arrival. Seventy-four pupils have special educational needs, about an average percentage, of whom ten have statements, an above average proportion. Most of their difficulties relate to learning and/or emotional problems. Many pupils come from low-income families. Forty-five per cent of the pupils are eligible for free school meals, above the national average. The school received an achievement award in 2001/2 for improvements in pupils' performance.

HOW GOOD THE SCHOOL IS

St Elizabeth Roman Catholic Primary School is a good school. It has made good progress since the amalgamation of the two schools that formed it in September 2001. It is very well led by the headteacher, who receives the very good support and involvement of the governing body and senior management team. Standards are above average in some subjects by the end of Year 6. Teaching is good overall but stronger in Key Stage 2 where pupils' progress accelerates. The school provides good value for money.

What the school does well

- Pupils' above average attainment and good progress in English, mathematics, science, art, history and geography and in some aspects of music by the end of Year 6;
- The provision for the children in the nursery and reception classes;
- The very good leadership of the headteacher, the senior management team, and the work of the governing body;
- The overall good quality of teaching and the involvement of the community in its provision;
- The excellent work of the assessment co-ordinator and the thorough procedures for monitoring pupils' progress;
- The very good provision for extra-curricular activities;
- The very good provision for pupils' spiritual, moral, social and cultural development;
- The very good provision for pupils with special educational needs and English as an additional language.

What could be improved

- The use of mental work and resources in mathematics lessons;
- The use made of learning intentions so that they are shared with pupils in a more meaningful way;
- The organisation of the infant library in showing that the school wishes to educate pupils to value and appreciate books;
- Pupils' punctuality at the start of the day.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection report for St Elizabeth Roman Catholic Primary School.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	*	A*	A*	A*
mathematics	*	B	C	A
science	*	A*	A	A*

Key

Very high A*

well above average A

above average B

average C

below average D

well below average E

* not reported due to amalgamation.

The children achieve well in the nursery and reception classes and make good progress. By the end of the reception year, most children reach the expectations for their age. Pupils with special educational needs make good progress throughout the school. The recent amalgamation prevents an in-depth analysis of past performance. In the national tests in 2002, Year 2 girls did as well as girls nationally in reading and boys did slightly better. No Year 2 pupils reached the higher level in writing and almost one-fifth of the pupils did not reach the expected level. Pupils whose only language is English did better in reading but less well in writing than pupils with English as an additional language. Both boys and girls did much better than boys and girls nationally in mathematics. Their performance in science was mostly average. The most recent results at age 11 indicate that the pupils have been achieving very well, particularly in English and science. In both 2001 and 2002, pupils' performance in English was in the top five per cent of schools in the country and also in science in 2001. Pupils' attainment in mathematics was average. The school surpassed its targets in mathematics and English. Currently levels of attainment in English, mathematics and science in Year 2 are average and they are above average in Year 6. Pupils develop above average skills in history and geography by the ages of seven and 11 and also in art and aspects of music by age 11. Progress and attainment are at expected levels in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning and to school are very good. Pupils enjoy school and most are highly motivated to work hard. They are keen to contribute in lessons and participate fully in the different activities the school offers.
Behaviour, in and out of classrooms	Good. There is a very orderly atmosphere. There have been no exclusions. Pupils state that the school is a happy place with very little serious misbehaviour. In a very small minority of classes, some pupils can be unco-operative.
Personal development and relationships	Pupils' personal development is very good. They co-operate well with each other. They treat each other with value and respect. Relationships

	are very good amongst the pupils and between staff and pupils.
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Attendance	A good rate of attendance overall but unauthorised absence is above average. Punctuality is a major problem and prevents a smooth start to the day.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Almost all lessons observed were satisfactory or better with almost two-thirds being good or better. Teaching is very good in the nursery and good in the reception classes. This gives the children a good start to their education. Overall, teaching is stronger in Years 3 to 6 than in Years 1 and 2. Teachers have good relationships with the pupils and manage them well in almost all classes. Pupils enjoy their lessons, feel confident to contribute answers and want to do their best. Lessons are well planned with clear learning intentions but these are not always shared with the pupils in terms that they can understand. Teaching assistants play an important part in teaching groups and helping pupils to make progress. The teaching of English and mathematics, including numeracy and literacy, is good in the main but with some development needed in mental work at the start of mathematics lessons in some classes. There is a good awareness of the needs of different abilities in many lessons across the curriculum and pupils rise to the challenges provided. Teachers make good use of resources in many lessons and of visits and visitors to further pupils' knowledge. They also make good use of literacy, numeracy and information and communication technology across the curriculum. Good use is made of language that is specific to different subjects. Very good use is made of specialist teaching in music. Pupils enjoy these lessons and by Year 6 develop good skills in performance and theoretical knowledge. The quality of teaching of pupils who have special educational needs or English as an additional language is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of activities that fulfil requirements in almost all respects. Insufficient use is made of information and communication technology for composition in music. Visits to places of interest support the pupils' learning well. There is a very good provision of extra-curricular activities and an excellent contribution of the community in the pupils' learning.
Provision for pupils with special educational needs	Very good. These pupils make very good progress overall, although the future learning targets in their individual education plans are not sufficiently sharply defined.
Provision for pupils with English as an additional language	The provision is very good and enables these pupils to make very good progress in the main. They are well supported and as a result take a full part in lessons. They are very well integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good. Spirituality pervades the curriculum. Pupils reflect on their behaviour. They show a social responsibility towards the world. They learn much about their own and other cultures. There is a very good

development	provision for pupils' personal development.
How well the school cares for its pupils	There is a sound provision for health and welfare. Some staff have not been given sufficient training in child protection matters. There are good procedures to monitor behaviour, discipline and attendance. There are excellent arrangements to track and support pupils' academic progress. Record keeping is very thorough.

The school enjoys a very good partnership with its parents and they have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads and manages the school very well. The senior management team is very effective and focused on raising standards. Subject co-ordinators manage their responsibilities effectively.
How well the governors fulfil their responsibilities	Very good. The chair of governors is knowledgeable and leads the governing body to very good purpose. The committee structure is very successful. Governors keep themselves well informed through the regularity of meetings and their visits to the school. The governing body fulfils its statutory responsibilities well.
The school's evaluation of its performance	Very good. Pupils' performances in national tests are analysed very thoroughly. Arrangements are in place to check the progress of the school development plan at regular intervals.
The strategic use of resources	Very good. Grants are used for their intended purposes. Learning resources are used to develop pupils' understanding in lessons to good effect. The staff are deployed appropriately to different age groups.

The school has good accommodation and learning resources. There is a good level of staffing. The school applies the principles of best value well when making purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, are making good progress and work hard; • Behaviour is good and the school is helping their children to become mature and responsible; • The teaching is good; • The school works closely with parents and they find it easy to approach the school with any queries; • The school is well led and managed; • The school expects the children to work hard and do their best. 	<ul style="list-style-type: none"> • Their children do not get the right amount of homework; • The school does not provide an interesting range of activities outside lessons; • They are not well enough informed about how their children are getting on.

The inspection team agrees with most of the positive views of parents. Amounts of homework are appropriate, given the ages of the pupils. There are good opportunities for pupils to be involved in extra-curricular activities. There are appropriate opportunities for parents to discuss their children's progress. Reports are of a good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to the nursery is slightly below that typically found in children of this age. This is mainly because their communication skills are not well developed for their age. This is due to the fact that a significant number of the children have little knowledge of English when they first start school since they speak other languages at home. The children achieve very well in the nursery and make very good progress. They achieve well in the reception classes and make good progress. By the end of the reception year, most children reach the expectations for their age in communication, language and literacy and this represents very good achievement for the children who have English as an additional language. Most children reach the expectations for the start of Year 1 in their mathematical development, knowledge and understanding of the world, in their personal, social and emotional development and in the creative and physical aspects of their work. The children with special educational needs in the nursery and reception classes make good progress.
2. Due to the school's quite recent amalgamation, there is not a long history of results from which to draw entirely reliable conclusions about past performance. At the end of Year 2 in 2002, girls attained as well as girls nationally in reading and boys slightly higher than the national average for boys. The weaker aspect of the pupils' performance was writing. No pupils reached the higher level and almost one-fifth of the pupils did not reach the expected level. A large proportion only just reached the bottom rung of the three tiers that are used to grade the expected level. Pupils whose only language is English, performed better in reading but less well in writing than those with English as an additional language. By the end of Year 2, there is little difference between black African and black Caribbean pupils in reading but in the main the black Caribbean pupils do less well than others in writing.
3. Performance in mathematics by age seven in 2002 was much better than in English and well above average against the national picture. Both boys and girls performed much better than boys and girls nationally with the school's boys doing slightly better than the girls. When viewed against pupils in similar schools, the performance was in the top five per cent of schools in the country. Pupils whose only language is English achieved better results in this subject than those who have English as an additional language. Black pupils, of both Caribbean and African heritage, did better in mathematics than in reading and writing. In science, teacher assessments judged the overall level of attainment of most pupils to be broadly average.
4. The most recent results at age 11 indicate that the pupils have been achieving very well, particularly in English and science. In both 2001 and 2002, pupils' performance in English was in the top five per cent of schools in the country. Their attainment in science was also in the top five per cent of schools in 2001 and well above average in 2002. In mathematics, pupils' attainment in 2001 was above average and it was average in 2002. Over this period of time, both boys and girls have been outperforming boys and girls nationally and significantly so in English and science by over a year's rate of progress. There is little difference in the respective performance of the school's girls and boys in these subjects. Whilst the pupils have been attaining better than boys and girls nationally in mathematics, the difference is significant in the case of the boys. Girls have only just been performing slightly better than girls

nationally. In general, black African pupils did not attain as highly as black Caribbean pupils in mathematics but the reverse is true in science. Year 6 test results indicate that pupils whose only language is English performed better than pupils who have English as an additional language pupils in mathematics but there was little difference in English and science. There is no difference in the performance between black African and black Caribbean pupils in reading and writing at this age but those of a white Irish heritage attain more highly than indigenous white children.

5. The school's prospectus emphasises equal opportunities and working hard to raise standards of achievement for those ethnic groups particularly at risk of under-achieving. The school clearly does well in this regard. Challenging local education authority targets of 89% of pupils to reach the expected level in English and 84% in mathematics in 2002 for the end of Year 6 were surpassed. Over half the pupils reached the higher level in English and science. Five pupils reached a standard appropriate for pupils well into their secondary education. The school won an achievement award for 2001/2. Parents are justifiably happy with the standards the school achieves.
6. Currently the pupils are reaching the expected standard in English at the end of Year 2 in all aspects of the subject with reading being better than writing in the main. Pupils make very good progress in Years 3 to 6 in reading and good progress in writing. By age 11, their skills in all aspects of English are above average with little difference between the performance of boys and girls. Pupils show real enjoyment in reading and develop good skills in researching books to find information. Their handwriting is neat and their work is well presented. Spelling is often accurate. They use a good choice of vocabulary in their speech, aided by the good use of language specific to the different subjects. Pupils use their English well across the curriculum, as when they write as people in history and imagine what life used to be like.
7. Pupils' attainment in mathematics is in line with expectations at the end of Year 2 and they make satisfactory progress. The speed of progress picks up in Years 3 to 6 and by age 11, their mathematical skills are above average, particularly in number work. Pupils use mathematics well in other subjects, as in their work in science when they record and average their results after re-testing. They also use it well in information and communication technology when they create spreadsheets.
8. Pupils' attainment in science is at an average level at the end of Year 2 and well above average by the end of Year 6. Currently about half the pupils have sufficient skills and knowledge to reach the higher level in the subject at this age. They have plenty of opportunities to plan their own experiments and to ask questions, which they follow up, and they do particularly well in science as a result. The good focus on investigative science helps their all-round knowledge in the subject.
9. Pupils' attain well in history and geography throughout the school. They develop above average skills by the ages of seven and 11, making good progress and achieving well. Progress and attainment are at expected levels in design and technology, information and communication technology and physical education throughout the school and pupils achieve soundly. They use information and communication technology skills effectively in other subjects, as in art when they design. This good use helps their levels of attainment in other subjects.
10. In art and design pupils make satisfactory progress and achieve soundly in Years 1 and 2. By the end of Year 6, pupils' attainment is above average. They achieve well, particularly in Year 6, and make good progress. Pupils' attainment in music reaches

the expected standard by the end of Year 2 and their progress is satisfactory. Pupils achieve soundly. The rate of progress increases in Years 3 to 6 and pupils' knowledge of the theory of music, the quality of their singing and their listening and appraising skills are above expectations by age 11. Their compositional skills could not be assessed but the time devoted to this aspect cannot enable the pupils to achieve above average standards.

11. Pupils with special educational needs make very good gains in their skills, knowledge and understanding, so that by the age of eleven, they achieve very well in relation to their age and ability in most subjects. Their achievement in English and science by the age of eleven is very good and they achieve well in mathematics. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with specialist teachers or trained support staff and this has a positive effect on their learning and the standards they achieve. Able pupils make good progress in Years 3 to 6 because of the good match of work to their abilities and the good challenge in lessons. These arrangements enable many to reach the higher levels in national tests, including some who reach a level appropriate to pupils well on with their studies at secondary school.

Pupils' attitudes, values and personal development

12. Pupils enjoy school. Their attitudes both to school and to their learning are very good. They have very positive views about their school, which they were happy to share with the inspectors. They state that the school has '*a good reputation*'. They feel they '*learn a lot of new things but have fun as well*'; they spoke enthusiastically about the teachers, '*they really want to teach us and make learning fun*'. Pupils are highly motivated. They concentrate hard and are keen to contribute in lessons and participate fully in their different tasks and activities. The youngest children in the nursery and reception classes show a confident and mature approach both to work and within their relationships with each other. They listen attentively, concentrate well, and are developing very good social skills as they engage in their lessons and games. The children work and play very well together, happily sharing their toys and resources. Parents are particularly pleased by the way the school produces confident, well-rounded and socially very able pupils who are well adjusted and very considerate of others.
13. The standards of behaviour in and around the school are generally good, and parents reported that this gets recognised when they are out on school visits. The behaviour of the Year 5 pupils in swimming lessons is so good that the local swimming pool where they learn has sent every child a free swimming pass as a 'thank you' for their exemplary behaviour. The school has a very orderly atmosphere. However, there are a few pupils whose behaviour can be challenging. Where lessons are less well managed or the pace of lessons drops, a small minority of pupils can get restless and be disruptive. Pupils report that the school is a happy and secure place with little bullying. They state that the introduction of the 'playground friends' has helped to deal with any potential problems because pupils always know there is somebody they can go to. There are few incidents of oppressive behaviour and a high degree of harmony exists between pupils. There have been no exclusions in the school.
14. Relationships in the school are very good, both between staff and pupils, and amongst the pupils themselves. The school works hard to promote tolerance and kindness and pupils are good at ensuring that everyone is included in activities. Social development is promoted well and pupils rise to the opportunities. Pupils co-operate well with each other which promotes a good working environment and helps

their learning. They treat each other with value and respect, building well on the good role models of the staff.

15. Pupils' personal development is very good. Nursery and reception children undertake responsibility for their own learning very well when they have free-choice activities. Older pupils develop their initiative very effectively in the paired science projects with reception children. Pupils willingly undertake roles of responsibility around the school with school council representatives, playground friends and class monitors undertaking various tasks. Volunteers also do photocopying, take messages, water the plants or simply take care of each other in the playground. The pupils are very enthusiastic about these different roles of responsibility. The school council has been very successful in instigating change and pupils' spoke enthusiastically about the upgrading of the toilets and access to the grass area at lunchtime, which has resulted from their suggestions. Pupils also raise money for charities. The whole school community contributed to the successful playground friend scheme.
16. The current overall attendance level of pupils in the school is good and above the national average. Where there are absences these are frequently due to parents taking their children on holiday in term time or outbreaks of illnesses. However, unauthorised absences are slightly higher than normal, with a small number of pupils showing a large number of absences. This is largely due to the school not authorising holidays in school term time. Punctuality to school in the morning is a major problem. There are a significant number of parents who are bringing their children to school late on a regular basis and this interrupts the start of day for the rest of the class.

HOW WELL ARE PUPILS TAUGHT?

17. Almost two-thirds of the eighty-three lessons observed during the inspection were good or better and one lesson was excellent. Approximately one-sixth of all lessons were very good. Two lessons were unsatisfactory. Overall, the quality of teaching is good. Teaching is good overall in the nursery and reception classes and it is particularly strong in the nursery. It is satisfactory in Years 1 and 2 but stronger in Year 2. It is good overall in Years 3 to 6.
18. Teachers have good relationships with the pupils and manage them well in almost all classes. In the vast majority of classes, pupils behave well as a result and are eager to learn. Pupils in Year 1 are not managed well enough and the pupils in this year group do not continue the same rate of progress as they make in the nursery and reception classes.
19. Teachers know the pupils well and preserve a good atmosphere in classes. This enables the pupils to feel confident to contribute answers and to want to do their best. Pupils achieve much work in lessons as a result. Teachers question pupils well to check on their previous understanding and to revise on the previous lesson, although sometimes the introduction to lessons is too lengthy. This questioning helps the teachers to assess the pupils' levels of retention of important knowledge and to set the scene for new learning. Teachers also question pupils well throughout lessons. In a Year 6 lesson, pupils' ideas were sought directly about two poems they were comparing. "What is the poet trying to achieve by writing in this way?" the teacher asked, which made the pupils think deeply about the content of the two styles of poems. In some lessons, specific questions are asked of pupils who have special educational needs so that they too contribute to the general flow of discussion.

20. Lessons are well planned. Teachers research the content of their lessons effectively, which enables them to deal with the pupils' questions as they arise. The learning intentions for lessons are clear. However, best use is not always made of this good idea. Sometimes the learning intentions are written on the board and not referred to. At other times, they are discussed but in terms that are too adult for the pupils to understand. On some occasions, much time is wasted as pupils copy them down in their books. This takes up a significant amount of time, particularly for younger pupils who find it difficult to write out the words. This apart, the pace of lessons is usually good. In the main, however, teachers do not clarify enough for the pupils what it is that they are looking for in terms of successful outcomes.
21. The teaching of English and mathematics, including numeracy and literacy, is good in the main but with some development needed in the use of mental work at the beginning of mathematics lessons in some classes. In more than half the lessons observed, this aspect was missing. The teaching of mathematics is good overall and never less than satisfactory with a good awareness of the needs of different abilities. The Literacy Strategy has been introduced to good purpose. The quality of teaching is the same for all subjects and in Years 3 to 6 there is a spread of good teaching across the different subjects.
22. Where specialist teachers are employed part-time, as in music, the teaching is mostly good and often very good and this facilitates good pupil progress. The music teachers have a very good level of expertise and enthuse the pupils with their skills in performance and knowledge of the subject. Pupils make very good progress in aspects of music as a result, particularly in their theoretical knowledge of music, their listening and appraisal skills and in the quality of their singing by age 11. The two teachers' own enjoyment and enthusiasm for the subject clearly convey themselves to the pupils in music and are shown in the way the pupils participate in the activities with much enjoyment and with a good maturity for their age.
23. Teachers make good use of resources in many lessons. This good use helps the pupils to understand the work and to take an active part in learning, though more use of resources would be beneficial in mathematics lessons to help pupils' understanding. For example, Year 2 pupils' understanding of the position of numbers in tens and units was much enhanced in one mathematics lesson by their use of bundles of straws. In a science lesson about the different parts of plants, pupils studied the effect of water being sucked up by celery and watched the leaves change colour. Roman artefacts were used well in history so that pupils understood the use of evidence to inform periods of historical study. Resources are arranged well for ease of access when preparing lessons. They are managed well in lessons, as when selected pupils give out the disks in information and communication technology lessons.
24. Teachers make good use of the immediate outside environment and further afield to develop learning. Year 4 pupils went outside to study shadows and observed the relative position of the object, sun and shadow. This worked well and helped the pupils to understand the concept of how shadows are formed. The follow up activity in class was not as successful when the teacher tried to further the concept with a torch. This did not work effectively because the idea had not been fully practised beforehand and the light from the windows did not facilitate clear enough shadows. Teachers make very good use of visits to places of interest and also of the museums and art galleries to further pupils' understanding. They also use members from the community to enhance pupils' knowledge, as when university students work

alongside pupils in the study of 'King Lear' and when members from the community relate their experiences of World War 2.

25. Teachers make good use of teaching assistants to support those who find difficulty in their learning. They support the pupils with English as an additional language effectively so that they make good progress in lessons and over time by working alongside them and ensuring they know what they have to do. All pupils are fully included in lessons and good arrangements are made to challenge the pupils who attain more highly. There has been a recent initiative to provide extra tuition to very able pupils in science and this works well. They came up with some interesting individual investigations about bubbles, such as exploring the effect of the shape of the blower on the type of bubble produced and varying the constituency of the bubble mixture. Not all teachers are aware of those who are gifted and talented because there is no specific register of them.
26. Teachers make good use of literacy, numeracy and information and communication technology across the curriculum, as in history, geography and science and this furthers the pupils' skills in these subjects and brings coherence to their learning. In a Year 6 art lesson, pupils made good use of their knowledge of symmetry to analyse the pattern in the creations by William Morris. In science lessons, pupils use their literacy skills to good effect to predict the results of their experiments and to reason their conclusions.
27. Good use is made of language that is specific to different subjects. In music, terms such as 'legato', in information and communication technology, 'decisions' and 'properties'. In science, Year 5 pupils were informed about 'xylem vessels'. Year 6 pupils considered the 'primary' and 'secondary consumer' in their study of chicks. Such good use brings an extra dimension to the acquisition of knowledge and pupils then begin to give back this language in their own work.
28. The quality of teaching of pupils who have special educational needs is good. Teachers and learning support staff know the pupils very well and have very good relationships with them. Learning support staff liaise well with teaching staff to provide effective support in lessons. Most pupils are taught within the classroom.
29. The school has excellent assessment procedures and staff use the outcomes of this information to plan activities that are well matched to what pupils know and can do. This is a good feature of planning in most lessons and one of the main reasons for the overall good progress that pupils make in English, mathematics and science by the end of Year 6. Work is marked up to date. A key feature of the marking of work is the setting of a written question to which the pupils respond in writing that helps the teachers to assess the pupils' level of understanding. In the nursery and reception classes, teachers undertake assessment of the children's performance in the various daily activities that they undertake. This helps these teachers to plan the next steps in learning.
30. Homework is used to good effect throughout the school to follow up work done in class, to prepare for future learning and to improve further pupils' reading and spelling skills. The amounts set are ample and contribute to the good progress that pupils make in the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

31. All pupils benefit from a good and interesting range of activities that are relevant, well balanced and broadly based. Schemes of work match the requirements of the National Curriculum in most respects. There is not yet any use of information and communication technology in music because the school does not have appropriate software for this. Apart from this minor omission, curriculum content is covered in sufficient depth so that pupils reach, and in many instances exceed, the intended levels of knowledge and understanding in different curriculum subjects for pupils of different ages. The pupils are made aware of the safe use of drugs and consider matters related to their own health, such as healthy eating. Governors have made a statement regarding sex education and the school has identified this aspect of the curriculum for development next year.
32. The school has been successful in implementing the National Literacy and Numeracy Strategies and is effective in teaching these. It provides opportunities for pupils to use literacy and numeracy skills well in subjects like science, religious education, history and art and there is currently a focus on writing skills in order to address weaknesses identified by the school in this area. Information and communication technology skills are systematically taught and opportunities are provided for pupils to use and develop these skills in other curriculum areas, such as English, in which there are ample opportunities for pupils to word-process their work. Year 4 pupils wrote about the multi-cultural nature of the class and many of them used the computer to present their work.
33. The school has developed a good quality learning environment. There are well presented displays of pupils' work, easily accessible resources of good quality, and a pleasant atmosphere that facilitates pupils' study in the school.
34. Good provision is made for personal, social and health education throughout the school and a variety of people visits to promote pupils' understanding of important issues like pupils' rights. There is a shared commitment to encourage pupils to grow and develop as young people.
35. Good use is made of national guidance in the planning of the foundation subjects, but in some subject areas, like science and art, the school has developed its own schemes of work. There is a strong culture in the school for consultation and discussion amongst teachers in considering all aspects of the curriculum, its planning and improvement. These discussions contribute to the good quality of the curriculum provided. The school works hard to consider the needs of all pupils and to effect the most appropriate curriculum for them. There is a planned programme for collective worship and the school follows the diocesan programme for religious education. This was subject to a separate inspection.
36. Extra-curricular activities are very well provided for and the school is currently one of the first in Tower Hamlets to be considered for a Quality Assurance Award for study support. The extensive list of activities made possible by the New Opportunities Fund includes computer clubs, football, gymnastics, cricket, athletics, drama and cooking. In addition, there is a wide range of outings and projects each term. Pupils visit the library regularly and use the nearby Museum of Childhood for historical studies, as in their study of homes. They visit the Royal Institute of Science to study anatomy in action. Through experiences like these, pupils see themselves as part of a rich and varied world. The local community makes an excellent contribution to the curriculum. A fire-fighter teaches pupils how to keep safe and deal with a fire. A well established link with a local information and communication technology company brings in their

employees to provide one-to-one reading and mathematics tuition on a regular basis. There are very good links with the church.

37. All pupils enjoy very good access to, and opportunities in, the curriculum, including those with special educational needs and those who have English as an additional language who generally make very good progress as a result. Provision for these pupils is very good. The school has established a revised comprehensive policy for special educational needs that is reflected in everyday provision and complies with the new Code of Practice. There are individual education plans for each of these pupils. The school is in the process of reviewing the way these plans are written. At the moment, they are satisfactory, but many targets for those with special educational needs are too vague to be measured and are, therefore, of limited use as a tool to give clear teaching support. Gifted and talented pupils make good progress because, in the main, they are presented with tasks that are appropriate and matched to their ability.
38. The school is highly committed to providing equal opportunities for its pupils. All pupils are fully included in the life of the school, enabling them to benefit from the many learning and social opportunities provided. Boys and girls work co-operatively together and are given equal status. Pupils who are withdrawn from lessons for additional learning support in literacy and numeracy are monitored to ensure that the benefits they receive from this extra help outweigh any disadvantages. Usually, such support is given when the rest of their class is engaged in similar work. The Race Equality Project that has involved all staff, governors, some parents and a cross-section of pupils has proved most successful in raising awareness of any issues specific to the school community. These have been addressed in workshops and the project has been extremely useful in helping the school review its race equality policy.
39. The school has good links with other schools, such as the secondary schools the pupils transfer to at age 11 and with other Roman Catholic primary schools in the diocese. It offers places to students on initial teacher training courses and they undertake training in the school. Students from other institutions are offered training places where their courses involve future work with children.
40. The provision for spiritual, moral, social and cultural education is very good with many strengths in all aspects. The provision for spiritual development is very good. It is mainly fostered through the religious teaching and strong Christian ethos in the school and this is fully supported by all staff. Through their religious education studies, acts of worship and daily prayers, pupils are given many well planned opportunities to reflect on their own worth and their place in the world. For example, pupils in Year 6 looked in detail at rules and regulations to see if they were necessary. They came to the conclusion that they would not be free to be themselves without them. Pupils listen to stories about a variety of people and events and learn about the qualities of love, patience, tolerance, compassion and harmony to be found in others and to relate them to themselves.
41. The provision for pupils' moral development is also very good. It is actively supported by all members of the school community resulting in a calm and purposeful atmosphere. Staff provide good role models in their dealings with each other and their pupils. Pupils are taught right from wrong from the moment they join the school and are encouraged to reflect on their behaviour and the impact it can have on both adults and other pupils. School rules are kept simple and are readily understood by all. Each class also negotiates its own set of rules that are sometimes displayed to remind pupils of their importance. The high moral and ethical values that are

promoted by Christianity are constantly reinforced by staff throughout the school day and by parents when the pupils are at home.

42. There is very good provision for pupils' social development. The high quality of relationships throughout the school supports this very well. Pupils willingly take responsibility and are provided with many opportunities to look after resources, the environment and each other. The active school council gives pupils opportunities to discuss sensibly and thoughtfully issues about school that they consider important. Through this, they learn the importance of the democratic decision-making process and to abide by the will of the majority. Even the youngest children are encouraged to perform responsible jobs, such as taking packed lunch boxes to the hall. Older pupils work as playground friends to avoid any pupil feeling isolated and alone. They also perform a variety of jobs, such as helping teachers prepare for lessons, caring for the class animals, including the recently hatched chicks, and giving out equipment. They also understand that they have social responsibilities in the wider world and regularly collect money for a variety of charities. The weekly celebration assemblies recognise pupils' successes and achievements. However, the pupils commented that they work hard and behave well because they want to, and any rewards received are simply recognition for what they do naturally.
43. Pupils learn a great deal about their own and other cultures in various subjects, including religious education, music, art, history and geography. In art they study the work of famous painters from other lands, such as Van Gogh. The art and design and technology work, based on their studies of African masks seen in the British Museum, is of a very high standard and the prominent displays show the value the school puts on such work. Geography lessons teach them about life in communities very different from their own, both in this country and further afield. Year 2 pupils look at life on a fictional Scottish isle; Year 4 pupils find out about life in India and in Year 5 they study a village in the Yorkshire Dales. During these studies the pupils are encouraged to reflect on the differences between those areas and their own lives in Bethnal Green. In history, pupils learn about events and famous people, such as Florence Nightingale and Mary Seacole, who have had an impact on the world we live in today. The many visits to museums help pupils to develop an understanding of life in the past, as well as how their own and other cultures have developed. Pupils' own cultural roots are highly valued and feature in many attractive displays. Pupils in Year 4 wrote about their own family backgrounds and traditions to share with their class.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides a very caring and supportive environment. Its provision for pupils' health, welfare and guidance is sound, and makes an effective contribution to their personal and academic development. Parents feel that teachers nurture the children. The procedures for monitoring and supporting pupils' personal development are effective, although not formalised. Teachers and their support staff know their pupils well and will act quickly when they see a need.
45. Effective procedures are in place to monitor and promote discipline and good behaviour. The development of the behaviour policy profits from consultations with governors, staff, parents and pupils. It clearly highlights the school's expectations and identifies the responsibilities of staff, parents and pupils. There is a clear system of rewards and sanctions, which effectively promote pupils' moral and social development. Pupils are aware of how they should behave and this is reflected in their generally good behaviour and the orderly atmosphere in the school. Procedures to monitor and eliminate oppressive behaviour or bullying are very good. Pupils know

what to do and who to go to, and feel confident that any concerns will be dealt with quickly.

46. Procedures for monitoring and improving attendance are good. The school keeps parents informed about their responsibilities for ensuring their children attend school regularly and promptly. However, frequent prompting to ensure parents bring pupils to school on time is not working. Many parents are simply not allowing sufficient time to get their children to school on time at the start of the day. Attendance figures are closely monitored and evaluated to ascertain the reasons for absences and to enable the school to address areas of concerns. There are good links with the educational welfare officer, who attends the school regularly and follows up issues as necessary.
47. The systems for ensuring pupils' health, safety and welfare are sound. Working parties have been meeting over the past year to develop various different policies and define new practices. The school has appropriate procedures and guidelines for child protection. Whilst those with responsibility have received recent training, the school is aware that others, especially new members of staff, need to be up-dated on these issues. There are clear systems in place to take care of the medical needs of pupils and those who have minor accidents or fall ill during the day. Other facilities have been introduced to support vulnerable pupils, such as bereavement counselling and the 'circle of friends' initiative to help build relationships. The school has appropriate links with the relevant external agencies.
48. There is a suitable health and safety policy and well-established systems in place to address the issues of safety and security of pupils in and around the school and when out on visits. The schemes of work for science and design and technology include risk assessments in relation to the activities that are carried out. The headteacher, site manager and the health and safety governor undertake regular health and safety checks and risk assessments, before reporting back to the Governing Body. The governors take their responsibilities for health and safety issues seriously.
49. Pupils with special educational needs are supported effectively in the classroom. The impact of support on pupils with special educational needs in the classroom is positive. The support staff have very good relationships with pupils and use this effectively to encourage, guide and support their academic and personal development. Links with a range of external support agencies are well established and the school makes very good use of the support available to provide help for those pupils with specific difficulties.
50. The assessment procedures for pupils with special educational needs are extensive. The special educational needs co-ordinator works very closely with the school's assessment co-ordinator and together, they make very good use of the information. Individual pupils are tracked and monitored to ensure that each year, they are making good progress in line with their capabilities. Intervention strategies are put into place, particularly to support learning in the key areas of literacy and numeracy, where it is felt that the pupil will make more progress if he or she is given a special teaching programme.
51. The procedures for monitoring and supporting all pupils' academic progress are excellent because of the very good skills, knowledge and the enthusiasm of the very hard-working assessment co-ordinator. Record keeping is very thorough, particularly in English, mathematics and science. Pupils' individual performances and the progress of groups of pupils, defined by gender, ethnicity and home language, are tracked very thoroughly throughout the school. The very good marking and feedback

policy, founded on good research evidence, helps to ensure that there is a very good level of consistency in practice across the school. Teachers set improvement targets for the class and for individual pupils and these are used to improve pupils' work over time. The school makes very good use of assessment at the end of the foundation stage and analyses the children's performance in the different areas of learning. These ensure that the children who are achieving well or experience difficulties in their work are noted at an early stage in their school careers.

52. The school analyses very thoroughly the pupils' responses to individual questions in national and other yearly tests that the pupils undertake. The school acts on these to plug gaps and improve the quality of its teaching programme, including spelling. In this regard, detailed analysis indicates specific rules of spelling that need to be worked on to improve accuracy. The assessment co-ordinator compares different groups of the same age in different aspects of their work to keep track of their respective performances. Analysis of tests and the tracking of cohorts of pupils is discussed at senior management team meetings and resources are deployed appropriately. The performances of individual pupils are used to decide which pupils get more teaching assistant support, particularly those pupils who have English as an additional language. This ensures that this part of the staff is well deployed. Pupils are screened for their speaking and listening skills and reading and this helps to identify those who need extra group support. An extra Year 6 mathematics group was formed and is being taught separately as a result of such analysis so that pupils obtain more individual attention. Pupils who show particularly good progress and those who are found to experience learning difficulties are provided with special work. The action taken and the very good arrangements made, as a result of the assessments undertaken, are key features in the good progress that the pupils make in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school's partnership with parents is very good. Parents have very positive views about the school. They are made to feel welcome, and particularly value the invitation to Masses. They appreciate the 'open door' policy and the fact that the school encourages suggestions and takes any concerns they have seriously, handling them sensitively. They feel the school is well led and managed; that the teaching is good; their children are encouraged to work hard and they make good progress. The parents' questionnaires identified a few concerns. Eighteen per cent of parents who responded made comments about the amount of homework provided. Pupils feel that amounts of homework are appropriate. The inspection team's view is that amounts are ample, though reasonable, and it is generally used appropriately. Twenty-six per cent of parents expressed concerns relating to the range of activities offered after school. The inspection team's view is that the extra-curricular activities offered to pupils are very good. The school has won a Charter Mark for its after-school provision.
54. The quality of information provided for parents is very good. Parents feel they are kept well informed and find the school open and the staff accessible. Information regarding the school and its activities is detailed in the school prospectus and the governors' annual report to parents. Regular contact with parents is maintained through regular news sheets and updating letters informing them of forthcoming activities or events. The home-school reading record provides excellent day-to-day contact between home and school. Curriculum information including details of work to be covered is circulated to parents each term and enables them to see what their children will be doing during the course of the year. Parents have frequent

opportunities to speak with staff, meeting the teachers at the start and end of the day and at the termly consultation evenings. Parents are kept well informed about the progress their children are making with interim progress statements and the annual reports, which provide an overview at the end of the year. Parents are regularly consulted about different issues, such as the school improvement plan, school uniform and meeting times.

55. Parents make a very good contribution to their children's education and this is having a very positive affect on their progress and learning. The school warmly encourages parents to become involved in their children's learning both at home and by helping out in the school. A small number of adults help out on a regular basis by listening to reading, working with literacy and numeracy groups, helping in the library or providing assistance on school trips. Parents regularly share books with their children at home, and this contributes to the good progress pupils make in reading. Likewise, the paired science programme has helped stimulate pupils' interest in science throughout the school. School events, such as class assemblies, special Masses, Christmas events, consultation meetings and curriculum evenings are always well attended. The parents who attend the weekly 'Parents Literacy Group' are enthusiastic about the knowledge and skills they are acquiring, which are enabling them to help their children at home. The involvement of the parent representative group from each class also makes a valuable contribution to the school. These parents work closely with the school, reviewing and commenting on various policies, as well as helping to run a number of social events each year. These are well attended and also help to generate additional money for the school through some fund-raising initiatives.
56. The involvement of parents with pupils who have special educational needs is good. The school acknowledges and draws upon parental knowledge and expertise in relation to their children. The school ensures that parents are informed of any emerging problems at a very early stage. They are kept fully informed of what is being done in the school to help their child and are given assistance in how to access external support if this is thought necessary. However, parents of these children are not given enough opportunities and advice to help their children with individual tasks and activities at home. While this is often done informally, individual education plans do not often make reference to parents or carers.
57. Parents are fully involved at annual review meetings for those pupils with statements of special educational needs and English as an additional language. A new initiative by the school is for both parents and the pupil to be part of the annual review process, with the child being an integral part of the review if this is feasible. With older pupils, this is effective in ensuring that their views and wishes are taken into consideration.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Both the leadership and the management of the school are very good. The calm and efficient management of the school enables all staff to fulfil their duties with a sense of individual commitment and contribution to the whole. All subject co-ordinators have individual action plans and these give them a specific focus for the development of their individual responsibilities.
59. There is a very clear direction for the work of the school. The school improvement plan is very thorough and it maps out the initiatives for the coming year and the following years in a clear and purposeful way. This ensures that all know what their responsibilities in the plan are, through the criteria for the success of the initiatives. The areas for improvement are very appropriate for the school's stage of development. The school's aims are good and well met in practice. They provide a

clear sense of purpose and mission for the school's work. There is a high level of parental satisfaction.

60. There are very thorough systems to manage and lead the school. There is a clear brief for the senior management team to oversee the raising of standards and the tracking of pupils' progress throughout the school. Senior management team meetings have clear agenda and the decisions reached in them are minuted. Staff meetings are regular and purposeful and relate to the initiatives outlined in the school improvement plan. The planned cycle of work scrutiny and the monitoring of teaching and learning are assisting the school to reach good academic standards by the end of Year 6. The school is keen to improve and provide the best possible education for its pupils. It is involved in several Local education authority initiatives, such as an assessment project and this has contributed much to the excellent systems in place.
61. There is a good relationship between the headteacher and staff and the governing body. The governing body is led effectively by a well informed chair who gives a purposeful lead to its work. The committee structure is appropriate and all committees have specific terms of reference to guide their work. They meet regularly twice each term and this enables them to keep the full governing body, which also meets twice termly, fully informed of its business. The governing body approves all policies after they have been debated in the relevant committees, which ensures that all are aware of what has been agreed. The governing body has a clear understanding of the school's strengths and its areas for development through its monitoring arrangements, its links with individual subject co-ordinators and the reports of visits. It fulfils all statutory responsibilities. The annual report for parents is an attractively produced, detailed and impressive document and includes a section on spiritual development, which is clearly important to the school and born out by the quality of this aspect of the school's work.
62. Good arrangements are in place to involve subject co-ordinators in the monitoring and evaluation of teaching and learning, particularly in respect of English, mathematics and science. These arrangements, together with the excellent work of the assessment co-ordinator, are largely responsible for the improving standard of work and the very good results obtained at age 11. The leadership and management of the special educational needs co-ordinator are very good. The co-ordinator has completed extensive training and has led staff meetings to ensure that all staff are aware of new procedures. New recording systems have been introduced effectively and a thorough audit of the school's special needs provision has been made to ensure that all staff are doing as much as they can to help pupils make good progress in their learning. She has a clear view of what the school does well and what it needs to do to improve.
63. The financial management of the school is very good. Grants, such as those to support ethnic minorities, pupils for whom English is an additional language and pupils with special educational needs are used for their intended purposes. The finance committee meets regularly ahead of governors' meetings and its members monitor spending closely. There is a very clear link between the budget and the school improvement plan. Subject co-ordinators propose purchases for their areas of responsibility and reason their wishes before the senior management team makes whole school decisions about spending allocations. Subject leaders manage their own budgets well. The school ensures that it applies the principles of best value when making purchases and in its use of staff. The head teacher sees and signs all requisitions and this assists the financial monitoring process.

64. A recent local education authority audit of the school's financial procedures gave a sound judgement of the way the school manages its finance. A recent review visit by the local education authority has shown it is pleased with the way the school has acted on its recommendations and these were included in the school improvement plan.
65. The school is adequately staffed, with a good spread of qualifications. There is a good balance of age and experience and this means that staff are mutually supportive and function as an effective team. Although the school has problems recruiting teachers, there is a core of stable staff who have a good rapport with the parents, who have developed and refined curriculum planning and given good support to new or temporary teachers. All staff, whether experienced or temporary, work hard and have very good relationships with the pupils. The school's decision to give long-term contracts to supply staff, where these are warranted, helps significantly to stabilise the staffing situation. Support staff make a valuable contribution to pupils' learning and school life generally. Staff development is driven primarily by the school improvement plan, with a secondary consideration being individuals' development needs. These are arrived at through a performance management that is managed effectively. Newly qualified staff have good induction procedures and are given good support.
66. The administrative staff undertake their duties in a friendly manner and ensure that visitors to the school receive a warm welcome. They fulfil their roles effectively so that the school's clerical and financial systems are administered well on a day-to-day basis. The school's site manager fulfils his duties well in a pleasant manner and ensures that the school and the site are kept clean.
67. Overall, the school has a good range of resources in most subjects to support teaching and learning. They are very good in science. They are satisfactory in mathematics, art, geography, physical education and music. The range of children's books is extensive and of good quality, although the infants' library is currently disorganised and consequently inaccessible to the children. Information and communication technology resources are adequate, although the provision does not include large-scale display facilities to allow for whole class work. Resources for pupils with special educational needs are good and are purchased for the specific needs of the children.
68. The school's accommodation is good in the main. The amalgamation of the school has given the school two good sized halls. Most classrooms are of satisfactory size, although some can be cramped during more practical activities. The playgrounds are satisfactory in area for the number of pupils on roll. There is a good external environment with very good provision for the nursery children, although a much more confined external space for the reception children. There is an environmental area, sensory garden and some lawned areas and these are used well for learning and recreation. Plans have been prepared to improve the accommodation further and an ambitious project to create improved staffing and administrative areas, two new classrooms and further garden areas is about to start. The lack of field space is overcome by use of nearby parks and the two good halls.
69. The pupils begin the nursery with a generally below average level of attainment in communication, language and literacy. The pupils' behaviour in the school is good. The relationships amongst the pupils and between staff and pupils are very good, as are the pupils' personal development and attitudes. Pupils make good progress in the nursery and reception classes and satisfactory progress in Years 1 and 2. Pupils

make good progress in Years 3 to 6 and reach above average standards in English, mathematics and science and in art, history and geography and in some aspects of music. Teaching is satisfactory overall in Key Stage 1 and good in the main in Key Stage 2. These factors are set against a high average income per pupil. The school provides good value for money at this point in time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The school has made good progress since its amalgamation two years ago and by the end of Year 6 pupils have achieved well. Pupils' levels of attainment are above expectations in several subjects at this age. Nevertheless there are some areas for improvement in the school. In moving forward with its next stage of development, the headteacher, staff and governors should take action with regard to the following.

- Improve the start of mathematics lessons by making better use of mental and oral work and facilitate pupils' understanding in the subject by an increase in the use of resources;
(Paras 21, 103, 104)
- Refine the use made of learning intentions so that they are shared with pupils in a more meaningful way;
(Para 20, 103)
- Re-organise the infant library to make it attractive to pupils and show them that the school wishes to educate pupils to value and appreciate books;
(Paras 68, 92, 97)
- Improve pupils' punctuality at the start of the day.
(Para 16, 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	38	28	2	0	0
Percentage	1	17	46	34	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	390
Number of full-time pupils known to be eligible for free school meals	0	176

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	4	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	90

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	02	22	33	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	17	22
	Girls	29	28	33
	Total	48	45	55
Percentage of pupils at NC level 2 or above	School	87 (N/A)*	82 (N/A)*	100 (N/A)*
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	20	21
	Girls	27	31	31
	Total	43	51	52
Percentage of pupils at NC level 2 or above	School	78 (N/A)*	93 (N/A)*	95 (N/A)*
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

* not reported due to amalgamation.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	29	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	20	24
	Girls	29	20	29
	Total	54	40	53
Percentage of pupils at NC level 4 or above	School	98	73	96
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	20	26
	Girls	29	20	29
	Total	55	40	55
Percentage of pupils at NC level 4 or above	School	100	73	100
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

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	97	0	0
White – Irish	55	0	0
White – any other White background	27	0	0
Mixed – White and Black Caribbean	14	0	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	53	0	0
Black or Black British – African	65	0	0
Black or Black British – any other Black background	7	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	23.6
Average class size	27.85

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	383

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	75
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.0

Total number of vacant teaching posts (FTE)	4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	02/03
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	£
Total income	1,272,469
Total expenditure	1,298,582
Expenditure per pupil	3,129
Balance brought forward from previous year	45,847
Balance carried forward to next year	19,734

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	415
Number of questionnaires returned	282

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	2	1	1
My child is making good progress in school.	56	37	5	1	2
Behaviour in the school is good.	49	44	3	0	4
My child gets the right amount of work to do at home.	44	39	11	3	4
The teaching is good.	59	35	1	1	4
I am kept well informed about how my child is getting on.	45	36	14	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	29	4	1	2
The school expects my child to work hard and achieve his or her best.	65	31	1	0	2
The school works closely with parents.	42	43	9	2	5
The school is well led and managed.	41	48	3	1	7
The school is helping my child become mature and responsible.	48	44	2	1	5
The school provides an interesting range of activities outside lessons.	35	39	11	4	11

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Teaching in the nursery is very good and it is good in the two reception classes, enabling the children to make good progress by the end of the foundation stage in all areas of their learning. Teaching is better overall in the nursery because the nursery teacher is a very experienced member of staff. Much of her career has been spent teaching young children. Her considerable teaching strengths are evident in her secure knowledge of the foundation stage curriculum and the way she plans first-hand learning experiences within each area of learning. Learning support staff are used very well in the nursery to support the very good teaching of basic skills.
72. Temporary staff, one of whom is an experienced teacher, are currently teaching the children in the two reception classes. Teaching is good overall in both classes. The teaching of basic skills, particularly in language, literacy and communication and in mathematical development is good. This means that the good progress children make in the nursery is built upon effectively. Consequently, by the time children are ready to move into Year 1, they have achieved well from when they first entered the nursery. One of the particular strengths in the foundation stage are the very good procedures for assessing what children know, understand and can do to provide learning activities that are well-matched to their abilities. The very good assessment procedures identify those children who have special educational needs and early support is given to support their learning.
73. Children who have English as an additional language are given very good support and are monitored rigorously. They learn English rapidly as a result. The school monitors the progress of all ethnic groups and those who have special educational needs and they track the comparative achievements of boys and girls. Such effective procedures ensure that children experience a fully inclusive education in the foundation stage.
74. The co-ordinator leads and manages the foundation stage well. An effective team of teaching and support staff ensures that children of all abilities and language development receive a good range of learning opportunities. Accommodation and resources for children in the nursery are currently better than in the reception classes. However, the school has new building plans in place and these differences have been acknowledged and will soon be addressed. Relationships with parents are very positive. Parents think highly of the school and are appreciative of the work all staff do to support their children.

Personal, Social and Emotional Development

75. The majority of children enter the nursery with skills in personal and social development below those typically found. By the time they leave the reception classes, most children are achieving the early learning goals in this area. This represents good achievement and is a reflection of the consistently good teaching they receive. In the nursery, the teacher and support staff focus on developing independence by giving children many opportunities to make decisions and choices. The good quality resources and accommodation, particularly the very good outdoor accommodation, is used very effectively to promote opportunities for children to develop good relationships, share resources and take turns in the many activities

organised for them. Snack time is used well to reinforce social skills. If the weather is fine, children sit under the tree outdoors, where they help themselves to juice and fruit and chat quietly to their friends.

76. In the reception classes, children show a developing awareness of right and wrong. The teachers use stories well to introduce situations where children talk about being helpful to others. Teachers use questions well to challenge children's assumptions about right and wrong behaviour. This is effective and most children are able to appreciate the importance of considering others.

Language, Literacy and Communication

77. The majority of children enter the nursery with immature skills in speaking and listening. In particular, children's vocabulary is quite limited. A high proportion of children do not have English as their home language. They are given very good quality support and, as a result of this very good practice, most children reach the standards expected for their age by the end of the reception year. This represents very good achievement for these children. Speaking and listening skills are taught very effectively in the nursery. All staff speak very clearly and constantly engage children in conversation with a clear focus on extending their vocabulary. The teacher plans special activities, with adult support, for those children who do not have English as their home language. These are very well planned and monitored and, as a result, new words are learnt rapidly. Those children who are identified as having special needs in speech and language are given teaching support in either one-to-one situations or in small groups, and this ensures they make good progress.
78. In the reception classes, the good work in the nursery is built upon. Teachers introduce a gradual approach to the more formal elements of the Literacy Framework and by the summer term, most children are able to engage in the Literacy Strategy well. In both classes, literacy lessons are taught with a clear focus on developing basic skills in reading and writing. Lessons are well planned, with a good range of activities planned for different ability groups. All children are encouraged to present their work well in books. The majority of children are writing for a range of purposes, for example they write captions for their drawings, or write instructions for making a sandwich. Higher attaining children write simple sentences, for example, 'I use water to brush my teeth and wash my clothes'.
79. Reading skills are taught effectively and children are encouraged to take books home every evening. When reading independently, children show a range of skills, but all tackle unfamiliar words with some confidence and use a good range of strategies, such as trying to sound the word out. In lessons, children show clear enjoyment of shared stories. Teachers use questions well to probe their understanding of the story and give children many opportunities to talk about what they think is going to happen next, so their skills of prediction are improved.

Mathematical Development

80. This area of learning is taught well and the children make good progress. By the end of the reception year, the majority of children reach the standard expected for their age. All staff make good use of everyday opportunities to extend awareness of number and to develop good mathematical vocabulary. For example, in both the nursery and reception classes, registration periods are used to good effect to enable children to count the number of their friends who are present, work out who is absent, then subtract this from the overall total. One teacher, introducing the concept of

estimation, even used the current outbreak of chickenpox to get children to estimate the number of chickenpox they had. Children found this very funny, but were good at estimating the overall number; "I think I must have had about 90". Very quickly, the teacher further developed this by saying, "How many is that number less than 100?" This represents good teaching of basic skills. It also keeps children on their toes and mentally alert. Good support is given to those children whose home language is not English. They are usually taught in small groups with a learning support assistant to focus on a specific concept or to extend particular vocabulary. For example, one small group worked on the mathematical language 'more than, less than, estimate and guess'.

81. Those children with special educational needs are given good support and taught in very small groups of two or three so the teacher or learning support assistant can closely monitor their individual responses and immediately correct any misconceptions. This is effective and as a result, children make good progress and achieve well against the targets set for them.

Knowledge and Understanding of the World

82. Children enter the nursery with limited basic general knowledge and have skills below those typical for their age. In the nursery, the accommodation and resources, particularly the very good outdoors accommodation, is used very effectively to provide a wide range of active learning experiences to extend children's knowledge and understanding. This is built upon in the reception, although the reception teachers do not have access to such good resources and outdoor accommodation. However, they make best use of what they do have and, as a result, by the end of the reception, most children reach the standards expected and they have achieved well.
83. In the nursery, children extend their information and communication skills as they work in pairs, supported by a student, to search an Internet site and find out about the birds of prey organisation whose representatives are to visit the school later in the week. They find information about owls and hawks and use the mouse to scroll images up and down the screen. They print out what they have found to share with the rest of the class. Natural science skills were developed very effectively when they took a keen interest in the owls, hawks, and an American bald eagle brought in by a visitor. Children gazed in stunned silence at the birds and watched in awe as the owl flew silently above their heads. They clapped spontaneously, as they saw an American bald eagle for the first time. The bird was much bigger than most of them and was in very close proximity to them, but they were well supported by staff and showed confidence and excitement as they gazed intently at the bird. This had a very good effect on their awareness of the wonder of nature and the features of living things. It also provides a good example of how the school develops children's knowledge and awareness with a wide range of first-hand learning experiences.
84. In the reception classes, early science investigation, research and recording skills are taught well. Children are given good opportunities to use the school garden to find mini-beasts, which they carefully observe, draw and categorise into groups. They use simple research techniques as they use books and the Internet to find out more about snails. They use their senses well to find out about the world, as when they explore the school's own sensory garden, which staff use to good effect.
85. Design and technology skills are developed well as children make models of space ships and planets to support their work on space. They develop early history skills as

they learn about how things change over time and develop geography skills on visits to the immediate locality of the school.

Physical Development

86. Children make good progress in the development of their physical skills and most reach the standard expected in this area of learning. Teaching is good. They make good progress in their use of tools, such as scissors, and writing and drawing implements. In the nursery, the very good outdoor equipment is a strong feature of physical development and has a very positive effect on learning. The two reception classes do not have a separate area, but make good use of the large and more challenging outdoor play equipment. Children are well supervised as they climb, balance or make use of the large wheeled toys. Boys and girls are equally adventurous when using outdoor equipment because they know they are carefully supervised and are safe. They are keen to show the special playground material under the climbing frame... "This is good you know. If you fall, you don't hurt yourself!" Children talk to each other about how they will swing across a wooden frame. "Look at me. This isn't easy you know. You need strong arms to do this but I can do it". Adults who help them to extend their skills supervise children who are less physically able, or who lack confidence.

Creative Development

87. The majority of children enter the nursery with skills below those typical for their age. By the end of the reception year, most children reach the expected standards in this area of learning and they achieve well. The teaching of creative development is good. The nursery is very well organised and the display of children's work on the theme of space is very effective. Role-play is used very well not only to extend the children's imagination, but to focus on the extension of specific vocabulary related to space and the planets. This supports both those children who have speech and language difficulties, and also those children whose home language is not English. As children dress up as spacemen, or act out a story about teddy going to the moon, they are given good support to talk about what they are doing. For example, "Why do you need to put those moon boots (wellingtons) on?" The child answers; "Because the gravity on the moon is different and I will need them..... but I will need my sandwiches as well you know". Reception children have good provision for musical development, as they are taught each week by a specialist music teacher. Children make good progress in lessons as they use a range of percussion instruments to make loud and soft sounds. Children experience a wide range of tools and materials when drawing, painting or printing.

ENGLISH

88. Pupils' attainment in English at age seven is in line with national expectations with pupils' attainment in reading being better overall than their writing. The quality of their speaking and listening skills is average. Pupils in infant classes mostly listen well but the younger pupils are occasionally restless in lessons, which can adversely affect their listening. Standards in reading during the inspection show that infant pupils achieve standards in line with those expected nationally. Pupils in Years 1 and 2 make satisfactory progress in all aspects of their work in English. They achieve soundly.
89. Pupils make good progress in all aspects of their English work in Years 3 to 6 and they achieve well. Their progress accelerates in Years 5 and 6. By age 11, pupils'

attainment in English is above average in all respects with reading being better than writing. The school has focussed on writing during the past year and standards in this area are rising fast and already above national expectations.

90. There is little difference in performance between boys and girls in English throughout the school. The school is well aware of even the slightest differences in performance between ethnic groups and boys and girls through the excellent assessment and analysis of data that is carried out. This informs the development of the subject and detail of this is included in the extensive school improvement plan and the co-ordinator's action plan. This has ensured that the weaker aspects of work, such as writing, are identified, addressed and improvements made.
91. Pupils develop their speaking skills throughout Years 1 and 2 and pupils who do not have English as their first language build up their vocabulary further from the good start they receive in the nursery and reception classes. Pupils further their skills in Years 3 to 6 through extensive use of English across the curriculum and the acquisition of technical language in different subjects they study. By age 11, they speak with a good range of vocabulary and the opportunities for group discussion, as in science, give them good opportunities to practise language in a range of settings. By the end of Year 6 both their speaking and listening skills are above average.
92. By the age of seven pupils' reading skills reach the expected level. Pupils read a range of material regularly, including poetry and non-fiction books. They use a good range of strategies, such as their knowledge of letter sounds, when they meet unfamiliar words. They express their opinions about what they read and show an appropriate comprehension of the text. Most pupils enjoy books and read regularly at home and this supports the sound progress that they make. Although good book resources were seen in infant classes, the infant library was little used during the inspection and presented an uncared for appearance that did not invite pupils to books. Many books were not neatly stored for easy retrieval. The school has identified this room for improvement in the future.
93. By age 11 pupils' reading skills are above average. Pupils show a real enjoyment of reading and keep detailed reading records that include comments from parents or carers and teachers. Discussions with older pupils show that most of them have preferences when choosing books to read. Some have favourite authors like J K Rowling or Tolkien, whilst others prefer books of a particular type, like adventure stories. Many pupils make use of their local library to obtain reading books and many of them have books of their own at home. Classes throughout the school are well stocked with books that pupils can choose to read or research information. At the time of the inspection, the library for older pupils had been dismantled in preparation for the new building programme. However older pupils spoke confidently of their ability to use the library to find information and they were secure in their skills, like the use of an index to do research. However, no pupils knew the Dewey system of book classification even though many of the non-fiction books seen in the school had been classified in this way. Pupils were familiar with a colour-coded system for information categories.
94. Writing throughout the school has been a focus for improvement during the past year and this is reflected in the school improvement plan. Infant pupils write extensively and in a variety of ways. The quality of spelling and handwriting is appropriate for their age. They describe summer holidays of fifty years ago, recount incidents around them and write about man's best friend. One pupil had written, My mum says a friend in need is a friend indeed. But my dad says a friend on a lead can get you out

of the house'. The work that the school is doing to encourage and promote writing opportunities is clearly driving up standards and this is further helped by teachers' good marking. Pupils respond in writing to teachers' comments showing that they understand the suggestions made to help them to improve. This occurs throughout the school and ensures that pupils correct work that needs improvement as well as building on what they have learnt. Junior pupils also write extensively and complete a large volume of work throughout the year. They have a good knowledge of language skills, such as the use of adjectives and connecting words, and they practise writing sentences to improve the flow and eradicate disjointed ideas. In a Year 6 class a pupil had written about tranquillity:

'Transforming and moulding we are guided. A gentle dove bestows love from above and about the flame, we are drawn in like moths to a light. Changing our lives forever we are reborn. Protection escorts us through our life journey'.

95. Throughout the school, the written work is neat and well presented and sound attention is paid to handwriting skills. These are above average in quality by age 11 with most pupils writing in a mature, flowing style. Pupils take a pride in the quality of their work. Nevertheless, the school plans to review the handwriting policy to ensure that the needs of pupils are more fully met.
96. The teaching of English is good overall with most of it being good or very good. Teachers plan carefully and their planning takes account of previously assessed work. The national Literacy Strategy has been implemented effectively throughout the school and teachers are aware that it has to be adapted to suit the individual needs of pupils. Pupils are well managed in lessons but this aspect is better in Years 3 to 6 classes than in infant classes where the flow of lessons is sometimes disrupted by occasional instances of low level pupil disruption. There are effective links with other subjects and literacy is used well across the curriculum. Pupils in a Year 6 art lesson discussed the style and technique of a range of artists and developed greater skill in using more complex and extended vocabulary in the use of adjectives as they did so.
97. Resources for the teaching of English are good, although the infant library does not present books attractively to pupils. The assessment of English is very good and the school has useful and detailed information from analysis of statutory and non-statutory testing to inform planning and future developments.
98. The leadership and management of English are good. The co-ordinator has only recently been appointed and she is working with the assistance of the deputy headteacher to ensure that appropriate focus is given to areas identified by staff for development. The assessment co-ordinator also plays an important role through her extensive and useful analysis of all factors that could affect pupil progress and raising standards in English. The school is well placed to raise standards further.

MATHEMATICS

99. By the end of Year 2 pupils attain the standards that are expected for their ages in mathematics. The unvalidated results from the 2003 Key Stage 1 national tests suggest that the proportion of pupils reaching the expected level will be above average and the proportion attaining the higher level broadly in line. The current group of Year 2 pupils is not as able as the previous year and this accounts for a decline in performance compared to 2002 when the overall attainment of Year 2 pupils was well above the national average. Pupils' attainment at the end of Year 6 is above average and this represents an improvement on their performance in 2002 which nevertheless

showed that half the pupils who did not reach the expected level made expected or better than expected progress from their results at age seven. The schools' records of pupil progress suggest that results will be improved this year.

100. By the end of Year 2, pupils can calculate with two-digit numbers and with money using mental strategies, such as partitioning numbers and using their knowledge of doubles. They work with increasing and decreasing sequences of two-digit numbers and can demonstrate and recognise simple fractions of shapes. They use appropriate vocabulary to describe turns and discuss the effects of quarter and half-turns on themselves and two-dimensional shapes. They recognise and name common two-dimensional shapes. By the end of Year 6, pupils select and use expanded written methods for multiplication and division. They use compact methods for addition and subtraction, although some still need to apply the number-line and expanded methods for these calculations. Pupils use data presented in tables and deduce information from conversion graphs. Higher attaining pupils understand that any point on the line can be used to give a conversion rate. Pupils' know most of the multiplication table facts and can derive facts that they don't know. All groups of pupils make good progress and there is no significant difference in the attainment of boys and girls. Pupils with special educational needs make very good progress.
101. Teaching is good overall and never less than satisfactory. There are good elements in all lessons with teachers explaining and demonstrating mathematical ideas to the children and providing suitable activities to consolidate their learning. For example, in Year 1 the teacher uses bundles of 10 and 100 straws to provide a good visual image of place value in numbers. In Year 4 the steps involved in multiplying, for example 32×6 , are clearly set out on the board for children to use as a model when they work independently.
102. Teaching is particularly good in Year 3 where the teachers have good subject knowledge that enables them to explain methods clearly and to address promptly any difficulties that pupils might have. The school policy of sharing learning intentions and success criteria for the lesson is followed. This is most effective when discussed with pupils and presented in language that they can understand and when teachers review them and help children make connections to earlier work. For example, in a good Year 6 lesson the teacher reminded pupils that estimating values on the axes of a graph is the same as estimating values on a number-line. In some lessons, particularly in Key Stage 1, copying the learning intention takes up a large part of the time for independent work and means that pupils have insufficient time to consolidate their learning.
103. Mental and oral work is insufficiently developed. Less than half of the lessons seen included a brisk mental 'warm up' to sharpen mathematical skills. Where good starter activities were used, pupils demonstrated quick recall and engaged in mathematical talk with partners. Teachers target individuals with questions and take opportunities to praise their responses. This helps to develop enthusiasm for the subject and the children are keen to participate. In a very good lesson in Year 3, pupils enjoyed a challenging addition game involving a range of numbers that enabled all children to take part. They were reluctant to stop and cheered when the teacher told them that they could take copies of the game to play at home.
104. There is an appropriate range of resources available to teachers, centrally and in individual classrooms. However, these are not fully used. For example, individual whiteboards are available in all classes and can be highly effective in increasing

children's involvement in discussion work but were only used in one lesson during the inspection.

105. Children are taught all aspects of the mathematics National Curriculum with particular strengths in number. Teachers are developing their skills in teaching problem solving but shape and space is taught less well. The only evidence of the development of reasoning about shape was in Year 6 where higher attaining pupils deduce the interior angles of different polygons.
106. In Year 6 the two classes are grouped by ability into three sets for mathematics. The smaller groups formed allow for greater interaction between teachers and pupils. In particular this enables the small group of lower attaining pupils to work on similar tasks to the rest of the year group but with greater adult support. Similarly the higher attaining group work at a faster pace and are extended in each aspect of mathematics, for example, when working on the equivalence of fractions, decimals and percentages, these pupils calculate fractions and percentages of quantities. Pupils are encouraged to make inferences and justify their reasoning verbally and in writing.
107. Pupils' attitudes and behaviour in lessons are good. They work sensibly during paired discussion and individual tasks and are generally keen to take part in whole class activities. They enjoy opportunities to come to the front of the class to explain and demonstrate their methods and take part in games and practical tasks with enthusiasm. By Year 6 small groups undertake collaborative work in the computer area outside the main classroom working sensibly as a team.
108. Opportunities to use mathematics are taken up in other subjects. In particular pupils use a range of charts and graphs in history and geography. In Year 3, pupils compare a temperature bar-chart for a week in March with one for a week in June as part of their study of weather and climate. In mathematics lessons pupils develop their communication skills through discussion of mathematical ideas. In particular they are asked to explain their methods, justifying their reasoning, and older pupils write explanations in their mathematics books. In Year 6 pupils prepared for a forthcoming trip to France by calculating the number of Euros they would get for different amounts of pounds sterling. A group of pupils used the Internet to find the exchange rate and then constructed a spreadsheet to produce a 'ready reckoner'.
109. Mathematics is well managed by an experienced co-ordinator who has worked hard to develop a policy and scheme of work for the school. She does a detailed analysis of pupil performance in optional and end of key stage tests to identify key aspects of mathematics for teachers in each year group to develop. The current targets are strategically displayed throughout the school. She monitors mathematics teaching and learning through lesson observations, work scrutiny and evaluation of planning. This is used to identify training needs and feed-back to staff and she offers appropriate support to individual teachers. Assessment is used effectively to identify pupils who need extra tuition in mathematics and national programmes in this regard are well established. These programmes are supplemented by additional programmes, led by the co-ordinator, for higher attaining pupils and those with special educational needs.

SCIENCE

110. Pupils' attainment in science is in line with expectations at the end of Year 2 and well above average at the end of Year 6. It is expected that about half the pupils in Year 6 will reach the higher level in the national tests in the current academic year. Pupils make satisfactory progress in Years 1 and 2 and achieve soundly. Pupils make increasing progress as they move up through Years 3 to 6, particularly in Years 5 and 6 and they achieve very well by the end of Year 6. Overall, their progress is very good in Years 3 to 6. This is largely due to the very skilled science co-ordinator whose influence on the work in science is substantial. National Curriculum programmes of study in science are fulfilled effectively through a detailed scheme, in which very good attention is paid to investigative science, that provides very good guidance for the staff. A significant feature of the work in science is the good use of literacy, mathematics and information and communication technology. Pupils have very good opportunities to write up their own experiments and to record their own findings making very good use of averages and graphical representation. As a result, by the time the pupils are in Year 6, they record their work thoroughly making good use of prediction and communicating their findings with reasoned thinking and detailed and carefully annotated diagrams.
111. By the end of Year 2, pupils understand which foods are healthy and those that are not. They state that fish, fruit and rice are healthy foods and know that eating too many crisps can be harmful. They understand that 'push' and 'pull' are forces. They know that the wind speeds things up as when they switch on a hair dryer and place it against a plastic windmill. They gain a good understanding of fair tests when they stretch tights with different weights and measure the increase in width and length. They predict the results of their experiments and learn to modify their views through the testing process. Some pupils had predicted that when more bulbs were added to a circuit they would burn more brightly. They later stated that they would be dimmer 'because the power has to share the bulbs'. Through such experiments, pupils know how to make a simple circuit. Pupils understand that different materials, such as glass, metals and paper have different properties. They investigate and find out about the differences between fruit and vegetables and about the life cycles of animals, such as frogs and plants, and the reason for petals on flowers. They know how humans develop as they grow from babies to adults. In this work, they carry out interesting investigations, such as that to see if there is a relationship between the width of a hand span and the age of the pupils.
112. By the end of Year 6, pupils have a good understanding of variables when undertaking tests. They make very good use of reasoned prediction before undertaking their tests. They know that there is a need to test more than once to ensure that the results are reliable. In an investigation into the effect of light passing through different kinds of paper, one pupil had predicted that it would not be easy for light to pass through *'because tissue paper comprises of fibres that when you look at them under the digital camera appear solid and opaque. There are more fibres to block the light energy travelling through'*. They know about different sources of light. They understand about magnets and poles and use terms such as 'repel' and 'attract'. Pupils further their understanding of food from the infant stage and know that there are different types of food, such as carbohydrates and proteins, and the importance of a balanced diet for the body. They know that sound is made by vibrations and experiment to find out which materials are best for insulating sound. They investigate pitch through working with elastic bands, and know how high and low sounds are made. Pupils' work in their science books is neat, detailed and well set out and shows a very good understanding of factual knowledge and the process of investigation. They communicate their investigations very well, combining neatly drawn and well labeled sketches with statistical data in well tabulated results.

113. Pupils enjoy science. They like to raise their own questions. They work co-operatively and maturely when setting up their own experiments. They respond well to their teachers, handle the equipment with respect and work diligently and with interest. They contribute well in class discussion and make suggestions. They listen attentively and behave well.
114. Overall, the teaching is good. The presentation of lessons is satisfactory in Years 1 and 2 but occasionally unsatisfactory when pupils are not managed well. The quality of teaching is good overall in Key Stage 2. Lessons are usually satisfactory in Years 3 and 4. The quality of teaching is markedly better in Years 5 and 6 because of the more secure knowledge that the teachers have and the high expectations that are made of pupils to devise their own experiments and present their work in written form. It is this quality that accounts for the good standards reached by the end of Year 6. Strengths in teaching include the emphasis on investigation and the very good use made of resources. Lessons are thoughtfully planned, assisted by the very detailed scheme of work.
115. There are some interesting initiatives in the science work, which reflect the enthusiasm of the science co-ordinator. Science clubs form part of the extra-curricular provision and cater for the whole age range from Year 1. These are supported by staff and involve parents. Year 6 pupils help to run the science club. The school is actively involved in the British Association of Young Scientists and pupils attend lectures as part of its membership of the organisation. Pupils receive awards through these links. These activities help to promote interest in science throughout the school and contribute further to the pupils' interest in the subject and the very good progress that they make by age 11. Children and parents are involved in scientific investigations at home, through the Paired Science Scheme.
116. The success the school achieves in science is in large measure due to the enthusiasm and expertise of the very knowledgeable co-ordinator. She has worked hard to ensure there is very thorough scheme of work in place that gives much help to staff when planning their lessons. She provides a good example by her own teaching in the subject. She expects and obtains high standards in the presentation of pupils' work throughout the school. She monitors the progress of pupils in science effectively. She has built up a very good and very well organised range of resources that do much to contribute to the understanding the pupils acquire by the end of Y6. Very good use is made of visits to museums and science centres and to the attendance of pupils at science lectures that do much to promote pupils' very good levels of interest in the subject.

ART AND DESIGN

117. Standards in Year 2 match those expected for pupils' age and they make satisfactory progress in their knowledge, skills and understanding. Standards in Year 6 are above those typically found and by the age of eleven, all pupils, including those with special educational needs, achieve well and make good progress. No art lessons were seen in the infants during the inspection, but there was enough evidence of work to make judgements. The quality of teaching is satisfactory in the infants, with clear strengths in the way teachers encourage pupils to use sketchbooks to extend their observational drawing skills. Teaching in the juniors is good overall, with some excellent teaching seen in a Year 6 class. What all teachers do well is to extend art and design skills through thoughtful and effective links with other subjects, particularly in science and history. Good links are made with literacy, numeracy and information

and communication technology and these key skills are used well to reinforce learning in art and design.

118. In the infants, scrutiny of pupils' work shows that a strength of teaching is the way drawing and design skills are taught. All pupils have a sketch book, in which they explore the way pencils can be used to add shade and tone to observational drawings. Teachers use the local and wider community well to provide first-hand learning experiences. Good examples of this was when pupils looked at a range of building styles in the streets adjacent to the school and when they visited the Museum of Childhood to sketch toys from different periods. By Year 6, pupils' skills and techniques have been extended well and they have a good knowledge of the work of famous artists. In the excellent lesson observed in a Year 6 class, it was immediately evident that the teacher had very good subject knowledge of the styles and painting techniques of Van Gogh, William Morris and Georgia O'Keeffe. She engaged pupils in a high quality discussion and challenged them to extend their thinking of how artists use different techniques. The pupils' response to this was very impressive as they talked about the "frantic, bold style" of Van Gogh and compared it to the "intense, but more flowing" work of O'Keeffe. Teachers display the work of pupils well. There are very good displays of a range of three-dimensional masks, paintings and drawings made by Year 6 pupils after a visit to the British Museum. Of particular note is the quality of the marking of pupils' art books in Year 6. This is a model of good practice for the rest of the school. It reinforces good work, challenges pupils' assumptions about the outcome of their research into various artists and directs the pupils toward further learning to extend their skills and knowledge.
119. The quality of leadership and management is satisfactory with some clear strengths and areas for further development. The strengths are evident in the enthusiasm and expertise of the subject co-ordinator. He encourages all staff to develop a broad art curriculum and to use the wider community to provide first-hand learning experiences. Areas for development are to ensure that a whole-school policy and scheme of work are introduced to support those staff who have weaker subject knowledge. Draft documents have been written, but do require implementation. Assessment of what pupils know and can do is satisfactory. Resources are satisfactory, but there are too few to support the effective development of pupils' work in textiles. The school makes good use of multicultural resources to extend the knowledge of African cultural influences and this supports pupils' cultural development.

DESIGN AND TECHNOLOGY

120. The standards attained by pupils at ages seven and 11 are in line with national expectations. Pupils make satisfactory progress and achieve soundly. National Curriculum programmes of study are fulfilled. Inspection evidence indicates that pupils' work in this aspect of their learning is improving in quality.
121. Infant pupils design Joseph's coat, study the importance of eating more fruit and vegetables and make wheeled vehicles. The work they do is supported by sound preliminary investigation so that they fully understand what their projects involve. During the early study of fruit and vegetables, they examine various fruits and learn about variety, texture, shape, colour and smell. They learn about the various parts of fruit and this background knowledge helps them to decide how best to work with fruit as the project develops. Another infant class begins its study of vehicles by considering the different parts that make a car. This helps them to understand what their cars need and how they are constructed.

122. Older pupils study and make money containers, torches, temples and masks. They record each stage of their investigations. These recordings include notes about evaluation and improvement and help them to understand more fully the process of design and technology. Pupils making a temple learn first about what a structure is and then go on to research Greek temples. This helps them to learn about the use of materials and to draw plans. Good evaluation and assessment take place. This assists pupils' further learning by encouraging improved methods of design and process. One pupil wrote: 'I could improve on my measuring and cutting equally'. The teacher asked what effect this had to which the pupil responded, 'Well, it made our temple slightly uneven'.
123. In the lessons seen, the teaching was never less than satisfactory. Discussions with teachers, pupils and a scrutiny of work show that teaching in design and technology is satisfactory. All lessons seen included particularly good questioning and assessment that help pupils to learn soundly. The work links well with other areas of their learning. The construction of temples relates effectively with their studies in history. The lesson observed about fruit included health instruction that linked well with personal, social and health education. Detailed folders are kept by each teacher to show the work that has been done in the form of evaluation sheets that are completed by pupils. Good resources are available to all staff and these are audited annually.
124. The management of design and technology is very good. The co-ordinator is a skilled teacher whose expertise is used beyond the school to help student teachers to learn how to include design and technology in their lessons. Very good records are kept that include an up-to-date action plan that shows what the school has done during the past two years to develop the subject, a full range of planning, assessment, planning samples and the monitoring of lessons. She has led in-service training to help teachers to develop their confidence in teaching and is proving effective in helping to raise standards in design and technology. The extra-curricular design and technology club gives pupils throughout the school opportunities to gain extra skills in different aspects of the subject, such as in cooking, designing t-shirts and investigating moving things.

GEOGRAPHY

125. Standards attained in geography are above those expected at the end of both Years 2 and 6 and pupils make good progress. Throughout the school pupils of all abilities achieve well because they are successfully taught all aspects of the subject to a higher than that found in the majority of primary schools. By the time they leave the school, pupils have become skilled in collecting and presenting information in a range of interesting and attractive ways. Pupils with special educational needs make good progress as they are given suitable tasks at a level closely matched to their ability. Pupils from minority ethnic backgrounds and those for whom English is an additional language also make good progress because they are well supported in class, their contributions are valued and subject specific vocabulary is explained well by teachers. Skills in literacy and numeracy are improved through pupils writing accounts of visits, letters and collecting data for block graphs and pie charts. The work fulfils National Curriculum programmes of study in depth.
126. Year 1 pupils know about the area around the school and the route they take from home to school, including the main landmarks they see on the journey. They conduct a traffic survey in Bonner Road to find the most and least common means of transport. At the end of Year 2 pupils have progressed to being able to compare their own environment with a fictional island in Scotland. They successfully compare

shops, transport, homes and jobs. By drawing on their own experiences, they study holiday destinations in countries around the world and compare such features as climate with that in Britain.

127. Year 3 pupils learn a great deal about maps. They start with drawing a plan of a room and soon progress to the school site and then to a map of the local area, identifying public buildings and finding a route to York Hall where pupils swim. They have a good understanding of scale and also the point of the compass. Further progress in mapping skills can be seen in Year 4, where the pupils know the standard symbols used on Ordnance Survey maps. Environmental studies, both local and global, are a strong feature of the work in geography. Year 4 pupils looked at the local canal and wrote to the Borough Council about the neglect they found. The Council has responded to their concerns and is visiting the school soon to discuss the matter. Through this project, the pupils have learned a great deal about caring for the environment and that they can make a difference by voicing their opinions. By the end of Year 6, pupils have developed good skills in geographical enquiry, are confident in map work and have a good understanding of the world they live in. The work on rivers in Year 6 was of a particularly high standard and of a complexity and depth rarely seen in a primary school. Pupils' understanding of flow and erosion, oxbow lakes, deltas and a range of other physical features is of a high standard.
128. The quality of teaching is good. Lessons are well planned in year groups and are interesting so that pupils are eager to learn. This was clearly seen in a very good Year 5 lesson studying a farm in the Yorkshire Dales. The teacher had a good range of suitable resources prepared in advance so that all pupils could start work without delay on tasks closely matched to their ability. Teachers manage pupils very well and relationships are very good. Pupils respond well to this good quality teaching and strive to produce their best work, of which they are justly very proud. Teachers mark pupils' work very well and show an interest in their opinions and ideas so that pupils know their efforts are valued.
129. The subject manager has worked hard to resource the subject so that all aspects can be delivered successfully in all years. He monitors planning and pupils' work to ensure that the coverage is to a good depth and that all areas are included.

HISTORY

130. Standards in history are above those expected at the end of Years 2 and 6. They are better than those found in the majority of schools nationally. Throughout the school pupils of all abilities, including those with special educational needs and those from minority ethnic backgrounds, achieve well and make good progress.
131. The use of a variety of sources of evidence, both primary and secondary, in pupils' research is an aspect of history that is particularly strong. Research skills are developed systematically as pupils move up through the school. By the time they leave at the end of Year 6, they are well equipped to find out information, collate their findings and present their work independently. Some good quality displays of pupils' work and well planned visits help to raise the profile of the subject. There are well planned links to pupils' work in literacy through writing in a wide variety of styles and making notes to use when writing accounts. Much of the writing is highly imaginative, such as the letters home that Year 4 pupils wrote in the guise of a Roman soldier based in Britain.

132. Year 1 pupils gain a secure understanding of how things change by comparing everyday objects found in their homes such as telephones, lamps and toys with those from an earlier time. By the end of Year 2, they have a growing understanding of events in the past, such as the Great Fire of London in 1666, and famous people like Florence Nightingale and Mary Seacole who made changes to the lives of others. They understand that Samuel Pepys wrote a diary that included an account of the Great Fire and how he buried his favourite cheese, and know that the diary can be used as evidence to find out about the event. They confidently and successfully put pictures showing family holidays in chronological order.
133. Year 3 pupils know a great deal about the Ancient Egyptian and Greek civilisations. They use a variety of ways, including visits, videos, books, CD-ROMs and artefacts to research various aspects of life in great detail. In Year 4, pupils know about the Roman invasion of Britain and its impact on the lives of the Celts, including the rebellion led by Boudicca. They also look closely at various aspects of Roman society, including the theatre and the games held in the amphitheatres. In Year 5, the pupils have a very good knowledge and understanding of events leading up to, and during, the Second World War. They use a wide variety of sources to produce work of a high standard, including interviewing a local resident who has a vivid recollection of events and their impact on the lives of people in Bethnal Green. Year 6 pupils study the Tudors in depth and are able to identify differences in the lives of rich and poor people in their education, occupations and the type of clothes worn. They have a good knowledge of the life and times of Henry VIII and how he made his reign more secure.
134. The quality of teaching is always good with some very good teaching seen. Teachers plan their lessons very carefully and with an emphasis on the pupils learning to be historians rather than just soaking up facts. For example, in a good Year 6 lesson, the pupils were working in groups with bags containing various everyday objects from an unknown person's house. They were challenged to sift through the evidence to produce a profile of the person. This they did with great enthusiasm and were able to suggest the sex, age, lifestyle, status and hobbies of the person they were investigating. This approach serves to make the work more interesting. In this lesson, the pupils learned the importance of using primary sources of evidence in their investigations. Teachers manage their pupils very well indeed and lessons take place in a calm and purposeful atmosphere. Pupils respond accordingly. They always behave very well, are attentive to their teachers and interested in the work provided. Because of this, teachers are able to make learning fun and even theatrical. This was clearly seen in a very good Year 4 lesson about the Roman Games. The teacher got various pupils to dress up as spectators and gladiators to re-enact a gladiatorial contest in the Coliseum. The pupils were spellbound as the scene unfolded before them. The quality of learning was very high.
135. The subject is managed well and a good quantity of useful and interesting resources has been built up over the years to support teaching and learning fully. Assessment procedures are good with pupils involved in evaluating their own efforts and these are used effectively to plan future work.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Pupils' attainment in information and communication technology is at expected levels throughout the school and they make sound progress. National Curriculum programmes of study are fulfilled. By the end of Year 2, pupils find and use a website to research their topic of mini beasts. They save and print selected information. They

are able to use word-processing tools and review their work, making changes where appropriate. By the end of Year 6, pupils construct spreadsheets and set up formulae to simulate the effects of predators on prey in a habitat. They explore and discuss the effects of making changes to variables. Year 3 pupils explore a CD-ROM and improve their skills in finding information and Year 4 pupils devise questions when making a branch diagram to sort objects.

137. The quality of teaching is satisfactory overall throughout the school enabling pupils to achieve appropriately. Some lessons, for both younger and older pupils, are good. Lessons take place in the information and communication technology suite, which enables pupils to work in pairs on each computer. Lessons include a suitable mix of pupil exploration and direct teaching, with good recapping on earlier learning before demonstrating new work. In most lessons good use is made of the interactive whiteboard to demonstrate ideas. This is most effective when teachers ask pupils to be responsible for typing in any inputs that need to be made at the linked computer.
138. A good feature of the teaching is the way in which teachers monitor pupils' progress continuously and offer support where necessary. In most lessons, teachers draw the pupils together at different points to review and move them onto the next step. In a Year 3 lesson, the teacher allowed pupils to explore a map of the world randomly to find picture 'stickers' before modelling more effective strategies to find a particular example through the use of an index. In less successful lessons, introductions and paired tasks are too long and result in pupils losing their focus. Pupils usually tackle their work enthusiastically and are generally well behaved. When asked to stop and take part in whole-class work, most respond promptly and teachers are generally skilful at identifying whether they need to bring the pupils together.
139. Good use is made of cross-curricular links in lessons. In Years 2 and 6, work is related to pupils' recent study of habitats. In Year 3 pupils are reminded of their knowledge of continents when searching for 'stickers'. In Year 4, a selection of Roman artefacts was used to introduce the sorting process before working on a 'branching' programme. Pupils use information and communication technology in other subjects, such as history where they use the Internet and a classroom computer to research information about ancient Egypt. In geography, they use a program to design a poster to encourage tourism in the Yorkshire Dales and in mathematics they use spreadsheets to make conversion tables. In most subjects work for display is word-processed and includes imported clip art and texts.
140. Access to computers is good with all classes having at least one computer in the classroom, a weekly timetabled session in the information and communication technology suite with another session available for the year group. The computer suite is well laid out but is inclined to become hot and stuffy during warm weather.
141. The co-ordinator has held the post for just under a year and manages the subject well. She has worked hard to improve the resources in the classrooms, successfully encouraging parents to collect ink cartridges and shopping vouchers to help fund new printers. She runs an information and communication technology club for Years 3 to 6 pupils in the autumn and spring terms. She offers lunch-time 'drop in' sessions to support teachers and teaching assistants with planning and the effective use of resources. Although she has not yet had the opportunity to make lesson observations, she has monitored displays and planning and has a clear view of the potential for future developments. The school is part of a Virtual Learning Environment project and the co-ordinator intends to use this to support the development of learning links between home and school. An effective policy, which

includes procedures for health and safety, Internet safety and maintaining the conditions of software licences, is in place.

MUSIC

142. Specialist teaching of class music lessons is good overall and this enables the pupils to make good progress in lessons. The accumulation of this progress enables the pupils to reach above expected standards in some aspects of music by the end of Year 6, particularly in the theory of music, in singing, listening and appraising. Pupils achieve well in these aspects of music. At the end of Year 2 pupils' attainment is in line with expectations in all aspects of music. Pupils enjoy this subject because it is taught well. They have good attitudes in lessons as a result and they behave well showing much interest in the activities to which they respond enthusiastically. The school fulfils National Curriculum programmes of study in most respects but the compositional aspect is not yet as well developed as other areas of provision. There is very little work in information and communication technology because the school does not yet have appropriate software.
143. By the end of Year 2, pupils follow a rhythmic pattern in body percussion and voice. They sing in a round. They sing tunefully and confidently from memory with good control of loud and soft. They suggest ideas for lyrics for a summertime song.
144. By the end of Year 6, pupils have a good knowledge of musical notation for their age, demonstrating this as they clap the rhythm of the notes and when they play the recorders in Years 5 and 6. They have a good knowledge of the value of notes and their musical names. They are becoming familiar with musical terms such as 'legato' and 'staccato' and adhere to these when they play their recorders with good skill and a correct hold. They listen maturely to classical music and appraise what they have heard, showing good interpretation of the mood. Some know the sequence of different periods of musical development, such as baroque, classical, romantic and modern and identify some of the features of such musical periods. They sing well with a good sense of pitch and harmony. Pupils maintain their parts in four-part canons and in rounds, maintaining a good balance of sound as they do so. They commit to memory many of the songs they sing, which enables them to sing with good voice. They show a good sense of timing when they accompany music on percussion instruments.
145. The specialist teaching is good in the nursery and reception classes and in Years 1 and 2 and it is very good in Years 3 to 6. The teachers have good skills in presenting music to pupils and their very good subject knowledge enables them to keep the pupils interested and enthused with a good range of activities. The skilful accompaniment of the singing and the good choice of songs, many with a good rhythm and tune, develop the pupils' vocal skills effectively and the pupils articulate the words well. In Years 3 to 6, the teacher has a high expectation of what the pupils can understand and pupils rise to the challenge. Teachers ensure that there are enough instruments available in lessons and this enables all pupils to have a turn and to be involved.
146. Currently the two specialists teach on different days so there is little opportunity for them to liaise about what they do with their different classes and so build up the skills from the nursery to Year 6 in a clearly defined structure. In Years 3 to 6, pupils do not have enough continuous opportunities for compositional work during the year because it is confined to a particular term. On occasions, the school seizes on opportunities to work with professionals, such as members from the London

Philharmonic Orchestra and these opportunities, observed during the pre-inspection visit, inspire the pupils and they respond enthusiastically. Resources for music are satisfactory.

PHYSICAL EDUCATION

147. Standards attained in physical education are as expected nationally for pupils at the end of Years 2 and 6. Only games lessons were being taught during the inspection but it is apparent from teachers' planning and talking with pupils that all aspects are taught over time, including dance, gymnastics, athletics and swimming. The wide range of after-school clubs, organised and run by teachers, teaching assistants and other school staff, give pupils further opportunities to develop their skills. Higher attaining pupils are well coached in athletics and games, such as cricket, tennis and football and reach standards well above those expected for their age. Pupils with special educational needs and those with English as an additional language achieve as well as their classmates as they move through the school.
148. By the end of Year 2, pupils understand the need for a correct warm-up at the start of each lesson. In games lessons, they hold a hockey stick correctly and strike a ball cleanly and with reasonable accuracy. The progress made in games skills is very evident by the time pupils reach Year 6. By age 11, all are confident playing a range of games, using the correct equipment safely and sensibly. Many pupils play games with good skills and a secure understanding of rules and tactics. Swimming lessons in Year 5 enable the majority to swim 25 metres and they are confident in water by the time they leave the school.
149. The quality of teaching is always at least satisfactory with some being good. Teachers manage their pupils well resulting in time usually being used effectively. Pupils are attentive to their teachers, concentrate and behave well in lessons. This contributes to the sound progress that pupils make and the learning of new skills. Lessons generally move along at a brisk pace with all pupils kept active and fully involved. Occasionally pupils have to queue for their turn instead of being active, resulting in them having less time in which to develop their skills. Good use is often made of demonstrations by individuals and groups of pupils to share ideas and show good practice, and this contributes to better performance. Teachers fully address all health and safety aspects.
150. The very good range of clubs for pupils makes a very significant contribution to their sound achievements. There are clubs for football, netball, hockey, keep-fit, tennis, cricket and athletics. The many successes in competitive games and particularly athletics help to raise the profile of the subject in the school and the local community. The pupils are immensely proud of their record. The school was chosen to represent Tower Hamlets in the London wide athletics meeting against teams from other boroughs that chose pupils from all their schools. St Elizabeth's performed well and obtained a very creditable third place to receive a bronze medal. The school's good indoor and outdoor facilities and quality resources are used well by teachers to help pupils learn effectively.
151. The subject is well managed by a most enthusiastic and knowledgeable co-ordinator. She works extremely hard to improve the provision. The co-ordinator has successfully bid for a lottery grant to improve even further the provision for athletics for pupils in Years 5 and 6. Good assessment procedures, based on self-assessments by pupils that are monitored by teachers, are used effectively to plan

future work that is closely matched to the needs of the pupils and this is helping to raise standards.