

INSPECTION REPORT

CULLODEN PRIMARY SCHOOL

Dee Street
London E14 0PT

LEA area: Tower Hamlets

Unique reference number: 100899

Headteacher: Liz Kinsella

Reporting inspector: Lynda Woods
21079

Dates of inspection: 13 – 16 November 2000

Inspection number: 225259

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Dee Street
London

Postcode: E14 0PT

Telephone number: 0207 364 1010

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Appropriate authority: The governing body

Name of chair of governors: Dr D Syndercombe Court

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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Lynda Woods 21079	Registered inspector	Science	What sort of school is it? How high are standards? How well is the school led and managed?
Carolyn Webb 9614	Lay inspector		Attitudes, values and personal development Attendance How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation, resources and efficiency
Vera Grigg 12331	Team inspector	Foundation stage Geography History Special educational needs	
Roger Linstead 19041	Team inspector	English Information and communication technology Physical education	How well are pupils taught?
Ken Hobday 21372	Team inspector	Mathematics Art and design Design and technology	How good are curricular and other opportunities? Assessment
Suzie Metcalfe 20003	Team inspector	Music Religious education English as an additional language Equal opportunities	Pupils' spiritual, moral, social and cultural development
Mary Henderson 19827	Team inspector	Provision for children with hearing impairment	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Culloden Primary School is situated on the Aberfeldy Estate at the eastern end of Tower Hamlets and it is isolated from other neighbourhoods by the major roads surrounding it. When the building work is complete it will provide an attractive focus for the whole community. There are currently 401 boys and girls on roll between the ages of 3 and 11, of whom 47 attend school part-time in the nursery. The school provides a unit for 25 hearing impaired pupils, with 16 pupils currently registered. They are, for the vast majority of time, fully integrated with their peers. Almost all pupils live on the local estate and come from a wide range of social and ethnic backgrounds, with nearly 70 per cent of Bangladeshi origin. Pupils' level of attainment when they join the nursery is well below average. Eighty-one per cent of pupils speak English as their second language, with about a third of them at an early stage of language acquisition. Nearly 70 per cent of pupils are known to be eligible for free school meals, which is very high. Twenty-two per cent of pupils are on the schools register of special educational needs, which is above average, and 16 have statements of special educational needs, which is very high, although this includes those from the unit.

HOW GOOD THE SCHOOL IS

This is an improving school. Standards in the core subjects of English, mathematics and science are improving steadily and within the warm and caring ethos of the school all staff, teaching and non-teaching, are committed to enabling all pupils to develop their full potential. The quality of teaching is good overall. The school is led and managed with dedication, flair and vision by the headteacher, with the able support of her deputy, and her work is appreciated and supported by staff, governors and parents. Although systems for monitoring financial decisions are in their infancy, all income is spent effectively for the benefit of the pupils and the school provides sound value for money.

What the school does well

- Pupils really enjoy coming to school. They behave well, work hard and are thoughtful and considerate of others. An ethos of welcome fills the school.
- The school makes very good provision for pupils' social, moral and cultural development and the school has a warm, supportive atmosphere in which all pupils feel valued.
- Teaching is good. The quality of support for children in the Foundation Stage, those who are deaf and those learning English for the first time is exceptional.
- The school is led and managed with enthusiasm and vision by the headteacher and the work of the school is very much appreciated by parents.

What could be improved

- Attainment in information and communication technology throughout the school is too low.
- Standards in art and design, design and technology and geography should be improved for the older pupils.
- A more effective sharing of whole-school responsibilities to involve more staff in co-ordination roles.
- The school needs to ensure its very good knowledge of pupils is properly recorded within appropriate procedures.
- The governing body needs to be sure it carries out its statutory responsibilities fully, for example, by ensuring systems for financial management are used efficiently and monitored fully.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall in addressing the issues raised at the time of the last inspection in February 1998. Standards in English, mathematics and science by the time pupils leave the school at age 11 have improved steadily year on year, with particularly pleasing results in the 2000 National Curriculum tests. Effective systems are in place to monitor attendance, which has improved slightly. Pupils are now taught in single year group classes, which is having a beneficial effect both on standards and on teachers' ability to plan more effectively to meet the needs of all pupils in their class, particularly the more able. The curriculum is now securely linked to schemes of work, which provide teachers with the guidance they need when planning work and this planning is monitored regularly. Assessment also takes place regularly, most frequently in the core subjects of English, mathematics and science. Co-ordinators for these are closely involved in improving standards in their subjects. In other curriculum areas, co-ordination roles are at an earlier stage of development. Staff have a shared

commitment to providing a warm and stimulating learning environment and the school is in a sound position to continue improving in the future.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	C	A
Mathematics	E	E	B	A*
Science	E	E	C	A

Key	
very high	A *
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E *

The table shows that there was a significant and pleasing improvement in pupils' attainment at the end of Key Stage 2 in the National Curriculum tests in 2000. In English, 74 per cent of pupils taking the tests attained the expected Level 4 and above and 32 per cent reached the higher Level 5. In mathematics and science, over 80 per cent of pupils taking the tests reached Level 4 and 40 per cent reached Level 5. By comparison with schools having a similar intake of pupils this was well above average achievement and was in the top 5 per cent in mathematics. These results show pupils have made very good progress in the four years since they did their Key Stage 1 tests in 1996. The school is pleased and proud of its achievement, which exceeds its targets, and is determined to maintain these standards. Inspection findings confirm that current pupils in Year 6 are likely to reach expected standards by the end of the year in English, mathematics and science.

Attainment in the end of Key Stage 1 National Curriculum tests is also improving, but with the high percentage of pupils in the school who are learning English as an additional language overall standards in reading and writing are below the national average. When compared with schools of a similar type, however, pupils' attainment is well above average. In mathematics, most pupils reached the expected Level 2 and over a quarter reached the higher Level 3. Good quality teaching and a high emphasis on ensuring pupils have a secure foundation in the basic skills of literacy and numeracy means that pupils in the current Year 2 will reach the best possible standard, although this is likely to be below the national average overall in English.

Pupils' attainment in information and communication technology is below expectations throughout the school because there is insufficient emphasis on developing pupils' skills or on using information and communication technology to support work in other subjects. The school knows this is an issue and has good plans to improve the picture. Similarly, where standards in art, design and technology and geography are below expectations at Key Stage 2, this is because the subjects are not covered in sufficient depth. In other areas of the curriculum pupils reach the expected standards throughout the school.

Children join the school with very low levels of attainment, particularly in their communication, language and literacy skills. They get an excellent start to their education in the Foundation Stage and make good progress, particularly in their acquisition of English. Nearly all children attain the expectations for their age in their personal, social and emotional, mathematical and physical development by the end of the Foundation Stage. Standards are still well below expectations in communication language and literacy and are below in knowledge and understanding of the world and creative development. Pupils with special educational needs, including the deaf pupils, reach standards in line with their abilities through the effective support the school provides.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school; they are interested and attentive in their lessons and work hard.
Behaviour, in and out of classrooms	Good. Pupils are polite, courteous and friendly towards each other, staff and visitors. They are particularly considerate in the playground, where space is currently limited through the building work.
Personal development and relationships	Good. Pupils work and play happily together, whatever their background. They enjoy responsibilities and take these seriously. Older pupils are good at taking initiative, both in lessons and around the school.
Attendance	Satisfactory. Unfortunately, however, the bus bringing deaf pupils to school is regularly late and they miss the first 20 minutes or so of many mornings.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	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.

The quality of teaching is the most significant contributing factor to the warm atmosphere and improving standards in the school. Teaching is at least satisfactory in 97 per cent of lessons seen. It is good or better in 66 per cent and very good in 17 per cent. Teachers place a particularly high emphasis on teaching the basic skills of literacy and numeracy and do this well. Their good knowledge and understanding of these and other subjects result in good gains in knowledge and skills in most lessons. For example, teachers use questions which have more than one answer well, particularly with older pupils, to get pupils to contribute and explain their views. Teaching in the Foundation Stage for pupils learning English as an additional language and for deaf pupils is of a consistently high standard. In all these aspects of the school's life staff have a secure and sympathetic understanding of the requirements of the curriculum and the needs of the individual pupils. Support staff are very valued members of the teaching team and make an important contribution to the quality of learning throughout the school.

In a minority of lessons, limitations in teachers' knowledge particularly of science and information and communication technology result in learning standards that are not good enough. In addition, teachers do not always give pupils enough time to practise new skills. This is particularly the case in information and communication technology and design and technology. Teaching is also less successful when teachers do nearly all the work and pupils have little to occupy them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum, matched well to pupils' interest, with a high emphasis on core skills in English and mathematics. All requirements are met for the Foundation Stage, the National Curriculum and religious education. However, a small number of subjects do not have sufficient time allocated within the timetable.
Provision for pupils with special educational needs, including those in the hearing impairment unit	Good overall. The breadth of provision and ethos of welcome for deaf pupils is a strength of the school. Pupils' special educational needs, of whatever nature, are sympathetically and effectively addressed in class and individually and pupils make sound progress. Their individual education plans, specifying how their needs should be addressed, are improving.
Provision for pupils with English as an additional language	Good. These pupils form the majority of the school and very effective support is concentrated in the youngest classes to ensure they quickly gain confidence and make as much progress as possible. Provision is very well staffed and managed.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual development is good and is very good in all other aspects. Care, thought and consideration for others permeates the whole school and these values are very well supported both by example and through the curriculum.
How well the school cares for its pupils	Satisfactory overall. All staff know the pupils very well and provide sympathetic and effective support for them, both academically and personally. However, procedures for assessing, monitoring and recording pupils' attainment, progress and personal development need improvement.

Parents are very appreciative of the work of the school and the support it gives to their children. The school works hard to involve parents in its daily life and to keep them informed about all that is going on. The annual reports on pupils' progress need reviewing to ensure they provide sufficient information on all curriculum areas.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The dynamic and committed leadership of the headteacher provides a clear vision for the school. She is well supported by her deputy and senior management staff, but management responsibilities need to be shared more extensively.
How well the governors fulfil their responsibilities	Just satisfactory. Governors are committed and interested and have a clear understanding of the school's strengths and areas for development. However, the school is short of several governors and overall their practical involvement in monitoring the school's work, for example financial control, is too limited.
The school's evaluation of its performance	Satisfactory. The headteacher and her deputy have a clear overview of the quality of teaching and learning and of standards attained, but other staff and the governors are not sufficiently involved in the evaluation process.
The strategic use of resources	Satisfactory overall. The school receives a high income as a result of specific grants and spends all its money for the best advantage of the pupils. However, systems for financial management are only just beginning to be used efficiently and are not monitored fully.

The school is generously staffed with well-qualified and dedicated teachers who are very well supported by their trained and committed learning support assistants. All staff work as a very effective team. When the current building programme is complete, accommodation will be attractive and generous. The school has sufficient resources in all areas of the curriculum, although current provision for information and communication technology and for the library are due for improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-nine per cent of parents returned the questionnaire and 32 parents attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are very pleased with almost all aspects of the school's work, particularly the high expectations and good progress and the attitudes and values it teaches. The children like school and behave well. Parents are particularly pleased with the leadership of the headteacher. 	<ul style="list-style-type: none"> Some parents are not sure whether there is the right amount of homework. A minority do not feel well informed about their children's progress.

Inspectors fully support parents' positive views about the school. The school sets regular and relevant homework, but the annual reports on pupils' progress could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of children when they enter the nursery at the age of three is well below expectations. This applies particularly to the area of communication, language and literacy, as few children have a working knowledge of English. Standards are below expectations in the areas of mathematical and creative development, knowledge and understanding of the world and personal, social and emotional development. Children's physical development is in line with expectations. Children make good progress in the acquisition of English, although standards are still well below expectations by the end of the Foundation Stage¹. They make good progress in mathematics and personal, social and emotional development to reach the expected standards, which they also reach in their physical development. Children's standards in creative development and in knowledge and understanding of the world is still below expectations.
2. The school has successfully addressed the key issue from the previous report to raise standards in the core subjects of English, mathematics and science. Pupils' attainment on entry to full-time education is below average overall and well below average in their communication, language and literacy skills. Inspection evidence shows that they make good progress throughout Key Stage 1 in developing these core skills, together with their mathematical skills. Whilst standards in relation to the expectations for pupils' age are below average in English by the end of the key stage, in mathematics and science they are close to average for almost all pupils. Pupils make very good progress in English throughout Key Stage 2 and standards are average by the time they leave the school at the age of 11 years. Pupils continue to make good progress in mathematics and sound progress in science and standards in these two subjects are also average by the end of Year 6.
3. This pleasing picture is supported by the results from the National Curriculum tests at the end of each key stage. The school works very hard to provide a secure foundation in the core skills for pupils at Key Stage 1. Over the past four years standards in reading, writing and mathematics have fluctuated, but they have been consistently below the national average. Results from the end of Key Stage 1 National Curriculum tests in 2000 show that the percentage of pupils reaching the expected Level 2 and above in reading (79 per cent) and writing (83 per cent) is still below the national average, but is well above average when compared with results from schools having a similar intake of pupils. In mathematics, pupils' attainment at the expected Level 2 and above is close to the national average and again is well above average compared with similar schools. On average, there is no significant difference between the performance of boys and girls in reading and writing, although in mathematics girls have performed slightly better than boys over the past four years.
4. Results in the end of Key Stage 2 National Curriculum tests have been improving over the past four years, although they have been consistently well below the national average in English, mathematics and science until 1999. On average, girls have done better than boys in these tasks, which mirrors the national picture, but both boys and girls have been nearly a year behind the expected standard. The school has been addressing this issue steadily and results from the 2000 tests show attainment at the expected Level 4 and above to be average in English and science and in mathematics to be above average

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

when compared to the national picture. Compared with results from similar schools, standards in all three tested areas are well above average and are very high in mathematics. The percentage of pupils achieving the higher Level 5 in the tests is very significantly improved, with over 30 per cent of pupils reaching this level in English and around 40 per cent in mathematics and science. The pupils taking the Key Stage 2 tests in 2000 have performed at a level which is well above average in English and mathematics when compared with their achievement in the Key Stage 1 tests in 1996. The school is delighted with the results, which far exceeded its targets, and is determined to maintain this level of attainment in the future.

5. In the core English skills by the end of Year 2, pupils' speaking skills are below average. They make good progress and listen carefully, taking turns in speaking, for example. However, because English is the second language for most, few speak at length or with a full vocabulary. Reading and writing skills are also below average. Most pupils read simple books without getting stuck, but they give words too little expression and do not always clearly understand what they read. Brighter pupils reach standards above those expected for seven-year-olds. Pupils write simple stories and accounts, but spelling and punctuation are not accurate enough. Less able pupils do not shape letters or space out their writing clearly.
6. By the end of Year 6, standards in speaking and listening, reading and writing are as expected for pupils' ages. Their thoughtful listening to teachers and classmates enriches and speeds up their learning. Most speak clearly and confidently. Pupils enjoy reading and most read independently with good understanding. They now also read to learn effectively from screen and printed text. Most read regularly in their leisure time. They often read round new topics, particularly in science and history. Writing standards are not as good as those in reading. Pupils often write too slowly and stories lack detail, development and imagination. Standards of presentation are sound, but standards of spelling and handwriting are not high enough.
7. Pupils throughout the school are making steady progress in developing their ability to calculate sums in their heads through effective use of mental arithmetic sessions at the beginning of mathematics lessons. Pupils enjoy these sessions, but sometimes find it difficult to decide which mental process to use to work out a particular problem. Numeracy skills are used appropriately across the curriculum, in science, drawing graphs, and geography, collating data, but overall pupils have too few opportunities to develop problem solving skills.
8. Inspection evidence shows that standards in history, music and physical education are in line with expectations for pupils' ages by the end of both key stages and pupils make good overall progress in these subjects. Standards in religious education are in line with the expectations in the locally agreed syllabus throughout the school, with good progress at Key Stage 1 and sound progress at Key Stage 2. In art and design and geography, standards are in line with expectations for pupils' ages by the end of Key Stage 1, but below expectations by the end of Key Stage 2. Standards in design and technology are also below national expectations by the end of Key Stage 2, although there is insufficient evidence to make a judgement in Key Stage 1. In these subjects, insufficient time is given to developing pupils' knowledge, skills and understanding as they move through the key stage and their progress is unsatisfactory. In information and communication technology standards are below expectations at both key stages and pupils make limited progress in developing their information and communication technology skills. This results from too little emphasis on the subject, both in its own right and in its use as a valuable tool to support learning in other areas of the curriculum.

9. The majority of pupils with special educational needs make satisfactory progress with the support of the school and the parents. Some make good progress and move down the stages identified in the Code of Practice² for identification of pupils with special educational needs or off the school's register of such pupils. This progress is largely due to careful attention to providing appropriate work by the class teachers, sensitive support by the learning support assistants and some pupils' participation in the Reading Recovery programme³.
10. During their time in school, deaf pupils make good progress. At the Foundation Stage, for example, children begin to understand and use a number of signs, such as 'thank-you', sing songs, begin to count and become much more aware of their surroundings. They watch other children who are quicker to respond to instructions very closely and imitate their actions. Children acquire basic skills in using an art programme on the computer and recognise the cause and effect in using the mouse and moving objects on the screen. On entry into Year 1, pupils' access to the curriculum is still very dependent on additional support. During Key Stage 1, their speech develops clarity and the extent and range of vocabulary widens. Pupils also develop expressive voices. For example, in a Year 2 group some pupils match everyday objects such as fruit with both English and Sylheti words and British Sign Language signs. Others develop considerable fluency in reading and in speaking in class. For example, in a science lesson on electricity, they identify clearly and promptly unsafe features of electrical appliances. During Key Stage 2, pupils continue to make good progress in all areas of language and speech continues to develop clarity. In Year 6, one deaf pupil works confidently alongside mainstream peers, needing only occasional in-class support and help with specific vocabulary related to a particular subject.

Pupils' attitudes, values and personal development

11. Culloden School has a very positive ethos which shows in pupils' very good attitudes towards their learning and in the warm, welcoming and lively atmosphere found when entering the school premises. All pupils are friendly, very polite and keen to talk to visitors, giving their views freely on various aspects of life at school. They know they are expected to work hard and all try to do so. Parents support the school's aims and ambitions for their children and are pleased that the values promoted agree with those taught at home.
12. From the time they arrive children enjoy a stimulating and supportive environment, learning how to communicate and the difference between right and wrong. Those speaking little or no English, the deaf children and those with special education or other needs are well supported and all settle quickly to enjoy their time in the nursery. Moral values and social skills develop as children learn to share their resources and to play co-operatively together. In the reception class, when making their 'shakers', all appreciated others' achievements and were delighted their teacher was pleased with their efforts.
13. The school ethos of caring for and valuing individuals permeates pupils' attitudes and learning. The majority are from other ethnic backgrounds and a minority speak English as a second language. All, including the deaf children, are well integrated. One pupil, during inspection week, proudly announced "We are a caring school, you know, because

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

³ Year 1 children are assessed using Reading Recovery agreed testing. The lowest attaining children are put on an intensive 20 week programme to raise their literacy skills to an independent level. The programme has been particularly successful in addressing the needs of children at Culloden, raising individual achievement and attainment.

we learn signing to make sure the deaf children understand. One is my best friend". Pupils are proud of their school and recognise that people are different and have their own cultural traditions. When studying the Ten Commandments and then writing their own in a Year 3 religious education lesson several Muslim children commented that they too believed in the same things.

14. The atmosphere in classrooms is lively and purposeful as all pupils strive to achieve well and gain their teacher's approval. They listen carefully to instructions, enjoy carrying these out and none is afraid to ask questions if they do not fully understand the tasks they have been asked to do. In a Year 2 history lesson vivid memories of their visit to 'The Ragged School' where the teacher carried a whip enabled all to make good comparisons with school life today. Pupils in Year 5 understood the need to collect evidence on Ancient Egypt and were looking forward to their visit to the British Museum the following week. During a Key Stage 2 assembly, pupils enjoyed the Year 5 performance of 'Romeo and Juliet' and could empathise when modern language was used, for example, Juliet saying "get up on the balcony at once" and Romeo replying "don't nag, and I will be with you". All understood the underlying message of the fruitlessness of arguments, division and jealousy. Pupils are encouraged to find things out for themselves, as the homework set in a Year 6 history lesson demonstrated, when they were required to sort out both questions and answers.
15. Pupils are eager to attend school and most arrive on time. Whilst the authorised absence recorded, 9 per cent, compares unfavourably with national averages, this does not accurately reflect the situation at this school where too many children are still taken on long holidays during the year. Attendance was good, at 96 per cent, and there was no unauthorised absence during the inspection. Registration provides a calm start to the day, with most signing as they answer to their names. Unfortunately, the bus bringing the deaf children to school is regularly late and they miss the first 20 minutes or more every morning. Other latecomers are recorded and the home school worker and educational welfare officer are involved when necessary.
16. Behaviour is good overall. Children and pupils understand what is expected of them. Relationships are good between pupils and adults and amongst themselves and most are upset if teachers express disappointment at their behaviour. The few on behaviour records respond well and are pleased to get these signed. Sanctions are rarely needed and there have been no exclusions. Behaviour during break times is good. With the constraints of the building programme space is at a premium and all are aware of the need to look out for others. Enthusiastic games of football, skipping and piggyback races take place in the small area now available for outside play, with very few incidents requiring adult intervention. Pupils express regret if they inadvertently interfere with others' activities.
17. Pupils' personal development is good. As a result of the school's expectation, pupils automatically behave responsibly when asked to do something. Within classes, pupils take care of the registers, get out and tidy away resources, share, for example, musical instruments and work well with others. Those in Year 2, for instance, are keen to be given their daily jobs and proud to be chosen as class helper. Social and moral issues raised in assemblies and any untoward events happening during the day are discussed. Pupils are aware of those less fortunate than themselves. The harvest assembly proceeds were distributed to children and families in Eastern Europe and pupils participated enthusiastically in the 'Jump Rope for Heart Skipathon' charity event. Those in Year 6 enjoy their shared reading with younger pupils. Most are keen to take part in the various sporting competitions with other local schools, at which they are quite successful. Pupils learn about drugs and decision-making through 'Project Charlie'. Older pupils' participation in the 'Junior Citizenship' day alerts them to the difficulties and

dangers they may face outside Culloden, although some are already well aware of these. Pupils grow in maturity and their confidence and independence increases as they progress through the school. They are well prepared for the next stage in their education.

HOW WELL ARE PUPILS TAUGHT?

18. The high quality of teaching found by the previous inspection has been maintained, and is the main reason for pupils' present good achievement and progress. The inspection confirms parents' views that teaching is good throughout the school. During the inspection, teaching was very good in 17 per cent of lessons, good in 49 per cent, satisfactory in 31 per cent and not good enough in 3 per cent. The best teaching is in the classes for children in the Foundation Stage. The very small amount of unsatisfactory teaching is in a few Key Stage 2 lessons. However, there are differences from class to class and subject to subject as reported in the last inspection and there are shortcomings in teaching quality in a minority of lessons for most age groups.
19. The school is very well staffed and has below average class sizes and as a result pupils get a good degree of individual attention. There are often two qualified and experienced teachers in a lesson. In the Foundation Stage and Key Stage 1 classes there may be up to four staff sharing the teaching. They are there to support and teach deaf pupils, those just starting to learn English, those with learning difficulties and those needing extra help. In these circumstances, teamwork is very good. Staff plan lessons and work well together. They also change roles to make best use of their time. For example, in a Year 6 hockey lesson, the teacher for deaf pupils took half the class for the final small side matches. The amount of support and coaching then doubled. At the time of the inspection one teacher was working full-time with 12 individual pupils to improve reading skills. In the Foundation Stage teachers make excellent use of support staff.
20. Teachers use very successful and varied methods to meet all pupils' needs, working one-to-one, with pairs and groups, and starting and finishing lessons with effective whole class teaching. They share lessons at times switching teaching and support roles. Teachers encourage pupils to find out information for themselves, for example, from books, CD ROMs, videos, visits, artefacts and tapes. All staff have to ensure good quality learning for pupils just beginning to learn English and some who are deaf and they have developed very effective communication skills from which all pupils benefit. For example, Year 1 pupils made very good progress in learning letter shapes and sounds because the teacher demonstrated letters dramatically. She used effective mime and involved all pupils in copying sounds and movements. As a result they thoroughly enjoyed this activity and could not wait to try writing new letters. A Year 6 teacher revised the structure of complex sentences very effectively. She expected the class to work out what each clause added to the meaning. Pupils of all abilities had to concentrate on a single example and did this quickly and accurately before proceeding to compose complex sentences of their own.
21. Teachers expect and get high standards of classroom behaviour. These include courteous attention when other pupils speak. As a result, in nearly all lessons they learn well from each other's experiences and are used to working sensibly both by themselves and together. Teachers manage pupils well and organise their work efficiently. As a result, classrooms are purposeful places dedicated to stimulating learning.
22. Teaching of basic language and number skills is very good. There are no unsatisfactory English or mathematics lessons and in most the quality of teaching is good. This is because teachers know how to make best use of the new national teaching programmes. They also keep pupils interested and make sure that learning keeps moving forward. Development of language skills is sound in most lessons across the curriculum because

teachers are very aware of the language demands of all types of new learning. For example, in religious education, when researching beliefs, pupils choose books, make notes, edit and then word-process their discoveries. Support staff ensure effective language work for pupils needing extra help both in and out of lessons.

23. The school develops mathematics skills well. There is good quality teaching in four out of five lessons. In a quarter of these, the quality is very good. Teachers' good knowledge of mathematics results in clear explanations and searching questioning. Lessons run at a good pace, starting with brisk mental and oral work. Varied and challenging activities keep all pupils concentrating. Teachers value and praise the methods pupils of all abilities discover and, as a result, relationships are good and interest, understanding and the quality of learning improve. Pupils apply counting, measuring and calculating skills appropriately in other subjects such as science, information and communication technology and design and technology. However, planned development of mathematical skills through other subjects is limited.
24. The quality of teaching in the Foundation Stage is never less than sound, with four in seven lessons good and two in seven lessons very good. Teachers create a calm orderly environment where children feel secure and welcome. Planning is very good and teachers are alert to the needs of young children. Every opportunity is taken to extend children's learning and teachers are very well supported in this by the nursery nurses and assistants. For example, staff used a range of gestures, facial expressions, words and signing to explain how to make a shaker. This ensures that all pupils understand the instructions and progress in their acquisition of English. There is a wealth of written words in the classrooms, which assist children in their knowledge of written English. Teachers have high expectation of behaviour. For example, children were reminded that although the teacher liked to hear them talk, their level of noise made learning difficult for others.
25. The quality of teachers' planning has improved since the last inspection and is satisfactory. Planning in English and mathematics is securely based on the National Literacy and Numeracy Strategy methods and this format is influencing planning in other curriculum areas. This ensures that in most subjects pupils take all the steps in learning in the right order at the right time. Teachers work together to carry out termly planning, but individual lessons are mostly completed by teachers on their own. This enables them to reflect the specific needs of their class, although in practice there is a close correspondence between the programmes offered to parallel classes. Teachers share clear aims of lessons with pupils at the beginning. As a result, learning often becomes a partnership which encourages pupils to give of their best. Teachers make appropriate use of homework. For example, because teachers encourage reading strongly and check progress carefully, pupils read regularly at home. They all have regular spelling and number learning which teachers test in school. The quality of marking is sound.
26. In a minority of lessons, learning standards are not good enough. These often relate to limitations in teachers' knowledge particularly of science, information and communication technology and design and technology. In addition, teachers do not always give pupils enough time to practise new skills. This is particularly the case in information and communication technology and design and technology. Teaching is also less successful when teachers do nearly all the work and pupils have little to occupy them. For example, Year 3 pupils got restless in English work on describing favourite foods. This was because the teacher busily filled the board with words they suggested while they just sat and watched. The school rightly gives high priority to including pupils of all abilities and backgrounds in all new learning. At times, this results in staff not giving pupils the challenge they need. For example, pupils often spend time copying out learning intentions, when teachers have already made very clear how and what they are to learn.

Similarly, work rates drop when pupils feel work is too easy or that there is not much to complete in the time available. This happened in a Year 4 lesson, for example, when pupils were told that they had to write 'only five' sentences. Pupils were capable of much more and did not, therefore, achieve enough in the time available.

27. As a result of good quality teaching, all pupils, including ethnic minority pupils and those with English as an additional language who form the majority of the school population, make good progress in their learning overall. Pupils acquire knowledge and understanding of how to use the English language to support their work in the school. They are challenged to put considerable effort into their work and use previously taught skills to develop learning further. When in small groups, they work productively at a good pace, are interested, concentrate and persevere to complete tasks. They are encouraged effectively to become independent learners, questioning what they are being asked to do and evaluating their performance within lessons.
28. Teachers employed specifically to work with pupils learning English as an additional language are effective in supporting the learning of English in particular and the class curriculum in general. They plan work carefully to match the class focus, in consultation with class teachers, especially in literacy and numeracy work. They have very good knowledge and understanding of the background and previous work of pupils and have high expectations that each lesson will leave pupils knowing more than before they started. Teachers manage pupils well, providing them with a good linguistic role model. They evaluate each lesson and each pupil's response to the work and use this evaluation to plan the next session. This information is shared with class teachers and used to contribute to the profiles kept on pupils, especially the monitoring of developing fluency in English.
29. The quality of teaching for pupils with special educational needs is consistently good. The tasks given match the standards of the pupils, but with sufficient challenge to move them on in their learning. For example, the book chosen for two pupils to read provided new words that required both explanation and understanding. There are good relationships with the pupils, which encourages them to persevere and not to hesitate to ask for assistance. In addition, pupils are motivated to undertake research at home, which indicates a commitment to learning. The school also makes good provision for pupils with exceptional ability. For example, pupils with particular gifts in mathematics work with classes in the year above their age group so that work and challenge match their rapid progress.
30. Overall, teaching for the deaf pupils is good. When they first start school in the Foundation Stage, children have a high level of withdrawal time and reverse integration to ensure they develop the necessary communication skills they need to access the curriculum. Teaching is well structured and well matched to the needs of the children. Adults use a range of gestures, facial expressions, words and signs to explain the purpose of the activity. For most of their time at Key Stages 1 and 2, pupils work within the main class groups. They are withdrawn for some literacy and numeracy lessons and in Year 2 for individual Reading Recovery lessons with a qualified teacher of the deaf. For other lessons, support is effectively provided in class. In a separate numeracy lesson, pupils respond with pleasure, interest and eagerness to the very good communication strategies of the teacher, which gives them very full access to learning which is preparation for a shopping trip. During Key Stage 2, pupils are helped to become more independent and rely less on continuous adult support. Where necessary, for pupils who only join the school towards the end of Key Stage 2, intensive teaching support is given.

31. When taught by experienced or qualified teachers of the deaf, communication is very effective in developing essential listening and communication skills. Teachers ensure that pupils make good use of their hearing and radio aids. Pupils with less hearing loss are encouraged to rely more on lip reading, sign and speech and listening. Teaching support is allocated carefully to ensure that pupils always have access to an adult to interpret for them. This usually works well, although occasionally deaf pupils as well as those who are not confident in understanding and using English cannot access information in the lesson. There were several occasions when a teacher used their own radio microphone well, but some deaf pupils could not understand answers given by other children, who sometimes speak very softly. On a few occasions, the amount of background noise in a classroom is unhelpful to pupils wearing hearing aids. During the current term, pupils are not receiving any speech therapy, although this is clearly indicated on their statements. This is a serious omission as their teaching programme should be enhanced by the contribution of other professionals. Where a pupil has ataxia, for example, there is an urgent need for support from a speech and language therapist.

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

32. The quality of the curriculum provided in the Foundation Stage is very good and meets the Early Learning Goals fully. It is considerably enriched by a variety of visits and children gain an appropriate and wide range of experiences within all required areas of learning. The immediate focus on spoken English effectively builds the confidence children require to communicate. There is a good balance of activities throughout all sessions. Assessment procedures follow the local education authority guidelines and children's folders show clearly the progress they make. However, the nursery does not have a comprehensive overview of children's standards in the different areas of development when they first start school, which makes it more difficult to plan initially to meet children's individual needs. A baseline assessment in the reception classes is used well to meet children's individual needs.
33. The broad curriculum at Key Stages 1 and 2 includes all the subjects of the National Curriculum, together with religious education, which is taught in accordance with the local authority's agreed syllabus. However, there are some weaknesses in the balance between individual subjects. The school places a strong emphasis on the teaching of literacy throughout the school, devoting around a third of the teaching time to this subject. The daily literacy hour is supplemented by extra time on phonics and writing in Key Stage 1 and on reading, spelling and writing in Key Stage 2. Pupils have good opportunities to use speaking and listening, reading and writing skills in many other areas of the curriculum. In view of the low levels of English skills apparent in most pupils as they enter the school, this is a very good use of the available time. An appropriate amount of time is devoted to mathematics in every year group. The successful introduction of the National Numeracy Strategy has enabled this time to be used to maximum effect. The balance between individual parts of the mathematics curriculum is good. Lessons are well planned and structured and a more rigorous approach has already had a very marked impact on standards throughout the school. Extra 'booster' classes have been provided for small groups of Year 2 and Year 6 pupils to improve their levels of literacy and numeracy. Provision for these two subjects is a strength of the school and has borne fruit in the significant raising of standards.
34. The emphasis given to English and mathematics has left less time for other subjects. The school has worked hard to maintain breadth in its curriculum and ensures that science occupies a prominent place. Other subjects, such as music, benefit from the expertise of specialist and enthusiastic staff. The school is aware that it is required to teach the full programme of study in all subjects following the recent revision of the

National Curriculum and is making good use of national guidance documents to examine its practice. At the time of the previous inspection, it was suggested that organisation into vertically grouped classes did not promote the progressive development of pupils' skills. Whilst this has changed, the school has not yet fully grasped the opportunity provided by changing to classes with single age groups to improve these features in subjects other than English and mathematics. It has been difficult to eradicate some curriculum weaknesses but the school expects to do so soon. For example, an information and communication technology suite will be available in the new building soon to be occupied and a new co-ordinator for this subject has been appointed to begin in January 2001. In some other subjects, planning is insufficiently precise to ensure that the reduced time available is used to best advantage. This is the case in art, which is largely used to illustrate work carried on in the topics which are planned in a two-year cycle. Planning in the subject itself does not enable teachers to develop pupils' specific skills progressively, for example, in the use of sketch books or in representing their own observations using a range of media.

35. The arrangement of topics leaves long periods of time during which pupils do not study geography. This has an adverse effect on standards in the subject, as teachers cannot build upon skills already in place so easily. The design and technology curriculum is sparse. Many teachers lack sufficient expertise to provide a balanced programme to develop skills, techniques and processes and new national guidance has not yet been fully adopted. As a consequence, teachers often provide activities which enhance art, rather than design and technology, skills and understanding.
36. Deaf pupils, and those with special educational needs, have full access to the whole curriculum and the school implements the Code of Practice appropriately. It works hard, for example, to ensure that there is signing support at assemblies where necessary. Deaf pupils are helped to take part and enjoy dance and other arts, which themselves provide other channels of communication. All the deaf pupils have transport provided by the local authority for journey to and from school. However, the arrangements are inadequate to ensure that pupils arrive on time. During the inspection pupils arrived between 15 and 20 minutes late each day. The school's own monitoring records show that pupils frequently arrive between 9.45 and 10.00 a.m. each morning. This means that deaf pupils miss between 30 to 45 minutes each day. Over a term, this can amount to the loss of between 4 to 6 weeks teaching. This failure to ensure access to a full education compounds the disadvantage that deaf pupils experience from their special educational needs.
37. The curriculum is enriched effectively in a number of ways. Pupils regularly visit places of interest which enhances subsequent work in the classroom. For example, visits to art galleries are followed up by work on specific artists and those to the British Museum enable pupils to add depth to their study of the Ancient Egyptians. The programme of health education includes appropriate elements of sex and drugs education, but this important area is not timetabled in all classes. Teaching of many aspects of personal and social education is too dependent upon the enthusiasms of individual teachers or on incidental coverage in assemblies. Extra-curricular activities take place after school or in the lunch break, but there is scope to increase the number and range to cater for more pupils, particularly when more space is available. There are good links with the secondary school to which most pupils transfer. There are also close and constructive links with other primary schools in the area, including one which has achieved 'beacon school' status.
38. The school is firmly committed to providing equal opportunities for all its pupils and is largely successful in achieving this aim. It enables all pupils to feel highly valued irrespective of gender, culture or religion and works hard to give all pupils the opportunity to progress. For example, it ensures that tasks are matched to the needs of individual

pupils, occasionally moving pupils to work within a different age group if they show talents in particular subjects. Sometimes pupils with special educational needs miss parts of lessons in order to receive extra tuition in literacy. The school recognises that development of pupils' language and literacy needs is paramount and takes care that as little as possible of other lessons is missed.

39. The school is sensitive to the varying capacity of parents to support their children's learning through homework activities. All pupils are encouraged to read at home each day. Some other homework is given, but there is no assured consistency between parallel classes, nor is there a progressive increase in the amount as pupils proceed through the school. However, the school is currently examining how it can improve provision at the upper end of Key Stage 2, without further disadvantaging those pupils whose parents are less able to work alongside them on homework activities.
40. The school has established many good links with the local community and is well used as a focal point for the area. The new community centre and school have set up complementary activities. Local residents talk to pupils of their experiences during World War II. Visits are made to the locality and surveys undertaken. The school provides accommodation for various community groups, for instance, to promote adult literacy which is shared with children and the after-school club. When awarded £500 for mathematics from the London Electricity board some time ago, the school used this imaginatively, taking pupils on the Thames to measure water. Good use is made of the 'Education Business Partnership' with mathematics and reading partners in school for half an hour, twice a week. The home-school worker has effective links with secondary schools to support children after transfer.
41. The schools provision for pupils' spiritual, moral, social and cultural development is very good overall. There is a high commitment to equality of opportunity for all of the school community. Everyone has the right to be listened to and know that their opinions and feelings are important. The code of behaviour firmly maintains a positive attitude that encourages work, the development of a sense of self-discipline and acceptance of responsibility for actions.
42. Provision for pupils' spiritual development is good and helps pupils develop sensitive attitudes to others. Assemblies make a significant contribution, with opportunities to learn about the beliefs and faiths of others and time for reflection, consideration and prayer. Assemblies bring the community together to celebrate, share and think about other people's feelings. Pupils learn how they can contribute to the happiness and well being of the community in which they live. Planned opportunities to develop pupils' spirituality occur in other curriculum areas. In art, for example, pupils reflect upon the work of art and artists round the world such as New Zealand 'Koru' patterns and African fabric patterns. Other opportunities for pupils to experience a sense of awe and wonder also occur, unplanned, at different times and on different occasions. An instance occurred, for example, when older pupils looked at a poster of the crowds on the Haj and realised that all had the same objective, obeying the word of Allah together. The teacher seized the opportunity to develop the concept that it is not just in crowds that people meet God; that lonely and desolate places also hold an especial religious significance. Younger pupils when they saw a 'hopping bird' in the playground were so excited by their close encounter with nature that they followed its progress through the garden area and even brought an inspector to see it!
43. Pupils' moral development is very well supported. Pupils clearly understand the difference between right and wrong and are sure of what is expected of them while they are in school. Having been involved with the drawing up of the school rules, most classes also have rules for work within the room, the focus being the consequences of actions on others learning. Older pupils in particular relish the concept of earning 'golden

time' which gives them time to follow their own interests, such as offering help in other, usually younger classes, playing games, free use of the computer to experiment with sound effects or dancing together. Younger pupils co-operate together well and enjoy the feeling that everyone is important within the school. The school is an orderly community working in a harmonious atmosphere in which all pupils backgrounds, cultures and faiths are respected and valued. All adults set a good example to pupils and positive relationships are encouraged. Notices around the school in home and sign languages effectively emphasise the feeling of inclusion.

44. Provision for pupils' social development is very good. In assemblies, issues such as being kind, being special, friendship and caring for one another are taught well. At break and lunchtime, the school provides a range of small apparatus for pupils to use and they play happily together. All staff work hard to develop the sense of community and in return pupils develop their social skills by caring for each other, their surroundings and equipment in lessons and around the school. This caring is extended to the wider world. Pupils regularly undertake activities to raise money for charity. In the last year a 'Skipathon' raised money for the British Heart Foundation while harvest gifts were distributed to the world-wide community. Pupils also take part in national and wider community events such as running in the 'London Millennium Mini Marathon' and taking part in musical events with pupils from other schools.
45. Provision for pupils' cultural development is very good. Pupils learn about and appreciate the richness of many cultures through music, art, history and geography and celebrating the rich cultural backgrounds within the school. They listen to and work with musicians who come into the school, enjoy visits from theatre companies including deaf drama groups, and visit parks, historic houses, art galleries and museums in the immediate and wider community. Pupils take part in matches and sporting events with other schools and celebrate festivals from the different faiths within their community such as Diwali, Eid and Christmas. Pupils see their cultural backgrounds positively reflected in the displays and artefacts round the building and are proud to be a member of the community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school has maintained the strong tradition of pastoral care reported at the time of the last inspection and has effective procedures for ensuring pupils' welfare. All teaching staff know their pupils very well and are trusted to deal with their concerns effectively. Health and safety enjoy high priority. During the current building works, staff and pupils have been understanding of the constraints put upon them. Risk assessments are carried out regularly and security is reviewed as each building phase is completed. Two trained first aiders are on site at all times and practice of first aid is good. The headteacher, as the designated teacher for child protection, recognises the need to update her training regularly. The school follows the local education authority child protection guidelines and liaison with local agencies is established and well used.
47. Procedures for promoting and monitoring attendance have improved since the last inspection and are now satisfactory. The school keeps good records of pupils' attendance and latecomers' time of arrival is noted in the registers. The home-school worker chases up absence rigorously and speaks to parents at the gate if their children arrive late. The education welfare officer works closely with the school to promote good attendance.
48. The school has effective procedures for ensuring good behaviour and the discipline policy is consistently implemented by all staff. The policy is carefully explained to parents, who support the school's approach. The behaviour records are used sympathetically and are

effective in improving individuals' behaviour. The school's positive ethos of being kind to and aware of others ensures that bullying or harassing behaviour is a rare occurrence.

49. Led by the deputy headteacher as assessment co-ordinator, the school has expended much time and effort on improving its systems for assessment, with good results. There is a well considered and comprehensive action plan to ensure that development of this aspect continues. However, some policies need further time to become established as standard practice in all parts of the school.
50. There are good procedures for assessing the attainment and progress of pupils in English and mathematics. As well as the national testing programme, the school tests pupils in year groups other than those at the end of a key stage. From the results, it produces a profile of the attainment of each class in reading, writing and mathematics. There are plans to introduce similar attainment profiles in science and information and communication technology in the near future.
51. In other subjects, assessment procedures are considerably less developed. Teachers know what they want pupils to learn and often question pupils at the end of a lesson to gauge their overall understanding. However, because there is little focus on the development of specific subject skills, it is not possible to assess the levels to which individual pupils have attained these skills. Although planned, there are currently no portfolios of completed work, annotated to indicate the level of attainment, to act as a source of reference for teachers.
52. A clear marking policy is in place and marking is used appropriately to ensure pupils understand the strengths of their work and appreciate the progress they are making. It is rather less successful in informing them what they need to do next in order to improve. Samples of work in each subject are examined regularly by the headteacher, deputy headteacher and co-ordinators. Annual reports are also studied to identify pupils for whom additional help may be necessary. However, the lack of detailed information about some subjects, such as design and technology and music, confines this exercise to the identification of overall concern rather than weaknesses in specific areas.
53. In some respects, the school makes good use of the information it gains from assessment. The profile is used to identify strengths and weaknesses and so to adjust future plans when necessary. A good feature is that guidance is often provided to teachers on specific ways of overcoming weaknesses identified across a broader range of pupils. Extra staff are used to help boost pupils' performance where this is possible. For example, the deputy headteacher works alongside the class teachers in Year 3 to raise standards in mental mathematics. In English and mathematics, teachers use assessment information to plan work which meets the needs of pupils at varying levels of attainment. Sometimes, however, pupils of above average attainment spend time in other subjects on work which is too easy. The potential of information technology to provide individualised programmes to overcome specific difficulties has not been utilised.
54. The recently appointed co-ordinator for special educational needs has detailed plans for a variety of assessments to identify the various needs of the pupils. At present, if teachers note a concern about a pupil, it is recorded at highlighting meetings. The school plans to introduce 'concern sheets' on which staff can record any area of concern for later assessment. The very recently produced individual educational plans have clear targets, such as to spell five words from the high frequency list and to answer questions during carpet time on five occasions each week. These are currently based on the local education authority forms and do not have a section where, for example, attendance by parents is indicated or where they can sign. The school plans to introduce more detailed information in the near future.

55. There is satisfactory provision for the assessment and care of deaf pupils. The school has a very strong ethos of welcome, and widespread use of signing by staff and other pupils stimulates social interaction and reduces isolation or the possibility of bullying. A wide range of assessment information is available for each pupil. There is also excellent audiology support, in addition to that provided by the school, from a bilingual teacher of the deaf employed by the local education authority's specialist support service. Pupils' individual education plans are based on the same format as for other pupils with special educational needs. A joint initiative between the co-ordinators for special educational needs, deaf pupils and pupils learning English as an additional language is working towards improving these.
56. Although the school's procedures for monitoring and recording pupils' personal development are largely informal, apart from the annual report to parents, they are effective. Assembly themes are carefully chosen to raise social and moral awareness but time allocated for group sessions known as circle time and for personal, health and social education is not consistent in year groups or throughout the school. During an infant assembly when the theme was 'whatever their differences all people are useful if they work well together', one child proudly remarked that, "Culloden works well together" as an example of this. All pupils are encouraged to take responsibility and even the youngest carry out their register duty with pride. Year 6 pupils take their shared reading with those in the reception and Year 1 classes very seriously. Unfortunately, the school nurse has had to curtail her weekly visits during the meningitis campaign but, through 'Project Charlie', pupils in Years 5 and 6 learn about drugs and their effects and decision-making. Pupils enjoy and benefit from the many visits organised by the school. Year 5 pupils remember their Millennium celebration at the Dome with great pleasure; "It was brilliant", reported one girl, "the best thing ever". The 'Junior Citizenship' day contributes positively to pupils' knowledge of the difficulties and dangers outside school.
57. The school was apprised of a number of health and safety matters, noted during the inspection, which included the need to record every incident requiring first aid attention and to ensure that all emergency telephone numbers and the visitors' book were taken out to fire drills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school already enjoys very good relationships with parents and is committed to building on these. Parents are very ambitious for their children and very supportive of the school's aims, values and ethos. The school works hard to involve parents, seeking their views and inviting them to accompany their children on visits, although many are unable to do so. Some are already involved in school acting as the trained class learning assistants. The bilingual staff act as translators, make home visits with other members of staff and encourage parents to become involved with their children's learning. Parents are conscientious in coming to consultation meetings, over 90 per cent attended the most recent one. Interpreters are available, although many parents translate for the others. Parents appreciated the 'Meet the Teacher' arrangement earlier this term. The governors' annual general meeting is well supported but not so curriculum events. Home/school agreements will be given to parents at their next meeting.
59. Parents help their children at home where they can and reading books go home every day. Not all teachers comment in the home reading records and they are limited, in the light of the school's multi-ethnic population, as an effective means of communication between parent and teacher. Parents are welcome at any time to talk to teachers.

60. The embryonic 'Parents Teachers Friends Association' only meets when an event is planned, the most recent being the successful Easter 'Painting the Eggs' competition. This was much enjoyed and raised some money for the school. Cultural traditions such as dance, dress and cooking are not often shared by parents at school so much of the rich cultural diversity of the school's population is rarely celebrated.
61. Parents receive satisfactory information from the school, although many have indicated they would like more information about the topics to be studied. The brochure is well written, but neither this nor the governors' annual report to parents is yet translated into any other language. Regular news and other letters are only available in English although translations can be made into Bengali. The annual report is handed out to and discussed with parents at the summer meeting to ensure they understand the content, but does not comply with current requirements. Not all reports contain specific targets for children to achieve. Parents of deaf children and of those with special education or other needs are invited to meetings and to annual reviews. They have good links with specialist staff and the school.
62. Parents' strong support for the school and interest in their children's education, coupled with the school's commitment to improving links with parents, makes a very positive contribution to the standards their children achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides dedicated, dynamic and caring leadership for the school. She has the full support of governors, staff and parents and has successfully enabled the noticeable and encouraging improvements since the previous inspection. Together with the able and committed support of the deputy headteacher, she ensures the smooth day-to-day running of the school, provides clear direction and guidance for its development and effectively monitors its work, but between them she and the deputy headteacher cover too many specific responsibilities for overall management. Staff who manage areas of the curriculum and aspects of the school's work are effective, efficient and enthusiastic and provide good support for their colleagues. The school is aware of the need to extend the involvement of staff in co-ordination of different subject areas, such as information and communication technology and design and technology, in order to raise standards. The shared responsibility for mathematics provides a good model to follow.
64. The headteacher has a clear understanding of the relative strengths and areas for development in teaching and learning through regular formal and informal classroom visits. The deputy headteacher and local education authority advisers provide valuable support for monitoring the quality of teaching and some co-ordinators are beginning to take a part in this important role. Medium and short-term planning are monitored by the headteacher and her deputy together with subject co-ordinators and work in the core subjects is examined on a termly basis by the same people. Whilst this ensures all curriculum requirements are covered fully, the school is aware that this monitoring is not sufficiently rigorous to be certain that pupils' skills, knowledge and understanding are developed progressively.
65. Governors are strongly supportive of the school and the work of the headteacher, although the governing body is currently short of both teacher and parent governors. The chair of governors visits as often as she can and is always available to listen and provide support for the headteacher. Whilst many governors are relatively new to their roles, they bring a good degree of expertise to the school and have a clear understanding of the importance of their responsibilities. The governing body has an appropriate committee structure. Most committees and the full governing body meet regularly to discuss issues and meetings are minuted appropriately. Governors have a good understanding of the

strengths and areas of development for the school, but their practical involvement in its management, for example in monitoring standards, maintaining an effective overview of the value added by the school and in ensuring financial control is secure, is at a very early stage of development.

66. The school development plan is a detailed and comprehensive document, covering 15 important areas for improvement over a two-year period. Priorities are decided in consultation with all staff and governors and the detailed action is finalised by the headteacher and deputy headteacher. The plan includes appropriate detail on time-scales, costings and responsibilities and provides a valuable tool to help the school improve.
67. The school has recently appointed a co-ordinator for special educational needs who has produced a useful action plan which includes the identification of pupils and a review of pupils' individual educational plans. The deputy headteacher has produced an excellent management plan for learning support assistants and a clear rationale for allocating support. This relates to the numbers of pupils and the amount of dependency. The governor for special educational needs has very recently been appointed. She is concerned with this aspect of education and is fully conversant with the needs of the pupils in the school. The school adds to money allocated for the area of special educational needs, which shows the importance attached by the school to these pupils.
68. Overall management of the integrated provision for deaf pupils is satisfactory. The very clear philosophy of 'total communication' provides a very clear focus for teaching and learning activities and ensures a very flexible use of different modes of communication. Sign language is valued and welcomed with opportunities for adults and hearing pupils to learn it. All members of staff use and understand some signs and many know and use finger spelling. Monitoring the effectiveness of support within different settings, however, needs developing.
69. The school is generously staffed with well qualified and dedicated teachers who are very well supported by their trained and committed class learning assistants. Well-qualified staff in the nursery provide a welcoming start at school for all children, many of whom arrive speaking no English. Committed specialist teachers and learning support assistants enable deaf pupils and those speaking English as an additional language to participate fully in the curriculum. Many class assistants are bilingual, reflecting the school's multi-cultural community. They are well deployed throughout the school to support English language development. Staffing for special educational needs is very good with well-qualified learning support assistants playing an important role in the education of these pupils.
70. The school has effective procedures for supporting new staff and newly qualified teachers. Appraisal has now ceased as performance management is planned, but regular professional development interviews take place for all staff. The premises manager, home-school worker and administration staff make a positive contribution to the smooth running and welcoming atmosphere of the school.
71. When all building and site work has been completed the school's accommodation will be very good, ample for numbers on roll and all will be accommodated under one roof. Designated specialist areas such as the new library to include the computer suite, small hall with sprung floor for drama, acoustic rooms for the deaf children and other small rooms for withdrawal groups are well sited within the new building. A room for parents' use is also included. The interior round window frets were designed by pupils and these, together with the many good wall and other displays, some celebrating pupils' work, enliven the long corridors. Accommodation includes wheelchair access and a toilet for

the disabled. Once all debris has been removed from the site, new tarmaced hard play and generous-size grassed areas will be created. Outside each classroom attractively designed garden space has already been laid out, but planting cannot take place until the site has been cleared.

72. Safety and security are reviewed as the building phases are completed and the perimeter fencing is kept in good condition. The premises manager keeps a vigilant overview of the building works to minimise disruption and he and the cleaners ensure that all is kept in good condition. The local education authority and other organisations use the school accommodation for parents' classes and the after-school club. This use does not impinge on the life of the school, but rather enhances it.
73. The school has sufficient resources to deliver the National Curriculum for all pupils. In English, mathematics, religious education and geography these are good. Any item required for teaching pupils with special educational or other needs is provided; overall these resources are very good and pupils' specific needs are well met. Deaf children have good audiological equipment and resources for teaching them are satisfactory. The school is well resourced to support the specific work of ethnic minority teachers and also to reflect the diverse cultures within the school, with dual language texts, games in home languages and toys representing different cultural backgrounds. Anything needed for teaching English as an additional language is obtained. The present Key Stage 2 library has insufficient books but each classroom has its own store.
74. Local resources are well used. Pupils make visits to sites of interest, for example, to the British museum and to the Dome, to augment their education and local citizens are invited to speak of their experiences, for example during World War II, to make history 'live', all of which enrich the curriculum.
75. Day-to-day administration is efficient. Best value principles are applied to purchasing and the administrator is conscientious in ensuring that correct goods are received. The budget, set by the headteacher and former bursar, is based on historic figures plus inflation and well linked to priorities in the school development plan. The school receives a high total income per pupil due to its large multi-ethnic population and the finance received to support the integrated provision for the deaf pupils in the school. The finance committee has good terms of reference and the comprehensive code of financial management is reviewed annually. Virement figures have been agreed for the headteacher and the committee. The school has complied with almost all of the recommendations contained in the latest auditors' report.
76. However, although the school has safe procedures for financial control the precise targeting of specific grants and monitoring procedures for cost-effectiveness and evaluation of these are not yet in place. The finance committee meets twice a term and scrutinises the borough monthly financial sheets. Members monitor expenditure against the budget and report back to the governing body but insufficient information is sought to ensure that they have an in-depth knowledge of how effectively and exactly where these monies are spent. Governors, therefore, are not meeting their statutory duty in this respect. The school has just received the financial software package which will enable these procedures to be put in place.
77. Standards in the core subjects of English, mathematics and science throughout the school are improving steadily. Within the warm and caring ethos of the school, all staff, teaching and non-teaching, are committed to enabling all pupils to develop their full potential. The quality of teaching is good overall. Teachers know their pupils well and provide an interesting and relevant curriculum, although some subjects do not yet receive sufficient emphasis within the timetable. The school is led and managed with dedication,

flair and vision by the headteacher, with the able support of the deputy headteacher. Her work is appreciated and supported by staff, governors and parents. The school has a high income per pupil as a result of the specific grants for different aspects of its work and all money is spent effectively for the benefit of the pupils, although systems for monitoring financial decisions are in their infancy. Taking these factors into account, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should now:

continue sterling efforts and current strategies to raise and maintain standards in English at Key Stage 1; (*paragraphs 3, 5, 90, 94, 96 and 98*)

raise standards in information and communication technology throughout the school by:

- providing more opportunities for pupils to use information and communication technology in all subjects;
- increasing teachers' information and communication technology knowledge and skills;
- establishing arrangements to assess and record each pupils' information and communication technology skills and understanding;
(*paragraphs 8, 26, 34 and 134–139*)

improve standards in art and design, design and technology and geography at Key Stage 2 by:

- ensuring sufficient time is allocated to each subject to deliver curriculum requirements;
- implementing fully the revised schemes of work which cover all strands of each subject;
- increasing teachers' knowledge and skills in each subject, for example in teaching specific techniques in art and design and in design and technology;
- improving resources to carry out a wider range of practical work and books to provide information and starting points;
- improving arrangements to assess and record each pupils' skills and understanding – for example, art sketchbooks to compile a visual record of the development of pupils' ideas;
(*paragraphs 8, 26, 34, 35, 118 and 121–129*)

improve further the management of the school by:

- establishing effective sharing of whole-school responsibilities to involve more staff in co-ordination roles;
- securing the very good knowledge the school has of its pupils within appropriate procedures to monitor and support their academic performance, their personal development and their welfare;
- ensuring the governing body carries out its statutory responsibilities fully, for example by establishing that existing and developing systems for financial management are used efficiently and monitored fully.
(*paragraphs 32, 51, 53, 63–65 and 76*)

In addition to the key issues above, the following points could be included in the governors action plan:

- provide more opportunities for pupils to tackle problem solving in mathematics (7 and 23);
- address minor shortcomings in teaching (18, 26 and 31);
- improve provision for teaching personal, social and health education (56);
- continue work on improving detail on the individual education plans of pupils with special educational needs, including the deaf pupils (54);
- address minor health and safety concerns (57);
- improve the quality of pupils' annual reports (52 and 61).

PROVISION AND STANDARDS FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

78. Pupils at the school come from diverse cultural backgrounds and the school reflects an ethos of valuing all families' heritage. The curriculum reflects pupils' home backgrounds, uses appropriate language and shares religious festivals. Each curriculum area identifies ways in which elements of the subject can be adapted to take these ideas into account. The school's policy gives the aims and strategies for ethnic minority and travellers achievement service work within the school. The policy aims to enhance the support and give equality of opportunity to bilingual learners within the school and support home/school links. The co-ordinator has an action plan to develop the service further. At present, records and data are being used to set targets for pupils, matching needs against time and working to support pupils in partnership with the class teachers, tracking pupils' progress through the school, not just their fluency in English but evaluating their assessments across the curriculum.
79. Pupils with English as an additional language form the vast majority of the school's population and the provision and standards for them are integral within the whole text of the report.

PROVISION FOR PUPILS WITH HEARING IMPAIRMENT

80. The overall standard of achievement of deaf pupils is good. Pupils make slow but steady progress and work very hard to overcome the severe language delay which is a consequence of their deafness. Occasionally pupils reach average standards by the end of Key Stage 2, although many pupils are working at levels below national expectations. This is because several deaf pupils have other special educational needs. These include athetoid cerebral palsy, ataxia, dyspraxia, autistic spectrum disorders and general learning delay. In addition, some deafness was not identified before pupils entered the nursery or until they came to the school. This means that vital years were lost before dealing with the severe language delay. The school caters for a wide range of communication needs. These include pupils for whom an auditory-oral approach is most suitable as well as pupils who benefit from a sign bilingual approach.
81. The school integrates deaf pupils fully and provision for these pupils is included in the main text of the report.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	101
Number of discussions with staff, governors, other adults and pupils	62

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	17	49	31	3	0	0

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

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)	31	347
Number of full-time pupils eligible for free school meals		239

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	6	10
Number of pupils on the school's special educational needs register	7	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	278

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	26	16	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	24
	Girls	12	14	14
	Total	32	35	38
Percentage of pupils at NC level 2 or above	School	76 (72)	83 (74)	90 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	14	13	14
	Total	35	33	35
Percentage of pupils at NC level 2 or above	School	83 (70)	79 (78)	83 (76)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	28	19	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	22
	Girls	15	16	18
	Total	35	38	40
Percentage of pupils at NC level 4 or above	School	74 (43)	81 (41)	85 (59)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	20
	Girls	11	13	15
	Total	25	31	35
Percentage of pupils at NC level 4 or above	School	53 (61)	66 (50)	74 (57)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	18
Black – other	14
Indian	3
Pakistani	3
Bangladeshi	239
Chinese	0
White	57
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	22.4
Number of pupils per qualified teacher	15.5
Average class size	25

Education support staff: YR– Y6

Total number of education support staff	22.8
Total aggregate hours worked per week	439

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31

Total number of education support staff	5
Total aggregate hours worked per week	150

Number of pupils per FTE adult	5
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FTE means full-time equivalent.

Financial information

Financial year	1999 / 2000
	£
Total income	1,134,591
Total expenditure	1,072,703
Expenditure per pupil	2,765
Balance brought forward from previous year	-20,809
Balance carried forward to next year	41,079

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	401
Number of questionnaires returned	157
Percentage returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	12	1	0	1
My child is making good progress in school.	74	23	1	1	1
Behaviour in the school is good.	75	17	1	2	5
My child gets the right amount of work to do at home.	57	17	8	13	5
The teaching is good.	77	19	1	0	3
I am kept well informed about how my child is getting on.	55	24	12	2	7
I would feel comfortable about approaching the school with questions or a problem.	57	25	5	2	11
The school expects my child to work hard and achieve his or her best.	78	13	3	0	6
The school works closely with parents.	65	27	4	1	3
The school is well led and managed.	71	21	1	0	7
The school is helping my child become mature and responsible.	74	17	6	0	3
The school provides an interesting range of activities outside lessons.	59	21	6	3	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

82. The quality of provision and teaching for children in the Foundation Stage is good. Children start part-time nursery education at the beginning of the academic year following their third birthday. At the time of the inspection, there were 47 children attending the nursery. On transfer to the reception classes in September, children take up full-time places. At the time of the inspection, seven deaf children were integrated into the nursery. The nursery admissions policy states that priority is given to children with specific needs, then to those who have siblings in the school and finally to those who live closest to the school.

Personal, social and emotional development

83. Children's attainment in personal, social and emotional development is below the expectations for their age when they enter the nursery. They make good progress towards meeting the Early Learning Goals in this area, which they do by the end of the Foundation Stage. They come into the nursery and reception classes happily at the beginning of each session and the majority settle quickly after choosing an activity. Some children find it difficult to settle initially on entry to the nursery and there are instances where a parent still supports their child. Children show increasing independence in choosing activities, in playing with other children and in helping them. For example, children carried a box of Lego together after clearing up and two children swept up the sand on the floor without being asked. Children also develop an awareness of the needs of others seen, for example, when one child helped another on the computer to operate a number game. There are many opportunities for children to learn social skills. For example, teachers give gentle reminders to say 'thank you' when children are handed their book bags. Also, the fruit and milk time is successfully made into a social occasion in reception.

Communication, language and literacy

84. When children enter the nursery, many have little knowledge of English and their level of communication is consequently well below what is expected for their age. With very good assistance and the constant input of English by the teachers, children make good progress in the acquisition of English. However, by the end of the Foundation Stage, bilingual learners of English still require support. Children quickly join in and enjoy nursery rhymes and action songs. They also learn to recognise their names and words in English through the very good system of self-registration and placing names by their chosen book. Books are taken home every day in both the nursery and reception and children very quickly become familiar with the concept that words have meaning. All children in the in the nursery know that a book is read from the front to the back and in reception children make good progress to reach levels of reading that are just below the expectations for their age. Children also make good progress in learning letter sounds, through constant reinforcement in the nursery and reception and in the use of big books in the reception classes. The majority of children in reception know the beginning letter sound of words and also tell stories heard with understanding. For example, they retold the story of 'Titch' well and explained that he had yellow hair, rode a tricycle and held a pinwheel. Many children write their names, or make marks which show they are beginning to develop writing skills. Children enjoy listening to stories and this was seen when two children listened to the story of 'The Blue Balloon' with great hilarity.

Mathematical development

85. When children start in the nursery, their mathematical understanding is below that expected for their age. Many do not recognise mathematical shapes and their understanding of number is limited. They make good progress in developing these skills and by the time they reach the end of the Foundation Stage most children attain the standards expected for their age. Nursery children learn to count and order numbers through the use of counting rhymes. In the reception classes there is further consolidation of number and shape. The majority count objects reliably up to 10 and recognise these numbers. They also understand the concept of 'bigger and smaller' and 'more and less' through telling stories such as 'Titch' and in everyday activities such as adding soil to flowerpots and putting them in order of size.

Knowledge and understanding of the world

86. Children's knowledge and understanding of the world about them is poorly developed when they enter the nursery and although pupils make good progress, their knowledge is still below the expected levels by the end of the Foundation Stage. Every opportunity is taken to widen children's horizons through visits and activities in the classroom. For example, children visit local farms and walk in the local area to the market. In the reception classes, visits are extended to include the River Thames and Greenwich. Within the classroom, children undertake many practical activities which help them understand their surroundings. They do this, for example, through planting bulbs to enable children to understand the life cycle of plants. They also make shakers using different materials. In this activity, children were introduced to a variety of dried peas, beans and pasta. Children also gain good hygiene practices, such as washing their hands before eating food.

Physical development

87. When entering the nursery, children have an expected level of skills in their physical development and make good progress in furthering their development to maintain the expected level of achievement. The nursery and reception classes provide many opportunities for children to develop their skills of cutting, sticking and using scissors. Children run and use wheeled vehicles confidently and quickly learn how to hold a pencil and a paintbrush. They make good progress in developing the skills needed to write well and to handle small objects. They play with small building bricks and use the outdoor play facilities confidently. For example, most nursery children balance well on a plank and climb without assistance. When in the gym, children in the nursery run and clap and those in reception show a good understanding of space. A child demonstrated how to walk through space carefully and confidently. Children learn to dress and undress themselves with increasing levels of competence.

Creative development

88. On entry to the nursery, children's creative development is below that expected. They make good progress in this area, although still below the expected level of attainment by the end of the Foundation Stage. They experience a wide range of activities. They use skills well, for example, to make playdough into shapes. Some children in the nursery were able to roll some into long lines, which they set out on the letter 'h'. As children progress into reception, their painting becomes more controlled, and they use scissors with confidence. Children quickly learn how to mix colours and to match colours to fruits, for example, to make the purple of a passion fruit. By the use of rhyming songs, children develop a reasonable sense of pitch. They enjoy the singing games and join in with enthusiasm. Through painting and modelling, children enjoy exploring shape and texture. Children also use musical instruments independently to create rhythms. Children are

encouraged to use their imagination and express ideas, which they do with increasing competence.

ENGLISH

89. Standards in English by the end of Year 6 are now similar to those most primary schools, which is a very good achievement as English is most pupils' second language. All pupils, including those with special educational needs, make good progress throughout Key Stage 2. Standards shot up last year and are now much higher than those in schools like Culloden. There has been a big improvement in standards over the last four years. At the time of the time of the last inspection two years ago, standards were well below those expected for 11-year-olds. Girls do better than boys at this stage, as in most schools. Standards in speaking, listening, reading and writing are similar.
90. Standards by the end of Year 2 also went up last year, but not as much as in Year 6. Pupils make good progress in Years 1 and 2 even though most start school with very little English. Reading and writing standards improve well, but are below those reached in most schools when pupils go into Year 3. However, these standards are much higher than those in schools like Culloden. For example, more than three quarters of pupils reach the standards expected for seven-year-olds in both reading and writing. A quarter of pupils reach the reading level expected for nine-year olds.
91. Standards in the 2000 national tests for pupils in Years 2 and 6 tell the same story. For example, over three-quarters of Year 6 pupils reached the standard expected for their ages compared with fewer than half in 1999. Nearly a third reached the level above.
92. The main reason for this improvement is that English has a very high priority in the school. The literacy hour is used well and extra time given to language development is effectively raising standards. Since the last inspection, the school has carefully assessed all aspects of English teaching through observation of lessons. After talking over their work, teachers have successfully improved both learning and achievement. The school is also finding that individual sessions with pupils whose reading standards are falling behind are highly effective. Extra classes for pupils in Year 6 who are slightly behind are also increasing the numbers reaching the level expected for their age by the end of the year.
93. Speaking and listening standards by the end of Year 6 are similar to most schools. Pupils listen attentively to each other and to teachers' explanations, reading and directions for work. Teachers listen carefully to each pupil throughout the school and pupils learn from this good example. As a result, they take in and remember new work well. Teachers also take time to explain their ideas and questions at length. Drama, such as a Year 5 group's assembly presentation of 'Romeo and Juliet', further develops confidence and awareness of audience. Brighter pupils discuss their learning in commendable detail. For example, a Year 6 girl explained that she rated the novel she was reading highly. This was because it showed emotions realistically and made good use of suspense, imagination and changes of narrator.
94. By the end of Year 2, nearly all pupils explain clearly what they notice, think, feel and recall. They also remember to take turns and not to call out even though they are keen to join in. Pupils of all abilities soon talk confidently to visitors, for example politely asking an inspector to move because she was in the way of their game! Speaking and listening skills develop well in class discussions of stories and in daily one-to-one talk about their work with teachers and support staff. However, seven-year-olds' standards are lower than in most schools because English is most pupils' second language.

95. Reading standards by the end of Year 6 are similar to those in most primaries. This good achievement results from teachers' close watch on the quality of pupils' reading and understanding in the Key Stage 2 classes. Nearly all pupils read regularly at home for enjoyment. They have favourite authors and follow their personal reading interests well. Pupils of all abilities have satisfactory library skills and know how to scan text and screen for information. They use dictionaries and thesauruses effectively to improve their writing and understanding of words.
96. By the end of Year 2, reading standards are lower than in most schools. This is because pupils for whom English is a second language take longer to learn to read by themselves. Progress is good because staff are very skilled in teaching letter shapes and patterns. As a result, most pupils read simple stories aloud by the time they are seven. They also use and follow classroom worksheets, labels, signs, displays and notices to guide their learning. Most pupils read accurately but often with limited expression and understanding. They know how to find meanings and spellings in simple dictionaries and to use indexes to find words and facts.
97. Writing standards are similar to those in most schools by the end of Year 6. Most pupils join their letters up and write readable sentences in black ink. Work is reasonably neat, but handwriting and spelling standards are not high enough. Pupils write too slowly and do not always develop story ideas, description and argument at sufficient length. The work of less able pupils is often unfinished. All pupils use a satisfactory range of forms such as letters, stories, summaries, poems and notes. However, pupils use fewer words than is usual for their ages and are slow to develop the use of long sentences. A lot of time goes on short pieces and single sentence exercises. Pupils, therefore, gain appropriate understanding of language use and grammar. However, their writing is not expressive enough. The school is addressing the need to get pupils writing both at greater length and in more detail. Most pupils continue to spell too many words just as they sound. Improving teachers' skills, knowledge and understanding of teaching spelling would enable Key Stage 2 pupils to achieve as well as they should. Most pupils use capitals and full stops correctly, but are less accurate with other forms of punctuation or paragraphing. Skills develop appropriately through word processing in computer work and expression develops well through writing in history.
98. By the end of Year 2, good phonics teaching and regular handwriting practice give pupils a sound start to their writing development. However, standards are lower than in most schools because pupils know fewer words and write slowly. Most pupils write readable simple sentences about memories, stories and observations, although they often leave out or misplace full stops and capital letters. Pupils use only a limited number of forms and writing is an effort for most. Pupils are, therefore, slow to start using writing to record new learning, for example, in listing and labelling work in science and history. Computer work is also slow when pupils need to write on screen.
99. The good quality English teaching reported at the last inspection continues. There have been improvements in teaching for the Key Stage 2 pupils. Teaching and learning are good in nearly three-quarters of lessons with a sound standard in the rest. The quality is very good in one lesson in five. Throughout the school, teachers' good knowledge and understanding of the new ways of developing language results in confident, effective lessons. Pupils are interested, often picking up teachers' enthusiasm and working quickly. Teachers use a full range of teaching methods and vary them during each lesson so that pupils take in new learning accurately. They then keep working and get on responsibly by themselves. Teachers time lessons very well making effective use of high quality resources. All staff contribute very effectively to pupils' learning and progress and English lessons include pupils of all abilities and backgrounds well. Pupils behave well and work with a will because they know the school expects this.

100. Teaching is less effective when pupils spend too much time sitting and listening on the carpet with little opportunity to practise or contribute to new learning. They also switch off when writing tasks do not ask much of them. This is often because teachers do not vary tasks enough to stretch all pupils. As a result, in these lessons both brighter and less able pupils do not always achieve as much as they should.
101. Management of English is good. The school sees clearly which aspects of English are not good enough. Resources, time and energy then go to putting them right. For example, the school is now giving priority to improving writing techniques and speeds by the time pupils are 11 years of age. When pupils leave the school at the end of Year 6, their English standards and confidence in speech give them a secure foundation for the language demands of their secondary school work.

MATHEMATICS

102. Pupils' attainment in mathematics by the end of Key Stage 1 is average. It is also average by the end of Key Stage 2, with some aspects of the subject being above average. In the 2000 national tests for seven-year-olds, nine pupils in every ten reached the expected Level 2 and about one in four reached the higher Level 3. These results are close to the national average but well above average compared with similar schools. The attainment of 11-year-olds in the 2000 tests was very high compared with similar schools. About eight pupils in every ten reached the expected Level 4 and one in three the higher Level 5, a result above the national average.
103. These results represent a very substantial improvement on those of previous years and on those found at the time of the last inspection, when standards were well below average at the end of Key Stage 2. Evidence from the work of pupils currently in Years 2 and 6 indicates that average standards are being maintained in Key Stage 1 and at least average standards in Key Stage 2. This sustained improvement is the result of a number of factors, the most important of which is the good standard of teaching, using the National Numeracy Strategy effectively to provide well planned and structured lessons. The change from vertically grouped classes has also had an impact, enabling teachers to focus more closely on a narrower range of attainment within each class. This has helped them to meet individual needs more efficiently. All pupils, including those who are deaf or have other special educational needs, make good and sometimes very good, progress through the school. There is no significant difference between the attainment of girls and boys. Those who are bilingual achieve comparable results to other pupils, even in Key Stage 1. This is an indication that the extra support they receive is very effective.
104. Pupils progress well throughout Key Stage 1. By the end of the key stage, most pupils have a good understanding of number, including place value, and use this to add and subtract two digit numbers accurately using a number chart. However, many pupils do not have secure knowledge of all the addition bonds to 10. More able pupils halve and double numbers and find the difference between, for instance, 92 and 116. Pupils with lower attainment levels use a number line to find the difference between 11 and 19 and add or subtract 1 or 10 from a given number. General levels of numeracy are not yet high enough to enable pupils to spot when an answer is markedly incorrect because they have used the wrong operation. Year 2 pupils have a sound grasp of mathematical vocabulary and the different aspects of the subject, such as measurement and shape, but do not always know which mathematical operation to use when solving problems.
105. Overall progress through Key Stage 2 is also good. Pupils in Year 3 are building well on the sound foundations achieved in Key Stage 1. Those in Year 4, although at a lower level of attainment than might be expected for their age, are now making more rapid

progress as a result of good teaching in both classes. There are some deficiencies in the standards of presentation of work in these two age groups, however. In Years 4 and 5, pupils with higher levels of prior attainment often make less progress than they might. This is because all pupils tend to be given the same task to complete. Pupils of higher ability are given extension tasks but do not start work at a higher level than the remainder of the class.

106. By the age of 11, pupils extend their understanding of place value and use it to work with larger numbers including those exceeding 1,000,000. Most know their multiplication tables and multiply and divide whole numbers by 10, 100 or 1,000. Higher attaining pupils extend this process to decimals. In mental arithmetic, pupils answer questions accurately but not sufficiently quickly. As in Year 2, some pupils find it difficult to decide which operation to use. This is one result of an under-emphasis on problem-solving and investigational work in which pupils regularly have to make such decisions. Pupils in Year 6 understand how fractions can be equivalent to each other and work competently with a wide range of measures in length, weight and capacity. They use a protractor skilfully to measure or construct acute and obtuse angles and use a ruler to measure precisely. They calculate perimeters and areas accurately. Work in handling data is particularly strong, with pupils interpreting complex line graphs very well.
107. The quality of teaching has improved since the previous inspection. The overall quality is now good, with all teaching judged at least satisfactory. At Key Stage 1, the teaching in every mathematics lesson is good. At Key Stage 2, there is a wider range, with very good, good and satisfactory lessons equally represented. This consistently good teaching is having a substantial impact on pupils' learning.
108. Teachers use the National Numeracy Strategy well to plan appropriate activities in each part of the lesson. In the initial mental session, most teachers work on a single type of mathematical question often, but not always, related to the subsequent work in the main part of the lesson. In the best lessons, teachers explain clearly and progress logically from simple work to more difficult, frequently questioning to ensure pupils understand. They give pupils opportunities to explain their methods without allowing the pace to slow. In part of a Year 3 lesson, for example, these features led pupils rapidly to learn to check the results of finding half of a number by doubling the answer. Time is often used very efficiently, with appropriate tasks for pupils of different levels of attainment. In a Year 4 class, for example, pairs of pupils tested each other on multiplication and division facts of varying levels of difficulty. In another Year 4 class, the teacher sent a small group to work separately with the support assistant whilst she worked on doubling two digit numbers with the remainder of the class. This was a very efficient way of using both time and support staff.
109. The final, or plenary session, which concludes the lesson is often used well to consolidate pupils' learning by summarising or by clarifying points which have caused difficulty. Teachers, however, are insufficiently creative in their use of this part of the lesson. It is rarely used for a wider range of purposes, such as using newly acquired skills in solving problems or in relating the work done to other subject areas. As pupils have usually worked hard during the rest of the lesson, they sometimes become inattentive, particularly when listening to what other pupils say in answer to questions.
110. Mathematics has been a high profile subject at Culloden over the past two years. This is reflected in the high proportion of classroom display space devoted to it. It is the only subject to benefit from two co-ordinators, one in each key stage. They have both worked hard to ensure the consistent implementation of the National Numeracy Strategy, the improvement of subject knowledge amongst staff and the purchase of suitable new resources. They monitor planning, teaching and pupils' work on a regular basis providing

feedback to staff afterwards. Through assessment, they have identified weaker aspects and put in place action to improve them, such as the need to increase work in using and applying mathematics. Pupils who are identified as having especially strong talents in the subject are supported well, such as being taught alongside older pupils. Many teachers make good use of mathematics in areas such as science and geography. The potential of information and communication technology to support and enhance the work in mathematics is underdeveloped at present, particularly to address the needs of some lower attaining pupils.

SCIENCE

111. Attainment in science is on course to be average by the end of both key stages which is an improvement over the position found by the previous inspection and maintains the positive picture seen in improvement in results in the end of key stage National Curriculum tests. In the 2000 tasks at Key Stage 1, 83 per cent of Year 2 pupils were judged to have reached the expected Level 2, although none reached the higher Level 3. At Key Stage 2, 93 per cent of the pupils taking the tests reached the expected Level 4 and above and 40 per cent reached the higher Level 5. All classes this term are tackling work related to physical processes, but planning shows a full coverage of all aspects of the curriculum over the course of the year.
112. At Key Stage 1, pupils use sensible scientific thinking to group objects according to their properties, such as musical instruments in Year 1 and electrical equipment in Year 2. They work enthusiastically, if somewhat noisily in the latter case, when sorting these and enjoy sharing their findings with each other and the class as a whole. Teachers are careful to use correct scientific language and encourage the pupils to do so as well, as they work with individual groups and lead whole class discussions. As a result, pupils make steady progress in scientific understanding as lessons proceed. The majority of Year 2 pupils experimenting with torches to find which light is the brightest have a solid understanding of the need for fair testing. The teacher reinforces this well as she moves between groups, encouraging pupils to think and talk about what they are doing.
113. By the end of Key Stage 2, pupils' scientific thinking is well developed and they have a good understanding of cause and effect, for example how shadows are formed and why they change. Their interest is evident to see in the concentration on their faces as they listen to discussions and the sensible relevance of their answers to questions. They settle quickly and competently to work on their assigned activities and co-operate well whether it is research, for example, on sound using books and CD ROM, or practical investigation into how sound travels. They understand the need for fair testing when conducting their experiments and handle equipment sensibly and safely. There is less evidence, however, of pupils' own involvement in designing the investigation to be carried out.
114. Pupils are enthusiastic and interested in science, particularly when they have practical work to carry out. They listen carefully to explanations and join in discussions confidently, although the level of language is occasionally too difficult for a minority of pupils. Teaching is sound overall. All teachers share the purpose of the lesson clearly with pupils, so that they are confident about what they are going to do. In particularly effective lessons, teachers' clear explanations and careful reinforcement of the aim of the lesson, together with interesting and relevant practical activities, capture pupils' imaginations. The buzz of excited discovery is clearly evident, for example, when Year 5 pupils use 'spinners' to investigate light splitting and mixing. Teachers make good use of resources to ensure all pupils are fully involved in the lesson. For example, in a Year 4 lesson watching the video of Neil Armstrong and the first lunar landing, teachers regularly stopped the tape to reiterate points and make sure pupils remained focused on the key

questions which they had collectively decided earlier. Teachers place an appropriate emphasis on close observation and recording of findings and good links with both literacy and numeracy, such as note taking, research and using graphs to record results and findings. Lessons are less effective when explanations go above pupils' heads, or when they are not sufficiently clear for pupils to be sure what they are expected to do.

115. The co-ordinator is knowledgeable and enthusiastic. She provides effective support for her colleagues and has a clear overview of science in the school. Year group pairs plan their science work in detail, following a two-year cycle. This planning ensures all aspects of the subjects are covered fully, but does not always take sufficient account of developing pupils' knowledge and skills progressively. Evidence shows pupils in Years 1/2, 3/4 and 5/6, for example, carrying out very similar activities at the same level. The co-ordinator is aware that some reorganisation of planning, for example revisiting topics more frequently to ensure concepts are reinforced effectively, is necessary to secure and maintain the good progress the school has made in improving standards in the subject.

ART AND DESIGN

116. It was only possible to observe a limited number of lessons in art, but additional evidence was obtained by examining work on display in classrooms and corridors and work in pupils' sketchbooks. Discussions were held with the art co-ordinator and with a group of Year 6 pupils.
117. Pupils make appropriate progress through Key Stage 1 and attain standards broadly in line with expectations by the end of the key stage. In Year 1, for example, pupils use crayons to draw pictures of their 'special places' then brush dye across with a paint brush to produce effective wax resist pictures. By the end of Key Stage 1, pupils recognise features of the work of famous artists such as Monet and create their own attractive water-lily pictures by cutting, tearing and scrunching tissue paper before gluing to a background. They experiment successfully with other techniques such as scratching pictures on wax and painting on wet paper.
118. At Key Stage 2, progress is slower and standards of attainment by the age of 11 are below those expected. The main reason for this is that the subject is largely used to illustrate topics in other areas of the curriculum and there is insufficient attention to the progressive development of skills, knowledge and understanding. Standards are similar to those reported at the previous inspection. In Year 3, pupils know the primary colours and which secondary colours are derived from them, and use pencils to produce variations in tone and texture in their observational drawing. In Year 4, pupils make interesting 'pop-up' books and decorate them. However, much of the work in Year 5 is connected to pupils' studies in mathematics and science. In one class, there is some good quality work where pupils have used straight lines to create curves. These pupils have also created artwork based on stripes in the style of Mondrian. In the other Year 5 class, there is good work based on studies of reflection in science. By the end of the key stage, pupils know of the work of a limited range of artists but find it difficult to explain why they like or dislike their work. They use the Internet to obtain information to help them illustrate their work on ancient Egypt. Their skills in using paint, clay and textiles are below those expected at this age.
119. In the few lessons observed, the teaching was good. It ranged from good to satisfactory and there were no unsatisfactory lessons. As time for art tends to be limited, teachers ensure that no time is wasted. They give clear instructions about new techniques and ensure that pupils listen attentively, so that they achieve success when they work on the activity. Pupils are invariably well behaved, settle quickly and enjoy their work. In some cases, however, teachers set tasks which are too simple or do not allow pupils to be

creative as they carry them out. Additionally, too little time is devoted to critical evaluation of the results of each activity. Whilst pupils have their own sketchbooks from Year 3 onwards, these are not sufficiently used to practise drawing or to collect visual information to act as a resource for later creative work. Materials and equipment for artwork are almost always chosen by the teacher. Pupils, therefore, do not have sufficient opportunity to choose freely from a broad range of subject matter or materials to help them develop their own creativity.

120. Since the last inspection, the co-ordinator has introduced a new scheme of work, which fulfils the requirements of the revised National Curriculum. However, he has no time to enable him to monitor what is taught and learnt throughout the school. Some staff have good knowledge and skills in the subject, but overall there is a need to develop teachers' skills in using a variety of techniques and equipment, including sketchbooks. The school makes good use of visits to art galleries, including the Tate Modern, and some visiting artists provide inspirational stimulus to both staff and pupils. Although the budget for resources has been increased recently, most resources are still at a fairly basic level with few 'special' items to inspire pupils to produce work of exceptional quality. In particular, further resources to enable pupils to work in three dimensions are required. Insufficient artwork is displayed around the school. This is indicative of the low status of a subject used principally to support other areas of the curriculum. The co-ordinator is fully aware of these deficiencies in the provision for art. He has prepared a good action plan designed to remedy them over the course of the current and next academic year.

DESIGN AND TECHNOLOGY

121. Only two lessons were observed in this subject, both in Key Stage 2. A small amount of pupils' completed work was examined and discussions were held with a group of Year 6 pupils and with the headteacher who is temporarily acting as co-ordinator. There was insufficient evidence to make a judgement about standards of attainment in Key Stage 1. Standards at the end of Key Stage 2 fall below those expected for pupils of this age.
122. In Year 5, pupils have designed their own musical instruments following a study of sound in science. During the inspection they worked on the construction of their instrument, following closely the designs they had made. Pupils in Year 6 understand the importance of the design stage and that designs may have to be adapted, but are not clear about how the subject differs from art and design. They have no experience of evaluating familiar products, of tasks which incorporate electrical components, or of food technology.
123. Too few lessons were observed to make an overall judgement on the standards of teaching. The Year 5 lesson observed contained many strong features, including the evaluation of progress made so far and a good pace to the teacher's clear input which ensured maximum time for pupils to work on practical activities. As a result, pupils worked assiduously and were disappointed when it was time to stop.
124. It is evident that the relaxation of the requirement to teach the full National Curriculum has had a significant impact upon the work in this subject. Design and technology is timetabled alongside art and its low allocation of time also contributes to the unsatisfactory standards. Teachers' planning indicates some confusion between the two subjects. The breadth of study of the subject is unsatisfactory.
125. The school is aware of the low profile of design and technology. It is confident that a full programme of study, revised to take account of the Curriculum 2000 requirements, will soon be implemented. The imminent return of the co-ordinator is expected to speed this process. It is recognised that time will be required for the co-ordinator to monitor the subject to improve both resources and teachers' subject knowledge.

GEOGRAPHY

126. At the time of the previous inspection there was insufficient evidence to make judgements on standards in geography. Current findings show standards in geography are in line with national expectations by the end of Key Stage 1. Pupils have a clear understanding of place. They explain, for example, that they live in a part of London which they describe as an area with many houses, a few shops and a few grassy areas. They add that they feel very angry that a small grassed area has now been removed to allow houses to be built. This is because they have a few play areas and they would like more play equipment. Pupils also have a sound knowledge of other places in the world, such as Scotland, Vietnam and Bangladesh. Pupils are aware of environmental issues such as the amount of traffic and they say that they should be more zebra crossings to allow them to cross roads safely. Pupils use resources confidently to gain information, such as aerial photographs of the Aberfeldy Estate to find known features.
127. By the end of Key Stage 2, however, standards are below national expectations. Pupils have a poor understanding of place other than their own, either in Britain or in the rest of the world, although they have a sound knowledge of their own area. Pupils make satisfactory progress in learning about their local area by observation. They explain that East London grew up around the docks, that these are now closed and Docklands now has many businesses, centred around Canary Wharf. Pupils' explanations about reasons for the location of activities, however, is below that expected for Year 6. They were unable to explain why the London docks had closed and were unaware of the growth of other ports such as Dover and Harwich. Pupils have a satisfactory range of map-work skills, but fieldwork experiences are limited. They make satisfactory progress in presenting the information that they have gathered in a variety of ways, such as land-use maps and bar graphs. Pupils also make satisfactory progress in using a variety of resources, such as maps, globes and atlases.
128. The main reason for standards being below expectations for older pupils is lack of time allocated to the subject within the curriculum. In lessons seen, the quality of teaching is consistently good. Teachers plan well and use good resources effectively. For example, when pupils were examining aerial photographs, one was also shown on the overhead projector, which enabled the teacher to point out places that were discussed. Learning support assistants are used very well to work with designated pupils. Good questioning makes pupils think and tasks set have a good level of challenge, which often allow pupils to attain a level above that expected for their age. For example, pupils in Year 3 were asked questions that enabled some of them to give clear explanations, as well as good descriptions of their local area. Pupils in Year 1 were asked to make predictions about their survey, which they had to prove or disprove. This is a high level of challenge and moves pupils on in their learning. As a result, pupils enjoy geography. There was great excitement, for example, in a Year 4 class as pupils were shown aerial photographs of their own area. Pupils behave well and listen carefully to instructions. This was seen when they sorted their land use survey findings into categories. Pupils tackle tasks confidently and are eager to explain what they are doing. They also take care with the presentation of their work, which was shown by their neatly coloured bar graphs.
129. The school has good resources and uses the local area well, but other fieldwork to extend pupils' understanding of geography has not yet been developed. Assessment is not established as part of the teaching process.

HISTORY

130. The previous inspection found standards in history to be in line with expectations by the end of Key Stage 1, but had insufficient evidence to judge standards at Key Stage 2. Current findings show standards in history are in line with national expectations at the end of both key stages. By the end of Key Stage 1, pupils have a clear understanding of chronology and recognise that there are differences between their lives and those of people in the past when comparing their school with a Victorian school. They enjoy learning that children wrote using slates, wore different clothes and that classrooms were arranged differently. Pupils understand clearly that there are reasons for differences, such as the presence of gaslights because there was no electricity in Victorian times. Pupils answer questions well from close observation, for example, that the desks that they saw in the Ragged School Museum were made of wood.
131. By the end of Key Stage 2, pupils make sound progress in understanding the major civilisations in the past, the different periods in the history of Britain and how societies change over time. They explain, for example, that the Pharaohs of ancient Egypt were held in such high esteem that they were mummified after death, as were cats! Pupils also make sound progress in using resource material and in understanding the value of primary sources such as artefacts and secondary resources such as books. They carefully select and combine information from different sources and produce well-structured work. This was seen in their production of an Egyptian newspaper for which they used material obtained from books and from CD-ROMs. Pupils' understanding of history is considerably enhanced by the many visits undertaken.
132. The quality of teaching in Key Stage 1 is never less than satisfactory, with one in three lessons good and one in three lessons very good. In Key Stage 2, the quality of teaching is never less than good, with one in four lessons very good. Teachers plan well, and use good resources effectively, for example digital photographs of pupils to explain timelines. Visits, such as to the British Museum, also make aspects of history 'live'. Activities are relevant and exciting, which motivates pupils to succeed. As a result, pupils enjoy history. For example, pupils in Year 2 were tremendously excited when they knew that the focus of the lesson would be their earlier visit to the Ragged School Museum. Older pupils were fascinated to find out how the tomb of Tutankhamen was discovered and what it contained. Pupils tackle tasks with interest and concentration. For example, in the Year 6 lesson, pupils are totally absorbed when acting as archaeologists and finding artefacts in a sand box. They are ready to explain what they are doing and their interest in history extends beyond the classroom to watching history programmes on Channel 4. Pupils take great care with the presentation of their work, such as using text and colour photographs of the pyramids effectively. Questioning is good and makes pupils think. For example, when pupils researched the making of paper and the papyrus, they were asked why it was made in that way. Plenary sessions are well used to enable pupils to explain what they had discovered. Teachers have high expectations of behaviour and outcome, which contributes to the success of pupils in history. In the satisfactory lesson, the absence of the support assistant for those pupils learning English hindered their progress as they did not have a full understanding of the vocabulary used.
133. Resources used are good and a sound scheme of work, enriched by a variety of visits, contribute to pupils' interest and progress in history. Visits included an exciting enactment of Tudors in the City of London. The present policy has not been updated, and assessment is not a part of the teaching process.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Standards in information and communication technology are lower than they should be by the end of both Year 2 and Year 6. Teachers are not giving pupils enough time to master new skills when they have learned them. Older pupils are aware of the gaps in their knowledge, for example, of how to e-mail by themselves. Standards have improved since the last inspection and the visit of Her Majesty's Inspectors a year and a half ago, when they were well below average. However, both progress and achievement remain unsatisfactory.
135. By the end of Year 6, pupils have appropriate knowledge of language about computers. They understand terms such as 'Internet service provider' and 'search engine', for example. They know how to insert and size text and images into their work. All pupils confidently highlight text, save their own work and close programmes correctly. They know how to record and playback sounds on computer, to use simple spreadsheets and databases and to find and print out material from CD-ROMs. With help, pupils search the Internet. They have an appropriate understanding of the use of computers outside schools. For example, Year 6 pupils knew of the importance of computers in finding jobs, travel, banking, medical records and weather forecasting. With help brighter pupils learn how to load, change and use digital camera images in electronic publications.
136. By the end of Year 2, pupils use computer programmes to improve basic language and number skills. They recognise and understand terms such as 'tool', 'click', 'printer', 'keyboard' and 'save'. Pupils improve their understanding of mathematics by making symmetrical pictures using colouring and drawing tools. They also use simple block graph programmes and begin to control a floor robot. Pupils change text size and select font. With help they use the 'save as' button and change file names before saving work. Because literacy skills are lower than expected for their ages, progress in reading from and responding to computer screens is slow.
137. The quality of teaching is unsatisfactory because of differences in teachers' expertise and use of computers in lessons. As a result, the school is not ensuring effective learning of information and communication technology in all classes. However, the school has precisely identified training needs and made satisfactory arrangements to meet them. During the inspection, a quarter of the teaching was unsatisfactory. The quality in the other three quarters ranged from sound to very good, reflecting the differences in teachers' knowledge and experience.
138. In the good lessons, teachers explained carefully each of the steps pupils needed to gain new skills and knowledge. Good relationships and confident demonstrations resulted in good concentration even with a whole class round a single computer. Pupils learned quickly in a Year 6 lesson on the use of clip art. They agreed that operations to produce a mock newspaper page were 'easy'. Teaching was less effective when teachers expected pupils to learn new skills with insufficient opportunities to practice them. Pupils also lost interest when the work did not have enough challenge, for example, in a 30-minute lesson on recognising and naming computer parts and peripherals.
139. The school now has enough hardware and software. Planning in all year groups includes the development of skills appropriate to each subject. There is up-to-date guidance providing a framework of activities to meet the requirements of the new National Curriculum. The school has, therefore, adequately met key issue three from the last inspection: 'ensure that National Curriculum requirements for information technology are met. The school has also taken appropriate steps to improve access to the Internet and the National Grid for Learning.

MUSIC

140. Standards in music are in line with those expected for pupils aged 7 and 11 and they make good progress overall, which reflects the findings of the previous inspection. Even though there have been changes in staffing, the school has maintained music provision and continues to develop pupils' skills appropriately. Pupils sing well together a wide range of songs. They sing enthusiastically and at a good pace. In work on pulse and composition, they listen attentively, follow instructions and by the end of each lesson listen to the work of others, analyse critically and suggest improvements to each other. Music is inclusive, with deaf pupils able to participate fully in sessions. All pupils sign the words to songs and by watching and copying, deaf pupils are able to clap different pulses. Pupils with special educational needs achieve in line with the rest of their class. Pupils from different ethnic backgrounds also achieve appropriately, especially those who speak English as an additional language.
141. Teaching overall is at least good with half of lessons judged to be very good. Teachers develop pupils' skills well. In pulse work, for example, the teacher uses musical games to catch pupils' attention and develop listening skills. Both the headteacher and the music co-ordinator give clear step-by-step instructions and this results in good progress in learning. Both have a personal enthusiasm for the subject and provide well-planned sessions with music and skills highlighted. Pupils are well aware of this enthusiasm and respond positively. They listen, concentrate and persevere well, exhibiting very good self-control especially when using percussion instruments. They take turns fairly and are responsive to their teachers. Being eager to please and enthusiastic, they rise to the challenge of lessons and are disappointed when lessons end. They are particularly involved with their singing and respond to the implicit message from the head teacher that singing is a very worthwhile and enjoyable activity! Teachers make good use of resources to support pupils' learning and plan progression through their lessons. Pupils are eager to share knowledge having been given the opportunity to experiment and develop their ear for sounds.
142. Music makes a good contribution to pupil's spiritual, moral, social and cultural development. It features regularly in assemblies, with pupils entering and leaving to the great classics by composers such as Elgar and also to music appropriate to the theme of the assembly, such as sitar music in an assembly about Guru Nanak. Pupils sing songs from around the world in singing lessons. They put songs such as 'What shall we do with the drunken sailor' and 'Oh sinner man' together effectively in part-singing and sing in cannon the African 'Si, si, si' with a descant stack. In pulse work, pupils listen closely to music such as African drumming rhythms.
143. The subject co-ordinator is not a music specialist but he works hard to support and encourage staff, monitor and review pupils' progress in learning and keep up to date in developments in music teaching. The scheme of work is not a formal one but based on a two-year cycle of pulse, pitch, timbre and world music. This ensures a full coverage of the National Curriculum programmes of study. The school buys in peripatetic recorder tuition for small groups of pupils and would like to extend this further to offer all pupils the opportunity to learn the instrument. The music department will soon move into a specially built music and drama studio in the new building, which will offer improved acoustics, especially for deaf pupils.

PHYSICAL EDUCATION

144. Standards in physical education are as expected for pupils' ages by the end of Years 2 and 6. All pupils, including those with special educational needs, make sound progress. The picture was much the same as at the time of the last inspection. There is no

difference between the standards achieved by boys and girls. The school recognises the importance of pupils' physical education and gives it more time than most schools do. For example, all Years 5 and 6 pupils have weekly swimming lessons. These are of particular importance in the Docklands area. The schools' planning shows appropriate time also given to gymnastics, games, dance and athletic activities.

145. By the end of Year 6, pupils have the expected standards of games skills. This was clear in a hockey lesson when the teacher's effective planning and management resulted in good progress in striking, passing and receiving skills. The lesson ended in a hotly contested series of small side matches in which pupils used their improving skills well. A Year 5 gymnastics lesson showed pupils' skills were appropriate for their ages in balance, control, co-ordination and teamwork. The teacher led the warm up and first practices of work on benches and mats by getting pupils of all abilities to copy and follow him. Pupils greatly enjoyed this follow my leader activity using all the equipment and space in the hall. As a result, their own work was adventurous, imaginative and productive. By the end of Year 6 last year, four-fifths of pupils swam at least 10 metres without aids and around two-thirds could swim 25 metres. More able pupils swam several lengths and moved on to training in further water skills. These are sound achievements as nearly all pupils swim only during these weekly half-hour lessons.
146. Pupils enjoy these opportunities to meet physical challenges, work well together and improve their performances. The quality of teaching and learning is good. Lessons often make real contributions to their sense of fair play and team spirit. For example, the teacher's aims in a Year 1 lesson with the parachute were 'to build self-esteem, confidence and team work'. The lesson was successful because of the carefully planned sequence of activities to achieve these aims. There was delight as pupils worked together to make the parachute into seas, domes and mountains. Effective teamwork with support staff made sure that all pupils, including those who were very deaf and those with little English, took part fully in all activities. Teachers include appropriate guidance during lessons on health, safety and exercise. All teachers now ensure that pupils change for lessons and do not wear jewellery.
147. Resources have improved since the last inspection. They allow the school to cover all parts of the National Curriculum programmes fully. The co-ordinator provides adequate opportunities for pupils to take part in and train for team games such as football and netball after school.

RELIGIOUS EDUCATION

148. At the time of the previous inspection, standards in religious education by the end of both key stages were below the expectations of the locally agreed syllabus because this was not yet being fully implemented in the school. Progress over time was unsatisfactory for the same reason. Since then the school has introduced the Tower Hamlets agreed syllabus for religious education and standards are improving. Older pupils achieve satisfactory levels and younger pupils are approaching good levels of progress in their learning. Pupils learn about many different religions in a two-year curriculum cycle and apply knowledge of these faiths and beliefs through a range of themes. Pupils with special educational needs achieve in line with the rest of their class. Pupils from different ethnic backgrounds also reach appropriate standards, including those who speak English as an additional language.
149. Pupils appreciate and respect the diversity of beliefs and cultures in the school. They identify key prophets from different faiths and enjoy, for example, stories told by Jesus, such as the Good Samaritan, and stories about lives such as that of Guru Nanak and the miracle of the water. They appreciate the Bible and Qur'an as sources of moral guidance

for living such as the Ten Commandments from the Jewish and Christian faiths, and prayer from the Muslim faith. Pupils also know that birthdays are special days, regardless of religion, and that each faith celebrates the giving of harvest, light and the New Year. Religious education makes a significant contribution to the spiritual and moral development of pupils. Part of the religious education syllabus is taught effectively during assembly times with the theme becoming the reflective part of collective worship and teachers ensure that themes are further developed and practised in sessions within the class. During the inspection, younger pupils re-enacted the story in assembly of the water miracle and looked at artefacts connected to Sikhism. In class, they learned more about the life and work of the Guru and the faith he followed.

150. The quality of teaching is satisfactory overall with good teaching seen for younger pupils especially. In stronger lessons, teachers hold high expectations that by the end pupils will know more of how and why people believe as they do and be more skilled in applying the moral behind the work to their own lives. Teachers expect pupils to behave well, concentrate and listen. They plan lessons to challenge and drive learning forward using appropriate questions to make pupils think. By looking at photographs of the Haj, for example, the teacher encouraged pupils to reflect on caves, deserts, temples, churches and mosques as being prayer centres and the importance of Jerusalem for the three monotheistic faiths. By making a prompt start, maintaining a good pace and having a range of appropriately prepared resources to hand teachers challenge pupils existing knowledge and drive learning further. As a result, pupils respond positively to their work and are keen to learn. They settle quickly to work, listen carefully and are not shy about contributing to discussions even if their vocabulary is limited. Pupils enjoy being able to add to others' knowledge by contributing details of how they and their families celebrate their own festivals, faiths and beliefs. They show good understanding of how beliefs influence actions as well as show respect to the beliefs and faiths of others. When teaching is weaker, then pupils' progress as learners is slower. In these lessons, there is a high degree of teacher control, a slow pace, erratic classroom management, disjointed explanations and lack of subject knowledge that fails to take pupils' knowledge and understanding further. Teachers' assessment of pupils' progress is mainly by general conclusions drawn from observations and discussions.
151. The co-ordinator has been in post since the last inspection. During this time she has provided staff with the resources and information to ensure that religious education is taught effectively throughout the school. She is planning further training to ensure teachers are confident in teaching from the agreed syllabus. At present, she does not have time to monitor the work within each class but sees teacher's plans termly, helps with planning and has informal discussions with teachers. Members of the school staff are from different cultural and religious backgrounds and these are encouraged to share information to support the work with in the school.