



Leicester Islamic Academy

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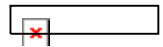
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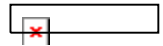
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Basic information about the school

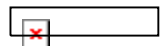


| | |
|-----------------------------------|-----------------------------------|
| Name of school: | Leicester Islamic Academy School |
| Type of school: | Independent Muslim School |
| Status: | Independent |
| Association Membership | Association of Muslim Schools |
| Age range of pupils: | 3-16 years |
| Gender of pupils | Mixed |
| Number on roll (full time pupils) | Boys 83 Girls 293 |
| Number on roll (part time pupils) | Boys 13 Girls 17 |
| Annual fees (day pupils) | £1180 primary; £1300 secondary |
| Address of school: | 320 London Road Leicester LE2 2PJ |
| Telephone: | 0116 270 5343 |
| Principal: | Dr Mohamed Mukadam |
| Proprietor: | Board of Governors |
| DfES Number: | 856/6007 |
| Dates of inspection: | 29 April-3 May 2002 |
| Reporting Inspector: | Mrs M A Buckingham HMI |

Part A - Summary of the report

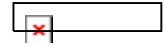


Scope and purpose of the report



1. The purpose of the report was to advise the Secretary of State for Education and Skills about the quality of the school's provision and suitability for registration under the Education Act 1996. The report concentrates on those aspects of the school relevant to that purpose. All key stages were inspected.

Information about the School

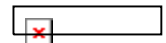


2. Leicester Islamic Academy is a long-established independent day school for pupils aged 3-16. Currently there are 406 pupils on roll, of whom 30 are under five years old and attend the school part-time. Boys and girls attend the nursery and primary but the secondary section is girls only. The school is situated close to the centre of Leicester, and while the main catchment is Leicester City, a few girls travel from as far afield as Derby. Many pupils use the community mini-bus service to travel to school or are brought in parents' cars. The school receives public funding for 55 four year-olds. It is oversubscribed.

3. The school is founded on Islamic principles and has aims to provide a service, not only to pupils and parents, but also to the wider Muslim community. These aims are expressed in the new prospectus as follows:

- "The very foundation of the school is based on the Qur'an and traditions (Sunnah) of the Holy Prophet Muhammad (pbuh).
- The school sees each pupil as being of equal worth and deserving of the school's best efforts. The school is committed to academic excellence.
- All its members will be encouraged to realise their full potential in order to take their place as responsible and contributing members of the wider society".
- All the children at the school have a bilingual background. Home languages spoken by pupils include Urdu, English, French, Gujarati and Arabic. The medium of instruction throughout the school is English. All pupils are Muslim and come from a rich diversity of family heritage and ethnic background. The majority are British Muslims.

How the school has improved since the last inspection

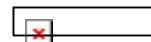


4. The school is finally registered with the Department for Education and Skills (DfES) and has been visited by HM Inspectors of Schools (HMI) over the years on one-day registration monitoring visits. The last visit was in 1998. On this occasion only the secondary section was inspected. The school has made progress in implementing recommendations made by HMI. The publicly funded nursery provision was last inspected in 1999. This report listed a number of shortcomings, many of which still apply.

Main findings



How good the school is



5. Leicester Islamic Academy is a school with strengths that promote the progress and welfare of its pupils. The school is successful in providing a very strong Islamic ethos that permeates its daily life. It is an orderly community with overall good pastoral care. The time is right for review and development across the school.

What the school does well



- standards achieved overall at end of Key Stage 4 are well above national average;
- secondary girls are highly motivated and enthusiastic learners. The school provides very good opportunities for them to progress to the next stage of education;
- in the primary section the best teaching is in Key Stage 1 with the most consistent teaching of a good quality observed in the Year 1/2 class. In the secondary section (Key Stage 3 and Key Stage 4) the teaching is satisfactory overall with some good and very good teaching;
- pupils' spiritual, moral and personal development is well promoted. Good assemblies, with pupil involvement, contribute to the strong, shared ethos of the school;
- the curriculum includes aspects of the National Curriculum subjects and is satisfactorily balanced with the study of Islam; and
- the school has made good use of school-based initiatives to train teachers and with the induction of newly qualified teachers. Several serving teachers have qualified through this route.

What could be improved

- the unsatisfactory standards achieved and the unsatisfactory teaching in the nursery and reception and in Key Stage 2;
- the unsatisfactory standards achieved and the quality of teaching in the foundation subjects in the primary section;
- the standards throughout the school achieved by the most able pupils;
- the teaching of Arabic in the secondary section;
- the curriculum planning and assessment; and
- the existing procedures for monitoring the quality of teaching.

Standards

6. By the end of Key Stage 1 and Key Stage 2, standards in English are broadly in line with national expectations. English standards at Key Stage 3, are satisfactory and in line with national expectations, with a small group of girls in Year 8 and Year 9 achieving levels above age-related expectations. Attainment by the end of Key Stage 4 is good. Standards in mathematics at the end of Key Stage 1 are satisfactory for lower attaining and average pupils but are unsatisfactory for higher attaining pupils. At the end of Key Stage 2 standards are well below national expectations and unsatisfactory overall, but particularly for higher attaining pupils. By the age of 14, pupils' attainment in mathematics is well above average. In the 2001 GCSE mathematics results, all of the pupils achieved grades A*-C. In the inspection, standards in science at the end of Key Stage 1 were satisfactory overall. By the end of Key Stage 3 standards in science are above those expected nationally with almost three-quarters of the pupils obtaining Level 5 and above. GCSE results for 2001 are well above the national average with all pupils achieving an A*-C grade in double science.

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year. | | Year | Boys | Girls | Total |
|---|--------|---------|---------|-------------|-------|
| | | 2001 | 7 | 18 | 25 |
| National curriculum test/task results | | Reading | Writing | Mathematics | |
| Percentage of pupils | School | 80% | 96% | 92% | |

| | | | | |
|---|----------|----------------|--------------------|----------------|
| at NC Level 2 or above | National | 84% | 86% | 91% |
| Teachers' assessments | | | | |
| | | English | Mathematics | Science |
| Percentage of pupils at NC Level 2 or above | School | 100% | 100% | 100% |
| | National | 85% | 89% | 89% |

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

| | | | | | |
|---|----------|----------------|--------------------|----------------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year. | | Year | Boys | Girls | Total |
| | | 2001 | 9 | 12 | 21 |
| National curriculum test/task results | | | | | |
| | | English | Mathematics | Science | |
| Percentage of pupils at NC Level 4 or above | School | 72% | 40% | 65% | |
| | National | 75% | 71% | 87% | |
| Teachers' assessments | | | | | |
| | | English | Mathematics | Science | |
| Percentage of pupils at NC Level 4 or above | School | 81% | 85% | 72% | |
| | National | 72% | 74% | 82% | |

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

| | | | | | |
|---|----------|----------------|--------------------|----------------|-------|
| Number of registered pupils in final year of Key Stage 3 for the latest reporting year. | | Year | Boys | Girls | Total |
| | | 2001 | 0 | 45 | 45 |
| National curriculum test/task results | | | | | |
| | | English | Mathematics | Science | |
| Percentage of pupils at NC Level 5 or above | School | 85% | 80% | 73% | |
| | National | 64% | 66% | 66% | |
| Percentage of pupils at NC Level 6 or above | School | 61% | 58% | 31% | |
| | National | 32% | 43% | 34% | |
| Teachers' assessments | | | | | |
| | | English | Mathematics | Science | |
| Percentage of pupils at NC Level 5 or above | School | 80% | 80% | 82% | |
| | National | 65% | 68% | 64% | |
| Percentage of pupils at NC Level 6 or above | School | 53% | 62% | 60% | |
| | National | 31% | 41% | 32% | |

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

| | | | | | |
|---|--------|------------------------------|------------------------------|------------------------------|-------|
| Number of 15 year olds on roll in January of the latest reporting year. | | Year | Boys | Girls | Total |
| | | 2001 | 0 | 21 | 21 |
| GCSE results | | | | | |
| | | 5 or more grades A*-C | 5 or more grades A*-G | 1 or more grades A*-G | |
| Percentage of pupils | School | 100% | 100% | 100% | |

| | | | | |
|----------------------------------|----------|-----|-----|-----|
| achieving the standard specified | National | 48% | 91% | 96% |
|----------------------------------|----------|-----|-----|-----|

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

| | | |
|-------------------------------|----------|------------------|
| GCSE results | | GCSE point score |
| Average point score per pupil | School | 58 |
| | National | 39.0 |

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

Pupils' attitudes and behaviour

| Aspect | Comment |
|------------------------|--|
| Attitude to the school | Pupils have positive attitudes to school. Primary children are generally eager to learn and they try hard and concentrate even when teaching is uninspired. Girls in the secondary section are highly motivated, conscientious and enjoy learning. |
| Behaviour | Behaviour is good overall in the primary section. On occasion it falls short of this when misbehaviour, often from young boys occurs. Secondary girls' behaviour is excellent. |
| Attendance | Attendance is good. |

Teaching

7. Overall, in the primary section, the quality of teaching is too variable with much that is unsatisfactory. The weakest teaching is in the nursery and reception classes (foundation stage) and Key Stage 2. The best teaching is in Key Stage 1 with the most consistent teaching of a good quality observed in the Year 1/2 class. In the secondary section (Key Stage 3 and Key Stage 4) the teaching is satisfactory overall with some good and very good teaching. The teaching of Arabic is unsatisfactory.

Other aspects of the school

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The primary curriculum includes most of the National Curriculum, with a strong emphasis on English and mathematics. A range of National Curriculum subjects is offered at Key Stage 3 and Key Stage 4 but there are omissions. All pupils follow a programme of Islamic studies. Curriculum planning is a weakness across the school. |
| Provision for pupils' | The school attends well to pupils' spiritual, moral, social and cultural |

| | |
|---|--|
| personal, including spiritual, moral, social and cultural development | development. Provision for spiritual development is very strong, with the teachings of Islam underpinning the life of the school. Issues dealt with as part of Islamic studies make a significant and positive contribution to the pupils' personal development. |
| How well the school cares for its pupils | The care of pupils, which is firmly based on the tenets of Islam, is good. |

How well the school is led and managed

| Aspect | Comment |
|--|---|
| Leadership and management | The senior managers ensure that the school is orderly and day-to-day routines run well and are committed to doing well. The time is right to take action on the weaknesses highlighted in this report. |
| The school's evaluation of its performance | Regular tests and examinations assess pupils' attainment but the results are not used sufficiently to plan future work. |
| The strategic use of resources | Resources are limited in many subject areas and this impact on the breadth of subject teaching and pupils' learning. There are some unsatisfactory features in the accommodation for the nursery. The overall situation should improve when the new extension, presently nearing completion, is opened. |

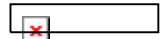
8. The school continues to meet the minimum requirement for registration according to the Education Act 1996.

Parents' and carers' views of the school

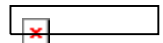
| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • the Islamic foundation of the school; • the promotion of positive attitudes to school work; • good standards of behaviour; • what the school does to promote the personal development of their children. | <ul style="list-style-type: none"> • more information about what is taught and their children's progress; • provision for pupils with special educational needs; • increased security about the school; • the number of qualified teachers; |

| | |
|--|---|
| | <ul style="list-style-type: none">• the clarity of admissions procedures;• provision for PE. |
|--|---|

Part B: Commentary



How high are standards?



The school's results and achievements

9. Overall standards in core subjects in primary are in line with national expectations but with variations. In secondary, standards in core subjects are overall in line with or above national expectations.

10. Many of the pupils have English as an additional language and their attainment in English when they enter school is below the national expectations of native speakers. They make good progress during the foundation stage and Key Stage 1, especially in reading and writing. By the end of Key Stage 1, standards in English are in line with national expectations. Similarly, by the end of Key Stage 2 standards in English overall are broadly in line with national expectations. Standards are good in reading but are below the national average in writing. Girls achieve higher standards than boys in reading and writing but the proportion of all pupils achieving the higher levels in national tests in 2001 was well below the national average. There was a dramatic fall in the standards achieved in national tests in 2001, most markedly at the higher levels, compared with previous years. The best results in key stage 2 test in 2000 were gained when a well-qualified teacher, who has since been moved into the secondary section, had taught the class.

11. The attainment in English by the end of Key Stage 4 is good. Last year, all the pupils entered achieved GCSE grades A*-C in English language and literature. At Key Stage 3, standards are satisfactory and in line with national expectations, with a small group of girls in Year 8 and Year 9 achieving levels above age-related expectations. Nevertheless, there is some underachievement in the subject due in part to recent staffing changes and a lack of overall co-ordination between Key Stage 3 and Key Stage 4.

12. Standards in mathematics at the end of Key Stage 1 are satisfactory for lower attaining and average pupils but are unsatisfactory for higher-attaining pupils. In the 2001 national tests for seven-year-olds the school had fewer pupils achieving the higher levels than is the case nationally. Standards in mathematics at the end of Key Stage 2 are unsatisfactory overall and particularly for higher-attaining pupils. Results of the national tests for 11 year-olds from the last three years show that pupils achieved below or well below standards compared with national figures. Only in 2000 did the school's results considerably improve upon national expectations. Significantly, in the same year the percentage of pupils gaining the higher levels was higher than the national figure. During this year a qualified teacher taught these classes.

13. Evidence from scrutiny of the pupils' work confirms these results. In Key Stage 1, the pupils' work is of a satisfactory standard within a limited range of mathematics. Pupils, generally, have a satisfactory grasp of basic concepts of number work and measurement. In Key Stage 2, the range of work is limited and does not cover the National Curriculum Programme of Study. Pupils' books do not show range and breadth of study. Following the very poor results achieved in the 2001 tests the senior staff analysed the test papers to find which topics pupils had found most difficult. As a result, pupils in Year 5 and Year 6 have spent more time studying capacity, weight, data-handling, percentages and decimals.

14. At Key Stage 3 and Key Stage 4, overall girls' attainment in mathematics is generally above average. By the age of 14, the girls' attainment is well above average overall. Given their starting points this indicates good progress for most pupils. The 2001 national test results in mathematics showed a well above average proportion of the pupils gaining Level 5 and above as well as Level 6 and above. Mathematics test results were similar to those of English but higher than those of science. In the 2001 GCSE mathematics results, all of the girls achieved grades A*-C. A high proportion of the pupils, one-third approximately, gained A grades. Based on the pupils' achievements at the end of Year 9, these results reflect good progress.

15. Standards in science at the end of Key Stage 1 are satisfactory overall. By the age of seven, pupils show interest in their world, are keen to handle materials and try things out. There is a good range of work within Year 2 pupils' books. Standards in science at the end of Key Stage 2 are unsatisfactory overall and particularly for higher attaining pupils.

16. Results of the science national tests for 11 year-olds from the last three years show overall that pupils achieved below the national levels. Only in 2000 did the school's results considerably improve upon national expectations when all children gained the level expected or above. In the same year the percentage of pupils gaining the higher level was higher than the national figure.

17. Standards in other subjects in all key stages, from the limited work seen, suggest that standards are variable. At primary level the standard of attainment in both key stages is in line with national expectations in art, below national expectations in history and geography and well below national expectations in physical education (PE). At Key Stage 3 and Key Stage 4 standards in history are at or above national expectations; in geography (reintroduced this year) below; above average in art and textiles with girls achieving a good standard of work; average in information and communication technology (ICT) and PE. The restricted range of activities due to the lack of resources effects standards in PE.

18. Standards achieved at GCSE in Arabic are weak compared to standards in other subjects. One of the major factors affecting standards is that there is little opportunity for the girls to practise speaking, listening, and reading for meaning or spontaneous writing in Arabic.

Pupils' attitudes, values and personal development

20. Primary children are generally eager to learn and they try hard and concentrate even when the work is unimaginative. They are well behaved, except for a minority of pupils, often boys, who are easily distracted and cause minor disruptions to lessons, for example, by calling out or talking among themselves and, on occasions, engaging in disruptive behaviour which teachers should deal with swiftly. In some cases, teachers' expectations need to be raised.

21. Secondary girls are very enthusiastic about the school and most express the wish to return to the sixth form, to study A-level courses. They are very highly motivated, respectful and hard working; even where some pupils clearly struggle to grasp undifferentiated concepts. Many of the senior girls take responsibility for their own learning, revising well for examinations. Girls confidently express opinions, often with humour. Girls' behaviour is excellent in the secondary section and this has a positive effect on their learning and the standards achieved.

22. The school has policies on both behaviour and bullying that are reinforced through assemblies, Islamic studies and by individual teachers. The secondary section has a reward system, but this is

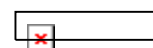
not used consistently by all staff. Where teaching is good in the secondary section, there is mutual respect between teachers and pupils, which encourages the girls to engage with and enjoy the lessons.

23. The school's strong Islamic ethos generates respect for others and the pupils are aware of the impact of their actions. The relationships between pupils, and between teachers and pupils, are very good. Pupils collaborate well and this is very effective in building relationships. Pupils are welcoming, polite and friendly to visitors.

Attendance

24. Attendance is good. The school has effective measures to promote attendance and there is a strong expectation upon parents and pupils to support the school in this matter. Generally school registers are satisfactorily maintained but there are examples of some daily attendance registers not being completed properly. Some of the Key Stage 3 and Key Stage 4 registers are only completed in the morning. Attendance registers should be taken at the beginning of each session in order to comply with the regulations.

How well are pupils or students taught?



25. Overall, in the primary section, the quality of teaching is too variable with much that is unsatisfactory. Where weaknesses occur it is related to lack of professional and subject knowledge, detailed planning and supporting use of assessment. Lessons are sometimes far too long for pupils of this age. In the secondary section the teaching is satisfactory overall with many examples of good and very good teaching.

26. In the nursery and reception classes most lessons were unsatisfactory and in Key Stage 2 over half of the lessons observed were unsatisfactory. The best teaching is in Key Stage 1, where 90 per cent of the teaching observed was satisfactory or better. The most consistent teaching of a good quality was observed in the Year 1/2 class.

27. The weakest teaching is seen in the nursery and reception. The teachers are well meaning and committed to the children in their care but lack the necessary professional knowledge to plan a coherent and progressive programme relevant to this age group. In contrast, in Year 1 and especially in Year 1/2, the teaching reflects the professional knowledge and understanding of the qualified teachers. In a good Year 1/2 lesson on money and shopping, the teaching was clear, precise and focused upon a specific learning objective, which the teacher went through with the pupils. The group work was planned effectively to cater for the different ability levels of the pupils, yet still within the main objective for the class. The more able pupils were challenged by their work and the less able supported by visual aids and later by the teacher herself. The pupils understood what they were doing and how the lesson built upon what they had recently learnt. A particular strength of the teaching was the way in which the teacher reinforced the practical application of what the pupils were doing and learning to everyday situations. This is not a feature common in the primary section and needs to be developed, especially in mathematics and science.

28. The weak teaching in Key Stage 2 is found primarily in Year 3 and Year 4 where the staff are unqualified. Despite their best endeavours and commitment, they do not have the necessary experience and professional knowledge to plan and deliver a wide-ranging curriculum capable of meeting the varied needs of all pupils. Some of the difficulties faced are compounded by inappropriate organisation, such as the overly long lessons for science and by lack of resources for the topic. The weakest subject taught in primary is PE. One of the main reasons for this is the severe lack of even basic resources. By contrast, in the one PE lesson seen in the secondary section, the teaching was good, knowledgeable and well planned despite the constraints of the

playground and very limited resources.

29. A common weakness in the teaching at Key Stage 2 is the lack of attention that is paid to assessment of pupils' understanding and the use of this knowledge to plan subsequent teaching. Too much of the work consists of copying from the board and almost all classes have all pupils doing the same work. In addition, many of the lessons lack clarity and the subject content goes beyond levels appropriate for the age group. The National Curriculum Programmes of Study are not well understood.

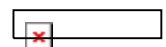
30. The picture is reversed sharply in Key Stage 3 and Key Stage 4 where the teaching is satisfactory overall with many examples of good and very good teaching provided by well-qualified and trained teachers. The best examples of teaching were observed in English and science. It is also good in Islamic studies taught to secondary girls. The best teaching involves good questioning which draws out pupils' ideas and stimulates them to give their rationale for their answers with sharp pace to the lesson adjusted to the needs of pupils. Other qualities include very good time keeping and good class management; sharing the lesson objectives with the class and a tight focus on the objectives through out the lesson. Regular marking is also a positive feature of this stage but is often limited to ticks and grades. There is little formative feedback. The majority of the unsatisfactory teaching was seen in Arabic at both Key Stage 3 and Key Stage 4. Here, lack of professional knowledge is a serious weakness.

31. Provision for pupils with special educational needs is limited. The school accepts it does not make provision in this respect. The school does not have detailed systems for monitoring individual pupil progress or for tracking the progress of groups of pupils.

32. All children have English as their second or third language on entering the nursery and all pupils are at least bilingual. However, there are some older secondary girls who need continued support in learning English as an additional language. Their language needs are diverse, but no proper assessment has been made, nor has an appropriate curriculum been planned. The girls are remarkably resilient given the current unsatisfactory arrangements.

33. Professional development for staff is limited except for those seeking qualified teacher status. Through teachers' efforts this scheme has proved successful. In-service training needs to be more widely available to all staff. The good practice evident within the school needs to be harnessed and shared to begin to eradicate the unacceptably high levels of unsatisfactory teaching.

How good are the curricular and other opportunities offered to pupils or students?



34. Throughout all key stages the school offers a curriculum that includes many of the National Curriculum subjects. As an independent school, Leicester Islamic Academy is not obliged to follow the National Curriculum, but the stated aim is to follow it, by and large. Every pupil in the school follows a programme of Islamic education covering the study of the Qur'an and the beliefs, traditions and practices of Islam. Throughout the school the balance in the attention to religious and National Curriculum subjects is satisfactory. There are important omissions in creative areas for all pupils at Key Stage 3 and Key Stage 4.

35. The primary curriculum includes the core and most of the foundation subjects of the National Curriculum except for music. There is strong emphasis on English and mathematics. Guidance for the foundation stage curriculum is not followed in the reception class. The national numeracy and literacy strategies are used but these are not interpreted appropriately for the younger pupils. There is not sufficient breadth of study within the core and foundation subjects. In English the curriculum is narrow with a limited variety of texts and the pupils experience a restricted range of activities. Numeracy work is broader and covers a wider spread of the mathematics curriculum. Too much time, however, is spent using worksheets and this restricts the opportunities for the pupils to actively

participate in their learning. In the other subjects the level of provision is often too narrow. For example, in the limited range of PE activities. Once the new hall is in use this will provide an opportunity to broaden the PE curriculum in all key stages. The use of ICT is very limited and does not give the pupils adequate opportunity to develop their skills.

36. A satisfactory range of subjects is taught at Key Stage 3 and Key Stage 4. The approach to the teaching of English used in the national strategy is being implemented in Key Stage 3. However, the teachers have had no training in this area and interpret the strategy without a depth of understanding. Arabic is taught as a modern foreign language throughout Key Stage 3 and Key Stage 4 and Urdu only at Key Stage 4. Geography has recently been reintroduced in Key Stage 3 only.

37. The important omissions to the secondary curriculum are in creative subjects, such as design and technology and art. The rich heritage of varied forms of Islamic art is not reflected in curriculum. Currently there is one class for art and textiles in Year 11. This subject, which has been taught successfully, is to be discontinued at the end of the summer term.

38. Subject planning is inconsistent throughout the school. Many schemes of work lack sufficient detail on what children are to learn and do not link with assessment or reflect the needs of mixed ability groups. A number of teachers make good use of the Qualifications and Curriculum Authority (QCA) schemes of work. In science, pupils carry out practical activities but there is little direct planning for scientific enquiry and pupils have limited opportunities to carry out their own complete investigations. In geography, there is no opportunity for the pupils to take part in fieldwork so they gain very limited first-hand experience of some geographical topics.

39. Teachers engage in limited formal joint planning, and the role of subject co-ordinators, where they exist, is unclear and does not carry sufficient authority. Subject planning is not co-ordinated across the school, hindering the development of continuity and progression in curriculum both within and across key stages. One consequence of this is the lack of planned provision for supporting and extending pupils' numeracy in subjects other than mathematics and science.

40. The school has not agreed a policy or strategy to promote literacy across the curriculum, although a policy from another school is being used within the English department. While girls have the opportunity to read aloud, make annotated notes and use a range of literacy skills in English and history, this is not common practice in other areas of the curriculum. More consistency in teaching literacy across the school, together with better information on pupil attainment on entry to the secondary section, needs to be sought, in order to improve standards further.

41. The school attends well to pupils' spiritual, moral, social and cultural development. Provision for spiritual development is very strong. The teachings of Islam underpin the life of the school. The way in which issues are dealt with as part of Islamic studies makes a significant and positive contribution to the pupils' personal development. Lessons in the secondary section, for example, not only help girls to be confident in their faith, but also relate the teachings of Islam to everyday life. This gives a very strong foundation to pupils' education.

42. Teaching about moral issues is very strong and is a significant part of the regular assemblies as well as the tutor sessions. Pupils explore important issues such as medical ethics and take active part in sessions where relationships and behaviour are discussed. Subjects such as English and history make good contributions to these discussions of moral and difficult issues. For example, in history in Year 9, girls responded seriously and sensitively to an introductory lesson on the Holocaust as a prelude to studying the Second World War.

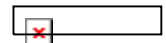
43. Provision for social education is good within the school and pupils learn about some other cultures through the curriculum, for example, reading in English and in geography. Pupils learn from each other, given the diversity of cultures within the school, representing many examples of people of the Islamic Ummah. However, there are few planned interactions between pupils and other non-Muslim groups outside the school. One of the school's declared aims is to encourage pupils 'to realise their full potential in order to take their place as responsible and contributing members of the

wider society'. This aim could be strengthened to include pupils' understanding of citizenship and to prepare them to take their place in wider society.

44. Appropriate attention is paid to health education through science and Islamic studies. Careers education is satisfactory. Pupils benefit from the school's links with the local careers service, especially the focused input in Year 9 and Year 11 and the regular use of progress files.

45. The school is developing good links with Leicester College. A-level courses are available to any girls wishing to continue with their post-16 education. It is hoped this will be extended to vocational courses.

How well does the school care for its pupils?



46. The care of pupils, which is firmly based on the tenets of Islam, is good. Assemblies have a clear focus on pupils' personal, emotional and spiritual development within a strong Islamic ethos. In the primary section, assemblies have a theme for each week and each class makes a presentation to the rest of the school. High quality presentations were observed where pupils recited poetry and prose and sang with considerable enthusiasm and were listened to with respect by the rest of the school. In the secondary section, effective use is made of tutor time to reinforce Islamic values and standards, although there is little opportunity for pupils to raise issues themselves. In one good Year 9 tutorial, there was a lively discussion on attitudes and respect, which had been well planned by the teacher and provided a good start to the teaching of the day. Throughout the school, the practice of starting and ending lessons with prayer 'Dwah' creates a positive and focused start, and a reverent end to each lesson.

47. The recently established primary section council has potential for developing pupils' independence and responsibility. Pupils demonstrated an impressive maturity in managing the meeting. This opportunity could usefully be extended across the school.

48. The school has a child protection policy but it has not been sufficiently discussed with staff and has not been adapted to the particular needs of this school. It does not state who the designated child protection officer is, although staff understand that this is the principal. All staff are made aware of the policy when they join the school but not all are fully conversant with the procedures. Measures for checking suitability of new staff and voluntary helpers are thorough and meet the requirements.

49. The school does not have a register for pupils with special educational needs and has no formal procedures for identifying these needs. For example, some children achieve very low scores on baseline assessments at the beginning of the reception year. The precise nature of these children's difficulties are not identified; staff generally regard such low performance as the result of the children's shyness, young age or lack of nursery experience. These judgements are based on intuition, rather than detailed observation and assessment. Baseline and diagnostic assessment are not undertaken. The school accepts it does not have the skills or resources to identify and meet the needs of pupils with special educational needs.

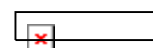
50. Procedures for monitoring pupils' academic performance are in place but are not entirely effective. The school uses the optional national tests in Year 2, Year 3 and Year 5 as well as national tests at the end of each key stage. These all have the potential to enable staff to track pupils' academic progress. To do this effectively, staff need to be trained in how to analyse assessment data and how to record the achievement and progress of different groups of pupils including differences between boys and girls, and pupils with English as an additional language. As yet, targets are not set for pupils in relation to their prior attainment at Key Stage 2 and Key Stage 3. Use of ICT could prove invaluable to teachers with recording, analysis and tracking of pupils' progress helping to make monitoring much more rigorous and effective.

51. The head of primary has dedicated time to observe teaching and scrutinise teachers' planning and pupils' work. In addition, she has weekly meetings with colleagues that are minuted. These cover important aspects of classroom management including planning, assessment and the recording of pupils' work. The head of primary is aware of the strengths of individual staff and the areas in which they need to improve. However, staff turnover has reduced the impact of this regular monitoring. Weekly meetings take place between the head of secondary and each class teacher to monitor girls' progress and pastoral care but this does not always sufficiently impact on teaching or the standards achieved by girls.

52. The school has a marking policy but this is not fully implemented by all staff. The quality and quantity of feedback given to pupils varies between teachers. All teachers mark pupils' work regularly but not all provide pupils with sufficient guidance on how to improve their work. There is insufficient analysis to pinpoint pupils' specific difficulties in some cases. Throughout the school assessment information is not routinely used to guide planning. Assessment is not linked to any whole-school policy and is not generally reflected in schemes of work.

53. There is insufficient assessment information passed on to the secondary section of the school when girls transfer from the primary section. For example, there is no record of reading scores or portfolios of work completed by the pupils. Records of the pupils' work indicate clearly the curriculum covered, but less comprehensively indicate their learning.

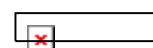
How well does the school work in partnership with parents?



54. The school sees itself as a service to the local and wider Muslim community. The education provided is in response to local community demand and is appreciated by the parents. The response to the parents' questionnaire was high; around 70 per cent were returned of the 200 sent out and the responses showed great support of the school. This was reflected in the comments made at the mothers' meeting held at the school a week before the inspection. Parents choose the school for the Islamic ethos and many families feel well informed about their children's progress.

55. However, a significant minority made critical comments that were to some extent reflected in inspection evidence. Amongst these concerns are the current lack of security of the site, the number of unqualified teachers, little or no provision for pupils with special educational needs and limited resources. In the survey a few parents indicated they would like more clarity about admissions, more information about the curriculum and their children's progress. A regular parents' newsletter would allay some concerns.

How well is the school led and managed?



56. The principal and the two headteachers for the primary and secondary sections of the school make up the senior management team. They ensure that the school is orderly and day-to-day routines run well. Appropriate formal structures, such as staff meetings, daily briefing, along with much informal discussion, help to keep the school running smoothly and staff informed.

57. The six trustees act as a governing body and are representative of the local community. They have set out clear aims for the school, which will be contained, in the new prospectus. The school is well on the way to achieving some of them. Finances are limited and carefully managed. Recently building the new extension has taken up a great deal of time and energy on the part of the principal and trustees. Because of this some mundane tasks, such as routine maintenance and cleaning,

have been neglected in the main school buildings.

58. Both headteachers monitor the quality of teaching and pupils' work, but as they both have teaching and extensive administrative duties, the impact is not as great as it might be. More use of the school's administrative support, including ICT systems, would help relieve some of this burden.

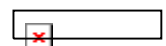
59. Continuing difficulties with the turnover of staff and employment of experienced and qualified teachers tax the managers of the school. While there are sufficient numbers of staff, the impact of non-qualified teachers is clearly reflected in the quality of teaching and learning. The school has worked hard to solve the problems of recruitment and retention of suitably qualified and experienced staff as part of the initiative to train Muslim teachers within the school. It is a member of the Muslim Schools' School-Centred Initial Teacher Training (SCITT) consortium. While no teachers are being trained through this group at present, two primary teachers gained qualified teacher status through the SCITT and are now teaching in the school. It is intended that more teachers will follow this route to qualified teacher status and three more applications are currently being processed. For these teachers regular in-service training is available. However, all teachers need to be kept up-to-date. An assessment of the training needs of all staff should be undertaken.

60. The premises and accommodation overall are suitable but they have some drawbacks. A number of health and safety issues were brought to the attention of the school during the inspection concerning electrical equipment and aspects of the science laboratories and must be dealt with quickly. Much of the main building is in need of redecoration and some refurbishment. The nursery accommodation is unsatisfactory. There is no safe enclosed play space for the youngest children and there are insufficient lavatories. Conditions in the nursery are cramped and restrict the type of activities available. Currently the site is not sufficiently secure. The future planned phases for upgrading should improve the external facilities such as security, car parking and play areas. The overall situation in the school should improve when the new extension, presently nearing completion, is opened. The new building will provide a much-needed hall and additional classrooms, ICT rooms and a library.

61. Resources are limited, and in some areas very restricting, but are generally carefully managed. In many subjects the work is constrained by lack of equipment or a wider range of books. For example, in history and geography, basic subject texts are adequate but there is a limited range of other texts and artefacts available. In English a wider variety of fiction would be beneficial. The provision of computers for work in ICT has improved but there is limited educational software. There is no data-logging equipment for science and it is therefore not possible to study aspects of scientific enquiry. Equipment for PE throughout the school is very limited and use is not made of the facilities of the local leisure centre. In Arabic, materials, including books, need to be more carefully chosen to reflect better the pupils' age and background and to emphasise the context living nature of languages. Consideration could be given to the careful use of audiovisual materials to support pupils' learning. The new library should greatly benefit pupils of all ages.

62. The management is committed to improving all aspects of school. The opportunity is there to review matters requiring attention that have been highlighted in this report. A school development plan for the whole school would provide a very useful tool to guide these and other future developments for trustees, senior managers and classroom teachers alike.

What should the school do to improve further?



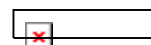
63. The trustees and senior management should:

- improve the standards of attainment in the nursery and reception classes; in the foundation subjects in the primary and for the most able pupils throughout the school;

- make the existing procedures for monitoring the quality of teaching much more rigorous;
- improve the collection of information about pupils' strengths and weaknesses on entry;
- analyse the data on performance collected more rigorously to identify weaknesses in pupils' performance so as to inform curriculum planning and teaching and to promote better continuity between primary and secondary;
- develop subject co-ordination in order to improve curriculum planning and assessment;
- assess the training needs of all staff and target training to meets those needs, in particular to improve the subject knowledge of the unqualified teachers in the primary stage;improve the provision for pupils who are learning English as an additional language and those children who have special educational needs;
- capitalise on the examples of good practice that exist at different key stages of the school;
- improve resources; and
- take urgent action on the health and safety matters drawn to their attention at the end of the inspection.

The areas for improvement will form the basis of the school's development plan

Part C: School data and indicators



| Number | Boys | Girls | Total |
|----------------------------|------|-------|-------|
| Number of full-time pupils | 83 | 293 | 376 |
| Number of part-time | 13 | 17 | 30 |

| | | | |
|------------------------|----|-----|-----|
| pupils | | | |
| Total number of pupils | 96 | 310 | 406 |

| Number | Boys | Girls | Total |
|---|------|-------|-------|
| Number of pupils of compulsory school age | 83 | 293 | 376 |

| Number of pupils with English as an additional language | Number of pupils with statements of SEN | Number of pupils on the School's register of SEN |
|---|---|--|
| All students | 0 | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4 |
| Pupils who left the school other than at the usual time of leaving | 26 |

| Authorised absence | % | Unauthorised absence | % |
|---------------------------|---|---------------------------|---|
| School data | 6 | School data | 0 |
| National comparative data | 7 | National comparative data | 2 |

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

Public funding of pupils

| | Number of pupils |
|----------------|------------------|
| Nursery scheme | 55 |
| Total | 55 |

For children under five

| | |
|--|------|
| Number of teachers with qualified teacher status* | 1 |
| Number of practitioners with at least NVQ Level 3 or equivalent* | 3 |
| Child to adult ratio for three to five year-olds | 1:10 |

**full-time equivalent.*

For children aged five and over

| | |
|--|----|
| Number of full-time teachers with qualified teacher status* | 10 |
| Number of part-time teachers without qualified teacher status* | 8 |
| Number of pupils per teacher | 20 |

**full-time equivalent*

| | |
|--|-----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 130 |
| Percentage of time teachers spend in contact with classes | 92% |

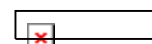
| | |
|--------------------|----|
| Key Stage 1 | 25 |
| Key Stage 2 | 26 |
| Key Stage 3 | 26 |
| Key Stage 4 | 26 |

| Annual fees | Day pupils |
|--------------------|-------------------|
| | £ |
| Age-range 1 | 1180 |
| Age-range 2 | 1300 |

Number of questionnaires sent out 200
Number of questionnaires returned 137

| | agree | disagree |
|--|--------------|-----------------|
| I am happy with the school my child attends. | 134 | 3 |
| I think this school meets my child's special educational needs. | 108 | 13 |
| I believe that the school helps me to understand what my child is taught. | 122 | 12 |
| I think that the school keeps me well informed about my child's progress. | 122 | 11 |
| I am happy with the standards of behaviour at this school. | 134 | 3 |
| I believe that this school helps my child have positive attitudes to schoolwork. | 137 | - |
| I believe that this school helps my child to mix well with other children. | 133 | 4 |
| I believe that this school promotes the personal and social development of my child. | 129 | 5 |
| I think that this school prepares my child for the next stage of education and training. | 129 | 6 |
| I feel supported by the school. | 118 | 12 |
| I feel that my child is safe at this school. | 129 | 7 |
| I believe my child likes this school. | 135 | 1 |

Part D: The standards and quality of teaching in areas of the curriculum, subjects and courses



64. The overall quality of the nursery is unsatisfactory. The curriculum covers all six areas of learning but insufficient attention is given to the promotion of children's personal and social development, spoken language and creative development. Both members of staff are qualified nursery nurses but not qualified teachers. The unit is not an integral part of the primary section.

65. The nursery staff treat children with kindness and consideration and do their best to develop the children's self-confidence within limited resources. Formal paper and pencil work is introduced too early and constitutes the major part of the children's assessment records. The overall planning is

satisfactory in terms of broad outline, but the lack of detail results in some aspects of learning is receiving insufficient time and attention. The staff lack the necessary knowledge to teach the six areas of learning with confidence.

66. The accommodation is unsatisfactory. There is no safe, enclosed play area for the children. There are insufficient lavatories and the standard of cleanliness in those that are available is unsatisfactory. Conditions within the nursery are cramped and restrict the types of activities the children can undertake.

67. Many of these shortcomings were highlighted in the nursery inspection report of 1999 and have not yet been acted upon. Since then, there has been a complete change of staff. New staff have not received the necessary training. There is no teacher in either the nursery or in the reception class qualified to undertake the planning of a coherent curriculum for the foundation stage.

68. By the end of Key Stage 1 and Key Stage 2 overall standards in English are broadly in line with national expectations. Standards in reading are good but below average in writing. Girls achieve higher standards than boys in reading and writing but the proportion of all pupils achieving the higher levels in national tests in 2001 was well below the national average. Many pupils have English as an additional language and their attainment in English when they enter school is below national expectations of native speakers. These children make good progress during the foundation stage and Key Stage 1, especially in reading and writing.

69. The emphasis on speaking and listening varies considerably as pupils progress through the school. In the nursery and reception classes children are given only limited opportunities to express themselves, to discuss their own experiences and engage in role play. In classes where they are given good opportunities for discussion, pupils do so with considerable enthusiasm and confidence. They listen to others, wait their turn and are given time to think about what they want to say and by Year 6 many pupils can articulate their points of view clearly and are keen to do so.

70. Attainment and progress in reading are satisfactory. In Key Stage 1, the children learn to read from a range of different types of books. They are shown different strategies for reading, particularly the recognition of whole words. More attention needs to be given to the teaching of phonics to help children hear the separate sounds within words to improve their writing and spelling.

71. In Key Stage 2 pupils develop more advanced reading skills including inference and deduction although pupils do not have good access to a wide range of fiction and non-fiction books. A small number of pupils enter the school in Key Stage 2 and are given extra tuition after school to improve their reading and writing. In general, however, work needs to be matched more carefully to the needs of individual pupils to ensure that all make progress, commensurate with their abilities.

72. In Key Stage 1 pupils are introduced to a range of writing including narratives, poems and non-fiction writing. In Key Stage 2 pupils engage in a reasonable balance of writing activities and write for a variety of purposes and a range of audiences. There is, however, a wide variation in the quality of the writing and presentation. At its best, the writing shows competent mastery of different techniques. A significant minority of pupils do not express themselves clearly in writing and have poor spelling and handwriting. Too much time is wasted in some classes by pupils copying questions before answering them. Teachers recognise the need to improve the quality of writing throughout the school.

73. Pupils are generally keen to learn and participate and respond eagerly when given the opportunity. They generally concentrate on the task in hand although the attention of some of the younger children wanes towards the end of lessons.

74. In primary the quality of teaching ranges from good to unsatisfactory. It is unsatisfactory in the foundation stage (nursery and reception) largely because the staff, despite their strong commitment to the children, do not have the necessary subject knowledge or teaching skills needed to teach this particular age group. Too little attention is paid to developing the children's spoken language, particularly through creative activities and role-play.

75. The good teaching in English is almost always by qualified teachers who have a clear understanding of the subject matter and a good command of the teaching skills needed to develop the pupils' English. They manage the different elements of the literacy hour efficiently and make maximum use of teaching time. They use the last 10 minutes of the lesson to assess what pupils have learnt through carefully phrased questions. In these cases, lessons are conducted at a lively pace, time is used efficiently and the teacher's questioning suitably challenges pupils in the task set. All primary teachers use the framework for the national literacy strategy to guide their planning and teaching, but there is considerable inconsistency in how teachers interpret the framework.

76. No teacher has responsibility for co-ordinating the teaching of English in the primary section. The use of a published primary English scheme by all teachers provides a degree of continuity but this is not sufficient in itself. Resources for English are broadly adequate although there is limited variety in fiction and non-fiction books and very little use of ICT at present.

77. At Key Stage 3, standards in English are satisfactory and in line with national expectations, with a small group of girls in Year 8 and Year 9 achieving levels above age-related expectations. The attainment in English by the end of Key Stage 4 is good. Last year, 100 per cent of the cohort achieved GCSE grades A*-C in English Language and Literature. Nevertheless, there is some under-achievement in the subject due in part to recent staffing changes, a lack of overall co-ordination between Key Stage 3 and Key Stage 4, and teaching by non-specialists.

78. All pupils are bilingual learners. Their speaking and listening skills are very good in a range of situations. For example, Year 11 pupils addressed their peers with confidence and fluency in an assembly, holding the attention of the audience by their perceptive comment and insightful observations. In lessons, pupils contribute well to discussion, all ask relevant questions to develop their understanding of ideas. At Key Stage 3, pupils enthusiastically took part in role-play, developing the characters of a scene in Macbeth with good understanding of vocabulary and with expression.

79. Secondary girls are avid readers and show an interest in a range of text through their personal choice. They make critical comment and express opinions. A study of the poetry of Thomas Hardy and Walt Whitman showed a mature approach to the analysis of structure and language.

80. Pupils' writing develops strongly through Key Stage 3. By the end of Key Stage 4 the girls have developed a personal style of expression across a range of different forms. They present arguments and opinion effectively. In narrative writing they showed good attention to the organisation of thoughts using different sentence structures and wide vocabulary. Spelling and punctuation is generally accurate and effective use is made in most lessons of dictionaries and thesaurus.

81. Nevertheless, despite this positive picture, there are some girls who could achieve higher standards if the continuity and progression in curricular planning within the subject was more secure. Resources are limited and this adversely affects the opportunities for extended learning.

82. By the time pupils reach Year 7 most are proficient in English. However, a minority of girls continue to have some difficulties with written and oral expression. There is no formal assessment procedure to identify individual weaknesses. Currently, a small group of girls are withdrawn from their main English and history classes for additional help. This is unsatisfactory provision. Most pupils, while enjoying the attention given in a small group, could manage well in the mainstream class. The work provided is not well matched to their individual abilities or prior experiences as no analysis of their needs is undertaken. Conversely, some common errors made by pupils in mainstream classes, including higher-attaining pupils, arise from English being used as an additional language, and these errors are not addressed.

83. Standards in mathematics at the end of Key Stage 1 are satisfactory for lower attaining and average pupils but are unsatisfactory for higher-attaining pupils. In the 2001 national tests for seven year-olds the school had fewer pupils achieving the higher levels of 2A and 3 than the national figure.

84. Standards at the end of Key Stage 2 are unsatisfactory overall and particularly for higher attaining pupils. In 1999 and 2001 the proportion of pupils gaining Level 5 was well below national expectations. Only in 2000 did the school's results considerably improve upon national expectations. During this year a qualified teacher taught the class.

85. Evidence from scrutiny of the pupils' work confirms these results. In Key Stage 1 the pupils' work is of a satisfactory standard within a limited range of mathematics. Pupils, generally, have a satisfactory grasp of basic concepts of number work and measurement. In Key Stage 2, the range of work is limited. Pupils' books do not show the range and breadth of study that is expected.

86. Following the very poor results achieved in the 2001 tests the senior staff analysed the test papers to find which topics pupils had found most difficult. As a result of this good practice, pupils in Year 5 and Year 6 have spent more time studying capacity, weight, data handling, percentages and decimals.

87. Girls' attainment in mathematics is generally above average, although the current Year 7 is more broadly average. By the age of 14, the pupils' attainment is well above average overall. Given their starting points this indicates good progress for most pupils. The 2001 national test results in mathematics showed a well above average proportion of the pupils gaining Level 5 and above as well as Level 6 and above. Mathematics test results were similar to those of English but higher than those of science. In the 2001 GCSE mathematics results, all of the pupils achieved grades A*-C. A high proportion of the pupils, one-third approximately, gained A grades. Based on the pupils' achievements at the end of Year 9, these results reflect good progress.

88. The inspection evidence reflects the pupils' achievements at the end of Year 9 and Year 11, which overall, are well above that expected nationally. Generally, pupils have good numerical skills and are confident in using a range of methods in their calculations. By the end of Year 11, the highest-attaining pupils can work systematically on investigative tasks, identifying patterns and explaining their generalisations, but sometimes show an insecure understanding of higher-level topics. Pupils preparing for the intermediate and foundation tiers of GCSE are confident when performing mechanical manipulative tasks but often find it difficult to apply these skills in the context of problem-solving and non-routine tasks. By the end of Year 9, many pupils are working competently on transformations, trial and improvement methods, including cubic equations, and tree diagrams in probability. Although their number work is generally strong, some pupils have an uncertain understanding of how to work with fractions in questions involving a range of operations. A few are insecure in using equivalent forms of fractions, decimals and percentages in mental calculations. Girls' very high motivation and willingness to study contributes to the above-average attainment.

89. Mathematics teaching in primary is unacceptably variable. Half the lessons observed were unsatisfactory. Only one good lesson was seen and this was in the Year 1/2 class. Overall, there is too much emphasis within lessons on pupils copying from the board, rather than discussing, step-by-step, strategies for getting to the answers. In addition, teachers do not assess pupils' understanding well enough. As a result, assessment does not inform the next stages of planning. Consequently, higher attaining pupils are not stretched and all pupils have too few opportunities to apply their knowledge and skills in practical and realistic ways. For some pupils, the lack of challenge leads to boredom and poorer behaviour. Despite this, in general, pupils' attitudes to their lessons are positive and they are keen to learn.

90. The school's primary teachers, especially those who are not qualified, do not have adequate knowledge of teaching mathematics nor an understanding of the levels of achievement expected for each year group. For example, in a reception class numeracy lesson, 'missing number sums' were inappropriately introduced to very young children.

91. The high turnover of staff has led to difficulties maintaining and developing the quality of teaching in Key Stage 1 and Key Stage 2. It also impacts directly upon the continuity of teaching that pupils receive and the progress that they make. This is evident in the very good results achieved in 2000, which are attributed to the fact that the class was taught by a well-qualified teacher for two years. Several of the current staff are not qualified teachers and there is a direct link

between this and the quality of teaching observed.

92. Staff are committed and dedicated and they are keen to develop their professional skills. However, although those teachers currently in the process of securing qualified teacher status have access to training and professional development, others do not. This is a weakness. Action to develop the professional capacity of all teaching staff is needed.

93. The primary mathematics co-ordinator is new to the post and systems to oversee the subject across the school are still at an early stage of development. Resources are very limited and this hinders the ability of staff to teach certain aspects of the subject.

94. At secondary level teaching in mathematics is satisfactory overall with some that is good. The best teaching was structured well to cover the content required for examinations and the national tests. In such lessons, good mathematical knowledge and secure management of the pupils' behaviour combined to create a scholarly ethos in which pupils concentrated well. However, teaching was less often planned to consider a range of activities to help the pupils' mathematical understanding. There was too little emphasis on language skills in mathematics, and very little use of practical resources. As a result, some pupils have a restricted experience of mathematics, particularly those few pupils who display below-average attainment. In some lessons, teaching objectives and learning outcomes were not clearly distinguished so that there were missed opportunities to assess and record the pupils' strengths and weaknesses. Homework is set regularly and well used to consolidate or extend the pupils' work in school. Marking gives only limited guidance on how they can improve.

95. Standards in science at the end of Key Stage 1 are satisfactory overall. The standards of work observed and in pupils' books suggest that pupils know about the uses of electricity, can make simple circuits, understand how living things grow and develop. By the age of seven, pupils show interest in their world and are keen to handle materials and try things out. There is a good range of work within Year 2 pupils' books.

96. Standards in science at the end of Key Stage 2 are unsatisfactory overall. Except for the 1999/2000 cohort, standards in science are below national averages for all pupils and especially for the more able. Only in 2000 did the school's results considerably improve upon national expectations when all pupils gained Level 4 or above. Significantly, in the same year the percentage of pupils gaining the higher level was higher than the national figure. During this year a qualified teacher taught the class. In 1999 and 2001 the proportion of pupils gaining higher level was well below national expectations.

97. The evidence from Year 6 pupils' books shows a wide range of topics covered. There is a good volume of work undertaken, but with a limited range of recording. The books show that all pupils do the same work each lesson, with no account taken of the differences in the pupils' ability.

98. Standards reached by Key Stage 3 pupils in the 2001 national tests are above those expected nationally. The pupils have reached similar standards over the past three years. GCSE results for 2001 are well above the national average with all pupils achieving an A*-C grade in double science. Over the past three years the great majority of pupils entered for double science have achieved these high grades.

99. The achievement of pupils in both Key Stage 3 and Key Stage 4 is good. Observations confirm that standards are above national expectations in both key stages. The younger pupils are starting to develop a good grasp of more abstract concepts. In a lesson on habitats, pupils could explain relationships between different organisms and their habitats while more able pupils could link this to differences in environmental factors. Older pupils are able to use scientific concepts appropriately, for example, they are able to use their understanding of biological systems to predict the short and long-term effects of environmental change. The more able pupils handle equations and calculations confidently.

100. Standards in scientific enquiry are not as good as for the other elements of science. Pupils

carry out a range of practical activities aimed at the illustration of scientific concepts as well as developing their skills in making relevant observations. They are able to present their findings systematically using graphs as appropriate. Pupils understand the importance of fair testing and sometimes make predictions relevant to the experimental task. However, opportunities for the pupils to carry out complete investigations on their own are limited and they do not gain enough experience of the overall investigative process.

101. Younger pupils are keen participants in their lessons and enjoy practical sessions. Older pupils work well and, where the work stretches their understanding, put a lot of effort into both class and practical work. Class workbooks are well presented and show commitment to their work. Pupils work in a positive, focused way even if the tasks are not demanding. Special needs pupils in both key stages reach a satisfactory standard, as do more able pupils.

102. The quality of primary science teaching varies very widely, in both key stages from good to unsatisfactory. The good teaching was seen in a Year 1 lesson on light and dark. The teaching focused upon specific learning objectives for the session and there was an appropriate mix of teacher-led input and direct observation by the pupils. The whole session directly related to the National Curriculum programme of science for this age group. A feature common to the unsatisfactory lessons is the lack of understanding of the expectations for certain age groups. The school plans that science be taught on a bi-annual basis using the QCA schemes of work. This is a good basis upon which to build but it requires all teaching staff to understand and use the scheme as intended.

103. The primary timetable for science has too many lessons blocked for extended periods. A single period is approximately 50 minutes long and in many classes, for science, these are doubled, and in Year 2 and Year 6 tripled to make lessons that are far too long. This impacts upon the pace of the lesson, which can be too slow and requires staff to include more activities to control pupils as their attention wanes and behaviour deteriorates.

104. The subject co-ordinator is a newly qualified teacher in her first, induction year. As part of her induction, she has been able to visit a local state school to see how science could be organised. Following this visit she has gained a clearer understanding of the role of subject co-ordinator and is keen to develop it.

105. In the secondary classes science teaching is at least satisfactory and good. Teaching is slightly better in Key Stage 3 than in Key Stage 4. Teachers know their subject and are able to apply this in a clear lesson structure. Where teachers have a thorough understanding of the ability of their pupils, there is considerable individual progress through appropriate, targeted questioning and careful differentiation of tasks. There is an appropriate focus on safety issues in practical activities.

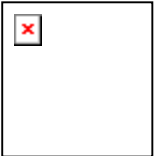
106. Strategies for planning the curriculum are lacking in detail. The scheme of work gives a basic outline but does not give enough detail of the intended teaching approaches or associated learning objectives. This sometimes results in undemanding tasks that have a limited focus on learning and a lack of emphasis on an investigative approach. Too many worksheets are used and these restrict opportunities for the pupils to participate in the lesson and become more actively involved in their science.

107. Girls' work is regularly marked but sometimes not enough feedback is given on how they are doing and what they need to do to improve. The use of ICT to support teaching does not form a regular part of the science curriculum. In particular, the school has no data-logging equipment and the pupils cannot make the required systematic observation and measurements. Other resources are adequate but difficult to manage due to the absence of a science technician.

108. There is no subject-specific leader for science, this rests with the senior management of the school. Subject-related documentation is limited and specific issues are not addressed rigorously or consistently. Health and safety routines are not applied consistently and there is no overall policy that determines agreed procedures. Some health and safety issues related to science accommodation were brought to the attention of the school and must be acted upon.

109. Standards of attainment overall in ICT in primary are poor. Standards are well below the levels expected by the age of seven and 11. The examples of ICT work seen consisted solely of word processing. At age seven, pupils are able to type in text, change font, colour and insert clip art. At age 11, although the content is more advanced, the skills are the same as those developed by the age of seven. There is no progress in the development of pupils' skills. Although the school does have some software to support basic skills in numeracy, literacy and revision of science, during the inspection no computers were seen being used to support such work. ICT is not taught as a discrete subject to the primary classes. It does not appear on any class timetable, apart from one. At secondary level work in ICT is satisfactory overall. With some good example of girls using their knowledge and skill for other subjects, such as science and English. This could usefully be extended.

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