

INSPECTION REPORT

ISLAMIA PRIMARY SCHOOL

London NW6

LEA area: Brent LEA

Unique reference number: 101574

Headteacher: Mr S D A Trevathen

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 1 – 3 February 2000

Inspection number: 215552

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	129 Salusbury Rd London
Postcode:	NW6 6PE
Telephone number:	0171 372 2532
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Yusuf Islam
Date of previous inspection:	December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lorna Brackstone	Registered inspector	Physical Education	What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
Candy Cooper	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
Maurice Leyland	Team inspector	English Art History Special educational needs	How good are the curricular and other opportunities offered to pupils?
Val Ives	Team inspector	Mathematics Under fives Information Technology Music	
Arora Raminder	Team inspector	Science Design and Technology Geography English as an additional language	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Islamia Primary School is unique in that it was the first Muslim school that applied for and eventually gained state funding. The school was originally founded in 1983 with 13 infants. It moved to its present premises in Kilburn in 1991. In January 1998 grant-maintained status was given and, with changes in legislation, the Governing Body opted to become a voluntary aided school in September 1999. The National Curriculum subjects are taught but, wherever possible, Islamic knowledge and perspective are used and adapted. The primary school occupies the ground floor of a former grammar school, with the first floor being used by the girls' secondary school. Pupils come from a wide area and it has a waiting list of over 2,000.

Islamia is an average-sized primary school with 216 pupils currently on the register, aged between 4 and 11. Many of the children come from different parts of London and some as far afield as Luton. They come from many different nationalities and backgrounds and English is not the first language for about 76 per cent of pupils. This is very high.

The school consists of one class per age group, except reception, where one additional class was established during the week of the inspection. The percentage of pupils entitled to free school meals is 15.23 per cent, broadly in line with the national average. The percentage of pupils identified as having special educational needs is 11.9 per cent and this is below the national average, as is those with statements for special educational needs.

At the time of the inspection, the newly appointed headteacher had been in position for one term.

The school's mission statement is: "To strive to provide the best education in a secure Islamic environment through the application of the Qur'an and Sunnah".

HOW GOOD THE SCHOOL IS

This is an effective school where pupils achieve good standards in English and mathematics by the time they leave school. Standards in science match the national picture and pupils are meeting national expectations in information technology. Standards are generally in line with national expectations at Key Stage 1. Overall, teaching is satisfactory but there is some good practice throughout the school, particularly in Key Stage 2. Leadership and management are very good and careful use is made of all funds. The school provides good value for money.

What the school does well

- The newly appointed headteacher has an excellent understanding of the needs of the school, clear educational direction, and in a very short time has successfully identified appropriate priorities and targets for development.
- All staff work very well together as a team and share a commitment to improvement.
- The vast majority of governors play a very effective role in shaping the direction of the school. They have a very good understanding of its strengths and weaknesses.
- Good use is made of all available resources and financial planning is very good.
- By the end of Key Stage 2, standards in English and mathematics are above average.
- Pupils' attitudes towards school are good. Behaviour both in lessons and around the school is of a good standard.
- The school uses effective strategies to teach both literacy and numeracy.
- Provision for spiritual and moral development is good. Spiritual growth is nurtured through religious instruction, assemblies and prayer. The adults set good provision for a shared understanding of moral principles.

What could be improved

- Procedures for child protection and for ensuring pupils' welfare are unsatisfactory.
- There is no deputy headteacher to support the headteacher and subject co-ordination is not as effective as it should be.
- Provision for the under fives is unsatisfactory.
- Accommodation is unsatisfactory; there is no safe and secure outdoor physical area for the under fives, several of the classrooms are cramped for space and there is no library.
- Learning resources are not adequate to support both the school's curriculum and the range of pupils.
- The governors do not fulfil all their statutory duties.
- Attendance rates are unsatisfactory and pupils are not always punctual.
- Support for pupils who use English as an additional language is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1995. Satisfactory progress has been made with significant improvements occurring since the appointment of the new head teacher. The school has worked hard to improve standards of achievement and pupils in Key Stage 2 attain above average levels in English and mathematics. The quality of teaching has clearly improved, particularly through the use of the Literacy and Numeracy Strategies, which have had a significant impact on the range of teaching methods used by staff. The new head teacher has identified the need for further staff development and is working closely with the local education authority to target areas of need. Schemes of work have been introduced and now provide a basis for ensuring that skills are taught progressively. A more systematic diagnosis of pupils with special educational needs is now in place and individual education plans are specific, enabling appropriate teaching to take place. Levels of attendance have not improved and no systems are used to follow up absences. There are also still some unsatisfactory areas pertaining to health and safety matters. Resources to support the curriculum remain unsatisfactory and the role of co-ordinators is still underdeveloped.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	N/A	N/A	B	B	well above average A above average B average C below average D Well below average E
Mathematics	N/A	N/A	A	A	
Science	N/A	N/A	C	C	

Results for the past three years are not applicable and it is not possible to make a judgement on trends over the past few years. Overall, the school has attained results above the national averages in the core subjects of English, mathematics and science and compared to similar schools does well. Rapid progress is being made in information technology and pupils are achieving in line with national expectations. No data are available to compare the results of Key Stage 1 with other schools nationally but inspection evidence suggests that standards are broadly average, except for writing, which is below. Through careful analysis, the school has set realistic but challenging targets for attainment in the core subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to learning and are keen to be in school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. This has a positive effect on the quality of life in the school and the quality of learning.
Personal development and relationships	Satisfactory. Pupils gain an increasing sense of responsibility and independence that benefits learning.
Attendance	Below the national average. Punctuality is a problem and levels of absence are high.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Unsatisfactory	Satisfactory	Good

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

The overall quality of teaching is satisfactory. In the 43 lessons observed during the inspection, 86 per cent of the teaching was satisfactory or better. Teaching was good or better in 46 per cent of these lessons and very good in 9 per cent. Teaching is broadly satisfactory in Key Stage 1 and good overall in Key Stage 2. The consistently good teaching in Years 5 and 6 means that most pupils are able to reach their full potential as they prepare for secondary school. The teaching of under fives is unsatisfactory overall. The teaching of literacy and numeracy is effective. The use of the techniques used in these subjects is a strength of the teaching. The school appropriately meets the needs of all pupils, including those with special needs. However, additional support for pupils who use English as an additional language are unsatisfactory. Pupils of all abilities have positive attitudes and develop good study skills. The best teachers are relaxed and help the pupils to become independent learners. However, too few opportunities are provided for the children under five to develop an appropriate degree of independence and promote their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for pupils in both key stages is suitably balanced but is unsatisfactory for the under-fives. Pupils do not have the opportunity for swimming lessons and this does not fulfil statutory requirements.
Provision for pupils with special educational needs	Satisfactory. Teachers provide appropriate activities to support their needs and individual education plans are specific to their needs.
Provision for pupils with English as an additional language	Unsatisfactory. Pupils are not sufficiently targeted and achieve less than their potential.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for both spiritual and moral development is good and promoted well through the daily life of the school. Provision for social and cultural development is satisfactory. Provision for the development of pupils' own culture is very good but opportunities to discuss other cultures are limited.
How well the school cares for its pupils	Overall the school offers a sound level of support and advice to its pupils in a caring environment.

LEADERSHIP AND MANAGEMENT

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher has a very clear educational direction and teamwork is well established within the school.
How well the governors fulfil their responsibilities	The governing body have very good levels of expertise and are very knowledgeable about the strengths and weaknesses of the school. They take a keen interest in the school but do not meet all their statutory requirements.
The school's evaluation of its performance	The school has recently started to identify appropriate targets with rigour and reviews the progress made towards achieving them.
The strategic use of resources	Staff are appropriately deployed but although the available accommodation and learning resources are used well, they do not fully support the needs of the National Curriculum.

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 good behaviour in the school. The school expects their children to work hard and achieve his or her best. The school is helping the children become mature and responsible. They feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> The amount of work their children do at home. Information about how their children are getting on. The school working closely with parents. The provision of an interesting range of activities outside lessons.

The inspection team supports the positive views of the parents and agrees that annual reports to parents are weak. Relationships between parents have been unsatisfactory in the past but the new head teacher is working very hard to improve them. Staff are clearly aware of the need to provide an

interesting range of activities outside lessons and are now considering ways to introduce additional sessions and residential visits.

During the course of the inspection, details of parental concerns were passed to the inspection team. This information, (without the name of the individual concerned), was discussed fully with both the head teacher and representatives of the governing body. The inspection team found no justification in the allegations made and were confident that appropriate action was being taken to address the specific problems mentioned. However, these concerns did confirm that confidential information was being inappropriately shared with parents from governors' meeting, and this is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry as rising fives, children's attainment varies widely but is overall about that expected for their age. Progress in reception is broadly satisfactory and, in some areas of learning, children are ready to start the National Curriculum by five. The introduction of the numeracy hour is having a significant impact on the children's mathematical attainment and satisfactory progress is being made. Their knowledge and understanding of the world are developing satisfactorily; they are developing an understanding of the passage of time, the need to keep clean and healthy, and confidently use keyboard skills on the computer. However, a significant number of children enter the reception class with limited speaking skills and are unable to express themselves clearly. Limited opportunities are provided for children to talk to one another and progress in this area of learning is unsatisfactory. Children are not given sufficient opportunities to experiment freely with creative activities, including songs and rhymes, and this hinders their progress. Progress in their physical development is also unsatisfactory, particularly in aspects of control and co-ordination of their bodies.
2. There are no validated results for the 1999 National Curriculum English tests for seven year olds at the end of Key Stage 1 and comparisons cannot be made with national averages or similar schools. In the test for eleven-year-olds, the proportion achieving the expected Level 4 was well above the national average. The proportion of pupils achieving the higher Level 5 was below the national average, but overall, results were above the national average. In comparison to similar schools they were also above. Results for eleven year olds have been steadily improving during the past three years. Boys performed better than girls in the National Curriculum tests but no evidence was found to support this during the inspection. Current standards of attainment by the oldest pupils in Key Stage 1 are average, apart from writing, for which they are below. Standards in Key Stage 2 are above average. The literacy strategy is also having a good impact on children's learning.
3. There are no validated results for the 1999 National Curriculum mathematics tests in at the end of Key Stage 1 and comparisons cannot be made with national averages or similar schools. The performance of eleven-year-olds was well above the national average and also well above that for similar schools, with the number of pupils achieving the higher Level 5 also well above the national average. Despite a dip in 1998, results for eleven year olds have steadily improved during the last three years. Current standards of attainment in mathematics by the oldest pupils in Key Stage 1 are average and in Key Stage 2 are above average. There is little difference in the standards attained in mathematics by both boys and girls. Both boys and girls performed well in comparison to the national average, with results from boys very high in comparison to the national average.
4. In science, the results of National Curriculum tests for eleven year olds in 1999 were broadly in line with the national average and with those in similar schools. The percentage of pupils achieving the expected Level 4 was below the national average but the percentage of pupils achieving the higher level 5 was above the national average. Results for boys were higher than those for girls. Boys achieved very high standards in comparison to the national average whereas the performance of girls was in line with the national averages. Teacher assessments in science at the end of Key Stage 1 in 1999 indicate that standards are broadly average. Inspection findings reflect these standards in both key stages.
5. Attainment in information technology meets the standards expected of both seven and eleven year olds. Progress has rapidly increased since the pupils have gained access to specialist suites, which has enabled all classes to have regular lessons and much "hands on" experience. Satisfactory standards are achieved in art, geography, history, design technology, music and physical education.
6. Overall, progress through the school is satisfactory. The current emphasis on literacy and numeracy is proving successful. The school is generally successful in enabling most pupils to

make progress and teachers cater well for a wide range of children. Pupils with special educational needs make satisfactory progress through the careful identification of individual needs and the subsequent quality of assessment and monitoring.

7. In conjunction with the local authority, the school has set targets for overall improvement in English and mathematics. Considerable analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic, but contain an appropriate level of challenge. In the current positive climate, the school is well placed to meet these targets and to further improve attainment and progress.

Pupils' attitudes, values and personal development

8. Throughout the school pupils' enjoy learning and continue to have the good attitudes to school identified in the previous inspection. They behave well in lessons and around the school; their personal development and the relationships between pupils and staff are satisfactory. The combination of these factors ensures that being in school is a positive learning experience for all pupils. The calm orderliness, based on their strong Islamic faith, ensures that effective learning takes place.
9. Pupils come to school with good attitudes to learning and are keen to be in school. This is reflected in their positive attitudes to lessons and considerably assists their learning. Throughout the school pupils remain well motivated and enjoy learning. They listen attentively to their teachers in lessons and show an interest in their work. For example, pupils in Year 6 showed great interest and supplied good ideas in a literacy lesson, and in Year 1, pupils answer questions willingly. Concentration in lessons is good throughout the school and pupils are able to sustain interest in individual activities.
10. Pupils' behaviour in lessons and around the school is good and this has a positive effect on the quality of life in the school, standards of achievement and the quality of learning. Pupils are very clear about the standards of behaviour expected of them and respond accordingly. The strong Islamic ethos permeating the school ensures that pupils understand and follow the school's code of conduct. Teachers rarely have to spend time establishing order and this enables lessons to progress. Pupils behave well in the dining hall and the playground and harassment and bullying in the school are rare. Around the school pupils are courteous and polite and respectful to visitors. The vast majority show respect for their surroundings and school equipment. There has been one fixed term exclusion in the past year.
11. Overall, pupils' personal development and relationships are satisfactory and have a positive effect on learning in lessons. As they move through the school, pupils gain an increasing sense of responsibility and independence that benefits learning. A strength at both key stages is the manner in which pupils settle quickly to their groups and work unsupervised on their own. They form constructive relationships with one another, with teachers and with other staff. In all these respects, pupils show that they have assimilated the underlying values of the school. Pupils work very well independently and when given opportunities work well in pairs and groups; for example, they share computers without any fuss. However, not all lessons provide sufficient opportunities for pupils to show initiative in their learning.
12. Pupils value one another's feelings. This was illustrated as pupils responded positively to the pervading atmosphere of consideration and respect based on their strong Islamic faith. This faith enables pupils of all the ethnic and cultural backgrounds to work and play well together. Pupil's respect for the feelings, values and attitudes of others and the community in which they live.
13. When pupils are given responsibility for involvement in the daily routines in the school they respond well. For example, the Year 6 girls supervise corridors at the end of lunchtime, but such opportunities are not consistent throughout the school. Pupils take full advantage of the range of extra- curricular activities available.
14. Levels of attendance are well below the national average. This is unsatisfactory and has an effect on the learning that takes place. Levels have not significantly improved since the

previous inspection. Patterns of attendance are inconsistent and vary considerably between classes in the same year group and between weeks. Overall attendance figures are affected by a number of different factors; some pupils take extended holidays and during the month of Ramadan attendance was very low in all classes. The school still makes no clear distinction between authorised and unauthorised absences, which was identified in the previous report. This makes it difficult to know the true figures for unauthorised absence in the school. A scrutiny of the registers indicated that not all parents are providing reasons for absence and this is worsened by there being no systems to follow them up. Punctuality still continues to be a major problem. A considerable number of pupils arrive late in the morning, including a number who are regularly late.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is satisfactory. In the 43 lessons observed during the inspection, 86 per cent of the teaching was satisfactory or better. Teaching was good or better in 46 per cent of these lessons and very good in 9 per cent.
16. Teaching is broadly satisfactory in Key Stage 1 and good overall in Key Stage 2. The consistently good teaching in Years 5 and 6 means that most pupils are able to reach their full potential as they prepare for secondary school.
17. Teachers in both key stages generally show good explanation and demonstration of skills. Most of the lessons are well organised and endeavour to involve all pupils and encourage them to complete tasks within allocated time scales. The majority of staff interact well with pupils to check their understanding and to ensure that they concentrate on task. Generally, relationships within the classroom promote a positive learning environment. Interactions between pupils and teachers are good and this motivates pupils to work and receive praise for their efforts. For example, in an English lesson in Year 6, the very good relationships which had been established between the teacher and his class enabled the pupils to have a good understanding of what they were actually learning through the teacher's very positive questioning skills.
18. The majority of teachers are well organised and use questioning skilfully to move children's learning forward. Teachers achieve a good balance between whole- class, small group and individual teaching. There is a purposeful atmosphere, which means that teachers do not have to spend time on managing behaviour. Time is set aside at the beginning and end of lessons, particularly in literacy and numeracy, for teachers to share the learning objective behind the planned activity and for pupils to reflect on the key facts, ideas and skills they have learnt.
19. Teachers are gaining expertise through in-service training. This is especially evident in the teaching of literacy and numeracy. This high quality learning occurs when the teachers demonstrate very good subject knowledge through confident use of technical language and thus promotes new learning. Lessons have very clear objectives, which are shared with the class, and sensitive questioning is used to evaluate pupils' learning. Some very good lessons were observed in literacy lessons at Key Stage 2; for example, a Year 5 class focused on the similarities and differences between two different types of traditional stories. During this session, the class teacher had a very secure knowledge of the chosen text and was exemplified through the use of good questioning skills. The pupils' learning was promoted through the creation of a stimulating environment and very good relationships, which encouraged very positive responses from the pupils.
20. Lessons are generally well planned, and when taken at an appropriate pace, lead to good progress in pupils, learning. For example, successful features of good numeracy lessons include the provision of exciting activities, which carefully build on prior knowledge, challenge development and encourage them to think for themselves. For instance, in a Key Stage 1 class, use of everyday objects, such as chocolate bars and crisp packets, motivated and encouraged the pupils to find different combinations of different coins to make up totals. Through the setting of this challenging task, the teacher encouraged them to use key vocabulary and this promoted the learning of new concepts.

21. Teaching of science throughout the school leads to children making appropriate progress across the school. The teaching of information technology is good and the use of a specialist teacher has a good impact on children's learning. The quality of teaching history in Key Stage 2 is good and incorporate interesting visits to achieve interest and progress for pupils. During the inspection, an example of very good teaching in history was observed in a younger Key Stage 2. This was characterised by very good stimulus, a very positive approach and an excellent plenary session, consolidating the pupils' learning. Art teaching is generally effective with most teachers having a personal enthusiasm for the subject. However, knowledge at times is limited and lacks the stimulation that the study of wider cultures and customs brings. Geography is taught satisfactorily throughout the school but a weakness is the long expositions by teachers, which are much too long at times. In physical education, teaching is at least satisfactory and some examples of good teaching were observed when expectations of behaviour and achievement were high.
22. The best teachers are relaxed, but rigorous, secure in the subject and make effective cross-curricular links. For example, in a very good art lesson in Year 3, the teacher successfully made relevant references to their history topic on the Anglo-Saxons. Very good use was also made of resources to capture the pupils' interest and a key feature of this successful lesson was the very good relationships between the teacher and pupils, which were built around mutual respect for each other. However, a minority of teachers deliver lessons with unnecessary severity and formality and this has a negative effect on the children's learning.
23. Teachers and support staff use good strategies to help pupils who have special educational needs. The quality of pupils' individual education plans is good. The targets are broken down into small steps and the tasks are well matched to the pupils' individual needs. Teachers focus on specific targets and help pupils to achieve them. Good assessments of pupils give teachers a clear understanding of their abilities.
24. A weakness is the specialist provision for the needs of bilingual pupils to help them move on in their learning. As yet, there are too few opportunities for pupils for whom English is an additional language to gain specialist help and support. They do not attain their full potential and this is unsatisfactory.
25. Pupils are given clear oral assessments about their work and teachers monitor it regularly. The marking of pupil's work is inconsistent throughout the school, but where practise is good, comments are used to provide challenge and to give encouragement to them. Homework is used satisfactorily to extend what is learnt and they are given relevant activities to do at home that relate to their topic at school.
26. Five lessons observed during the inspection were unsatisfactory. During these sessions, basic skills were generally taught at appropriate levels, there was a lack of challenge and pace, and not all pupils were engaged in the lessons. Sessions were not always planned appropriately and the approach was too formal and rigid for the age group of children. Pupils lost their concentration and learning opportunities were limited. The quality of teaching is unsatisfactory across all areas of learning for the under fives. Teaching lacks a basic understanding of how young children learn and classrooms lack stimulation and liveliness. There is an insufficient range of activities and planning does not take into consideration the recommended areas of learning. Too few opportunities are provided for the children to develop an appropriate degree of independence, which is positive to learning.
27. The quality of teaching has improved significantly since the last inspection and makes a positive contribution to the standards attained and the quality of education provided.

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

28. The school provides a satisfactory range of curricular and other opportunities in a secure Islamic environment. The school succeeds in its aim to teach the subjects of the National Curriculum, with an Islamic perspective wherever and whenever it is possible. Art and history are good examples. Since the previous inspection, there have been improvements in several

important areas, such as the provision of schemes of work and structured planning, which were key issues. The staff have worked hard, during a period of huge changes of personnel, to further develop the curriculum through the production and use of detailed schemes of work and more detailed and structured planning. This is particularly noticeable since September. The majority of subjects have schemes of work or very detailed medium-term plans, which give good guidance to teachers on learning objectives and activities. This ensures that the skills of each subject are developed systematically as pupils pass through the school. Music does not have a scheme or detailed plans. The school intends to revise and expand the schemes of work for Arabic, Qur'an and Islamic studies as soon as possible. Planning in literacy and numeracy are on a very secure footing, based on the National Strategies. Other subjects follow an established well-designed school-planning pattern, but the school is aware that there is room for improvement in the consistency of the teachers' provision of details of work planned for pupils of differing abilities. The preparation of pupils for the next stage of education is enhanced in Year 6, through the regular provision of a variety of homework tasks. Homework is provided throughout the school, but not always to a consistent pattern.

29. The provision for pupils with special educational needs is satisfactory, with evidence of good improvement since the head teacher took on the role of co-ordinator in September. Pupils are provided with the full range of the curriculum and make satisfactory progress. Well-designed individual education plans are in place, with detailed targets for each area of need. However, the specific identification of difficulties and strategies to address them are still being developed to provide greater accuracy and improved progress for the pupils. In literacy and numeracy lessons there is planning for pupils of differing abilities, but the class teachers' plans do not always include work arising from the targets. Statements of special educational needs fulfil the requirements of the Code of Practice, including help from outside agencies when required. The head teacher, in his role as co-ordinator for special educational needs, is very aware of the demands of the Code of Practice and works hard to ensure that they are fully met. He appreciates the help given by the special educational needs departments of the local education authority in providing very helpful in-service training as well as supportive advice. Further support will be given soon through the provision of a governor linked to special educational needs.
30. The strategies for numeracy and literacy have been effectively introduced. The effect of the literacy strategy has been analysed carefully by the school to help with the setting of targets. There has been more improvement in writing standards in Key Stage 2, where there has been much more stability in the teaching staff, than there has been in Key Stage 1. Mental mathematics teaching is much more focused and beneficial in providing pupils with a range of helpful strategies to improve their confidence and standards.
31. The school meets statutory requirements for the provision of religious education. The governing body has a clear policy not to provide sex education. There is no personal, social and health education policy. However, the provision of good knowledge and skills to make informed choices to achieve a healthy lifestyle are embodied in the religious education syllabus. There is little emphasis, at present, on drug education.
32. In Key Stage 2, pupils are provided with an excellent opportunity to strengthen their Islamic faith through worship and reflection every lunchtime in the mosque. The Imam provides Key Stage 1 pupils with teaching and prayer as part of their curriculum. Several older pupils benefit from helpful "booster" classes after school, to improve their confidence and competence in the basic skills of mathematics and English before the National Curriculum tests. There is satisfactory provision of after-school clubs for coaching in the skills of several sports. However, there are few opportunities for pupils to take part in competitive games against other schools.
33. The school has comprehensive links with the Muslim community over a wide area including several other local education authorities. However, the links are not used regularly to provide speakers to supplement the school's curricular resources. An exception was a visit to a class by a local resident to give pupils excellent first-hand memories of London during the Second World War. The link with the Multi-faith Centre is a valuable one. Pupils have supplied paintings and poems to exhibit there, including some that were awarded prizes. The whole

school attended the exhibition, which proved to be a very good chance to meet pupils and staff of several other faiths.

34. The school has a very close and worthwhile relationship with the girls' high school, which is attached to the building. The sharing of the mosque and Imam is very beneficial for the spiritual life of both schools. The sharing of staff expertise and information technology resources greatly enhance the pupils' provision in this area. The head teacher has begun to build up closer contacts with other schools. They are in the local area and across the country, to ultimately provide invaluable resources for closer communications in geography and other subjects.
35. The school's mission statement illustrates the school's clear aim to apply the Qur'an and Sunnah to achieve a secure Islamic environment in which to strive to provide the best possible education for the pupils. This aim permeates the daily life of the school, resulting in good provision for the pupils' spiritual, moral, social and cultural development. Shared religious ideals encourage a special relationship between staff and pupils which lead to shared attitudes and values in life as well as in the school community. The pupils' spiritual growth is nurtured daily, through regular religious education lessons, assemblies and daily prayer. An ethos of caring for one another and sharing for the benefit of others is based completely on spiritual values. Pupils are given helpful opportunities in assemblies, religious education and other lessons to reflect on their own experiences, to help them develop self-knowledge and spiritual awareness. Some teachers are very skilled at demonstrating to the pupils that their work is valued. This is shown in physical education lessons where a pupil is asked to demonstrate an activity or in art when a pupil's painting is used as an example of good work. This kind of response from the teacher gives pupils a valuable insight into the values of others. However, pupils do not have a great deal of opportunity to learn about the faiths of others.
36. There is a shared understanding of moral principles in the school, with adults setting good examples of fairness and honesty, which leads to good moral development of the pupils. The school fosters respect for truth in illustrative stories in assemblies. The pupils' development of a clear understanding of the difference between right and wrong is enhanced in Quranic lessons and strengthened through the Imam's sermons. In their everyday dealings with incidents in the classroom, class teachers set a very good example in the just way they deal with any differences arising between pupils.
37. The pupils' social development is satisfactory. The quality of relationships in the school is good, helping pupils to develop good social behaviour in the classroom and around the school. In the occasional lesson, if the teacher's management skills are not fully developed, pupils lose concentration and do not produce their best work. There is a good response to the school's code of conduct, actively based on Quran and Sunnah. Pupils move around the school in a good-mannered way and show respect for the building as well as for one another. A weakness in the social development of the pupils is the lack of opportunities for them to show initiative and personal responsibility. Some teachers challenge their pupils with open-ended questions and allow them to choose their own tools or methods of finding answers, but in many lessons pupils are over-directed and faced with closed questions. There are good examples of girls from the local high school helping to look after younger pupils at playtime, but few Key Stage 2 pupils have such opportunities. A few pupils help with the supervision of staircases, but have few other chances to develop their personal sense of responsibility. The school ethos successfully encourages pupils to feel part of a caring community. This is widened to being a useful part of a world community when pupils generously support charitable activities. The exhibition at the local Multi-faith centre is instrumental in helping pupils to understand and appreciate the work of pupils of several faiths.
38. The school teaches the pupils very well to appreciate Islamic cultural traditions, but is less successful in its promotion of the diversity and richness of other cultures. The result is satisfactory provision for the pupils' cultural development. The school provides pupils with a clear Islamic perspective as part of the history and art curricula. The beautiful patterns and exotic domes are much appreciated by pupils as a focus for art lessons. Pupils have a sound coverage of other cultures in geography topics. Art lessons include the work of painters

showing a variety of styles and cultural emphases. Few opportunities are taken by the school to enhance cultural provision through the use of visitors. Some helpful visits are made to a farm, Lords cricket ground and museums as well as mosques, to enrich the pupils' appreciation of the ethnic and cultural diversity of the society in which we live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Overall the school offers a sound level of support and advice to its pupils in a caring environment where the head teacher and staff know the pupils well. This enables pupils' to take full advantage of the educational opportunities offered and makes a positive contribution to learning in lessons.
40. However, procedures for ensuring the health and safety of the pupils are not fully in place and the inspection confirms some concerns expressed by parents at the parents meeting. The school is aware of the need to comply with statutory requirements for health and safety but has not yet introduced clear procedures to identify and control health and safety risks, which ensure that the premises, equipment and working practices are safe and not potentially harmful to pupils. The school does not have its own health and safety policy and not all equipment is subject to regular checks. A recent check did take place of some of the site, but this did not fully cover all the school and issues and action taken were not fully recorded. More effective arrangements for day-to-day first aid have recently been put in place and now some staff do have a basic first aid qualification but this is not sufficient to meet statutory requirements. Appropriate arrangements are in place to ensure that teachers have up-to-date information about the medical conditions of pupils in their class.
41. Overall, the procedures for child protection are unsatisfactory. Although many staff would deal with any concerns in a satisfactory way, they are not all aware of the nominated person who has been recently appointed to that role. The school recognises local guidance but has no child protection policy or documents clearly explaining procedures to follow. Although there has been some staff training, no systems are in place to provide regular training and to ensure that skills and expertise are up to date. The absence of a staff handbook means that there is little information for newly appointed staff.
42. The school's procedures for monitoring and supporting pupils' academic performance and personal development are satisfactory. They provide a secure foundation for the raising of standards. Pupils' personal development is well supported through the strong Islamic ethos, which permeates the school. Although there are no standardised procedures to monitor pupils' personal development, and keep track of pupils' needs, individual systems work well, class teachers know their pupils and discuss any concerns with the headteacher. Pupils' achievements are regularly recognised and rewarded in Friday assemblies and some teachers are successfully using additional reward systems.
43. The effective teaching of Islamic values provides pupils with clear expectations for behaviour, and, together with the firm management skills of staff, contributes towards the high standards of behaviour in the school. A minority of parents raised concerns about behaviour management. The existing behaviour policy is inconsistently applied and is under review. The school is now working towards a more consistent whole-school approach of rewards and sanctions. Any concerns about pupils' behaviour are discussed with the headteacher and, when necessary, behaviour programmes are introduced for individual children. There are appropriate strategies in place to deal with any incidents of bullying and pupils were happy to confirm that occurrence is rare.
44. There is no clear organisation or effective system in place to monitor patterns of attendance. The school has not yet established links with the Education Welfare Officer. There is no attendance policy to provide staff with clear guidance on registration procedures and parents with information about procedures for absence. The school has only just begun to monitor registers and attendance and has no regular systematic procedures to follow up pupils who are absent, or to improve attendance. Punctuality is not monitored and parents are not notified when pupils are frequently late. This is unsatisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are very supportive of the school and the school's strong Islamic ethos.
46. The school is developing sound links with parents, although only a small number are actively involved in their children's learning. The new headteacher is making positive efforts to develop the school's partnership with parents by encouraging parents to play a more active role in the life of the school and support the education of their children. This includes monthly parents meetings where parents have opportunities to provide views on various aspects of school life. Parents are welcome in school and this has increased the level of contact and support so that now a few parents help around the school, although very few help in lessons. Pupils are encouraged to take their reading books home regularly and many parents sign their reading diaries when they hear their children read. However, reading diaries are not being used consistently across the school as a regular method of communication between the teacher and home. There is no parent teacher association.
47. The school satisfactorily provides parents with information. However, as there is limited information about the curriculum and the work of the school, this reduces the opportunities for parents to be fully involved in their children's learning and the life of the school. There is no up- to- date prospectus and, although the annual governors report fulfils many requirements, it lacks some required information. Regular newsletters have now been introduced by the new headteacher and these keep parents informed about school matters and key dates. However, information is inconsistent about the work their children are doing in areas of the curriculum and, to date, there have been no meetings to explain curricular initiatives such as the literacy or numeracy hour. Consequently, many parents do not have sufficient understanding of the curriculum to appreciate fully the importance of their need to support the learning of their children. Parents are welcome to discuss any concerns with the class teacher or headteacher at any time. Two formal parents' meetings are held each year, the second after parents have received annual written reports. These reports are satisfactory overall, providing brief comments on pupils' progress, information on strengths and weaknesses and they include targets for improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The recently appointed headteacher has a very clear educational direction. He has rapidly developed very good relationships with both staff and governors, the majority of whom all share a common sense of purpose. Although teamwork is well established within the school, delegation of curricular management is weak and this has remained a weakness since the previous inspection. The headteacher has started to monitor teaching throughout the school and has carefully analysed where teaching is weak. Curricular planning has been formalised and procedures to monitor pupils' achievement have been introduced, with progress now being carefully evaluated against National Curriculum tests results. Through support with the local education authority, he is ensuring that staff are now actively involved in improving their teaching skills.
49. Governors have a very good sense of the strengths and weaknesses of the school and the majority work positively with the staff. The governing body have very good levels of expertise, are very well organised and thorough in their approach. They take a keen interest in both the achievement and welfare of the pupils but, as yet, they do not meet all their statutory responsibilities, in relation to their annual report to parents.
50. The management of the school's finances is very good. The experienced bursar provides regular reports to the governors, who review the budget in detail. The governors are shrewd and aware of best value principles. For example, they invite formal tenders for building maintenance and have set criteria for selecting contractors. The comprehensive and very well focused school development plan propels the financial planning in the school well. The day-to-day administration of the school finances is undertaken efficiently and the recommendations raised in the last auditor's report into the school's finances have been dealt with appropriately. Administrative staff work effectively together and ensure that the school runs smoothly on a day-to-day basis.

51. The school has a satisfactory number of appropriately qualified teaching staff. There is also a satisfactory number of support staff who work in an effective partnership with teachers to provide a good quality education for all the children. The school uses specific grants well and carefully ensure that good learning opportunities are provided with the funds. The school does not currently have a policy for new staff but the headteacher provides good support for both newly qualified teachers and students from their partner institutions.
52. Although the accommodation is maintained to the very highest level by the premises staff, it is inadequate to meet the needs of the pupils. There is no safe and secure outdoor area for the under fives and this limits the quality of learning for the youngest children. The remainder of the playground is cramped and there is no grass area for sports. Some of the classrooms are very small and this reduces the quality of pupils' learning at times. The library has very recently become an additional reception class but this has diminished the provision for literacy skills throughout the school. Overall, resources for learning are unsatisfactory and there are too few resources available to fully support the delivery of the National Curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to further improve standards of attainment and progress, the school should:
- Remedy the weaknesses in the provision for under fives by:
 - Ensuring that the curriculum for the reception classes is broad, balanced and based upon the six recommended areas of learning, and that it leads into the National Curriculum as and when the children have reached the desirable outcomes.
 - Improving the quality of teaching by identifying priorities for the professional development of teachers. *(Paragraphs 26,56–61)*
 - Extend the role of curriculum co-ordinators by:
 - Providing a more defined, formal and rigorous monitoring role for the senior management team and subject co-ordinators.
 - Facilitating the active monitoring of what is taught and how, to further raise pupils' attainment and progress. *(Paragraphs 28,29)*
 - Improve levels of attendance and punctuality and the procedures by which good attendance is monitored and promoted by:
 - Providing a written policy, shared with parents, establishing clear routines for reporting absence.
 - Ensuring rigour in marking and checking registers, including when they should be closed and what constitutes lateness. *(Paragraphs 14, 44)*
 - In addition to the key issues above the following should be considered for inclusion in the action plan:
 - Improve the provision for pupils who use English as an additional language. *
 - Ensure that statutory requirements for the teaching of swimming are met.
 - Ensure that governors meet all statutory requirements and make certain that confidential items in meetings remain so.
 - Ensure that child protection and training are routinely up-dated.
 - Improve learning resources throughout the curriculum.
 - Address the issues of health and safety raised during the inspection.
 - Ensure that all pupils are given opportunities to celebrate the customs of the multi-cultural society in which they live. *(Paragraphs 21,24,35,40-41,49,120)*

* *The school is already aware of this need and will receive appropriate funding during the next academic year.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9%	37%	40%	14%	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	1999 - 2000
Number of pupils on the school's roll (FTE for part-time pupils)		216
Number of full-time pupils eligible for free school meals		33

FTE means full-time equivalent.

Special educational needs	Nursery	R – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		26

English as an additional language	No of pupils
Number of pupils with English as an additional language	162

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.27
National comparative data	5.4

Unauthorised absence

	%
School data	1.38
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	1999	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	14	13	15
	Total	24	23	26
Percentage of pupils at NC level 2 or above	School	80	80	87
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	16	16	16
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	80	86	84
	National	86	82	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	16	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	10
	Girls	13	12	11
	Total	24	23	21
Percentage of pupils at NC level 4 or above	School	89	85	78
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	13	13	13
	Total	24	24	24
Percentage of pupils at NC level 4 or above	School	89	89	89
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	5
Black – other	
Indian	14
Pakistani	42
Bangladeshi	5
Chinese	
White	
Any other minority ethnic group	112

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: R – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.4:1
Average class size	25.4

Education support staff: R – Y6

Total number of education support staff	5
Total aggregate hours worked per week	72

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups	1	

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999
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	£
Total income	518,619
Total expenditure	552,893
Expenditure per pupil	2,633
Balance brought forward from previous year	65,070
Balance carried forward to next year	30,796

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	1	0	0
My child is making good progress in school.	43	46	7	3	1
Behaviour in the school is good.	72	25	1	0	2
My child gets the right amount of work to do at home.	45	31	15	8	2
The teaching is good.	57	29	7	4	3
I am kept well informed about how my child is getting on.	39	30	17	11	3
I would feel comfortable about approaching the school with questions or a problem.	63	27	6	2	3
The school expects my child to work hard and achieve his or her best.	62	30	4	1	3
The school works closely with parents.	44	31	13	10	2
The school is well led and managed.	55	30	9	3	3
The school is helping my child become mature and responsible.	63	30	4	3	0
The school provides an interesting range of activities outside lessons.	33	39	16	9	4

Other responses from parents:

- Parents are very pleased with the new head teacher.
- Some parents feel that there is too much discipline.

The inspection team supports these views.

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

54. The first reception class was introduced into the school in September 1998. It is a developing area and was not reported on in the previous report. All children start school within a few weeks of each other at the beginning of the school year in which they are five. The majority of children enter school with average attainment. By the age of five, they have made satisfactory progress and most come close to the expected standards in language and literacy and in numeracy. About two-thirds reach the expected standards in their personal development. Suitable use is made of the information gained from the baseline assessment. Continual weekly observations and assessments are made of each child's progress to ensure that work matches children's needs and builds on their previous learning.
55. Judgements have been made from lesson observations, scrutiny of previously completed work on display, hearing a sample of children read, discussions with the teachers and scrutiny of the teachers' planning files.

Personal and social development

56. By the age of five, most children come close to the expected standards in their personal and social development. They make satisfactory progress in the reception class in this area. Many of the children are very reluctant to speak when they enter the reception; a high proportion are learning English as an additional language. With helpful encouragement the children are beginning to form positive relationships and to communicate suitably with one another and with adults. The staff act as appropriate role models and explain clearly what is expected of them, often using, for example, their own language of Arabic to support the children's understanding. Some simple classroom rules are shared with the children. They are taught the difference between right and wrong. The children listen very well and are beginning to understand set routines. They work well both independently and as part of a group and remain focused on a task until it is completed, particularly when working with an adult.

Language and literacy

57. Most children enter the reception class with limited speaking skills. They make sound progress from entry and are developing their skills satisfactorily in receptive English. However, they have poor skills in expressing themselves clearly and too few opportunities are provided for the children to talk to one another or to benefit from role-play situations. The children listen very well for extended periods. They handle books carefully and know that print carries meaning and written English is read from left to right. The higher-attaining children read a number of familiar words and make sense of the story, while the average-attainers tell the story by reading the pictures. The lower-attainers do not have the necessary vocabulary to talk about the stories. Higher-attaining children recognise words linked to their reading book, but they have few strategies for reading unfamiliar words. Most children correctly orientated their letters but often use a mixture of upper and lower case letters in their words, for example, particularly when writing their names. Information technology is used effectively to support this subject; for example, the pupils match pictures to words beginning with the letter 'b'. The introduction of the literacy hour is having a significantly increasing their progress.

Mathematics.

58. The majority of children meet the national expectations for standards in mathematics by the time they are five. They recognise numbers to 20 and some beyond. The children are aware of concepts such as biggest, middle-sized and little when sorting the different sizes of teddies. They can follow a colour sequence, make and describe simple patterns and are given a number of opportunities, through carefully chosen practical activities, to develop this skill. They are developing the correct use of mathematical language such as "empty, full, heavier,

lighter and more than and less than'. The introduction of a numeracy hour is having a positive impact on pupils' attainment and progress in mathematics. However, work is not always planned to meet the needs of all the children and exposition is sometimes unclear and does not match the children's level of understanding.

Knowledge and understanding of the world

59. The children are developing an understanding of the passing of time through making a timeline using photographs of themselves as babies and until they started school. They are beginning to identify their five senses and to understand the need for food and water to keep themselves clean and healthy. Although there are a number of construction kits available in the classroom, these were not seen to be used during the inspection period. Worthwhile opportunities are provided to support and develop the children's keyboard skills on the computer. They make satisfactory progress as they, for example, consolidate their skills and proceed through the letters of the alphabet in a word and picture program.

Creative development

60. Children's creative development is under-developed. Very few children's paintings are displayed. Children appropriately experiment with a range of different paints, in order for example, to paint and print hands. Very few opportunities are provided to enhance the children's learning through the learning of number-rhymes, songs and nursery rhymes.

Physical development

61. Provision for the children's physical development is unsatisfactory. The majority come close to the expected standards by the time they are five in the control and manipulation of small objects such as pencils, scissors and paint brushes, which they handle safely and skilfully. The children suitably develop their hand and eye co-ordination skills, by, for example, threading beads onto laces. In physical education lessons, children practise their throwing and catching skills with the use of small balls. No apparatus in the school gymnasium is suitable for the needs of children under five as it is too large and heavy to handle. Although there is a small outdoor area, this is not specifically planned for the children who are under five. It does not provide sufficient equipment to develop the children's ability to control and co-ordinate their bodies in balancing and climbing or moving around on wheeled vehicles.
62. Overall, teaching in reception is unsatisfactory. The teaching of language and literacy and numeracy is well organised, but does not always meet the varying needs of different groups of children. The teacher creates a calm, learning-focused atmosphere. Classroom assistants are effectively deployed. There is close collaboration with the teacher in the planning of the activity they are supporting. Overall, teachers' planning is unsatisfactory in that it does not take into consideration both the national guidance for children under-five and the National Curriculum. Daily planning is sketchy and does not show a clear development of skills. The lessons lack appropriate challenge and the pace is frequently slow. Children who have special educational needs are identified early on. They are given appropriate support that enables them to make progress similar to the other children when taking account of their previous attainment.

ENGLISH

63. By the end of Key Stage 2, the pupils' attainment is above the national average. The standards shown in the 1999 National Curriculum tests were also above the national average. It is a good improvement over the previous inspection, when pupils were attaining mainly in line with the national average. Attainment by the end of Key Stage 1 is in line with the national averages, apart from standards in writing, which are below average. This is similar to standards at the previous inspection, but not as high as shown in the 1999 national tests, when pupils achieved standards in line with national averages.
64. By the end of Key Stage 1, pupils' attainment in speaking and listening and reading is in line with the national average. Writing skills are below average. In discussions, pupils pay careful

attention to the class teacher and to other pupils. They make good progress in speaking and listening. Most pupils are beginning to express their thoughts and opinions sensibly, for example when explaining when “speech bubbles” are needed. A small minority supplies only one-word answers. In reading, pupils have a large sight-vocabulary, which is built up gradually in their daily literacy lessons, ensuring good progress. They practise regularly and reinforce the necessary blends and common spelling patterns. The majority read to a good standard, with fluency and good expression. Pupils do not yet have a good understanding of the use of contents and indexes in non-fiction books. Most pupils produce a satisfactory amount of work covering a good range of types of writing, such as imaginative, news, instructions and re-telling stories. Some wrote interesting accounts of their booklets following the visit to a farm. The main strength is their use of vocabulary appropriate to the task. However, there is a lack of progress in the basic skills of handwriting, spelling and punctuation, which greatly affect the standard of attainment in writing.

65. By the end of Key Stage 2, pupils’ attainments in speaking and listening, reading and writing are above the national averages. There is good progress in all areas. Pupils listen with great interest, both to class texts and when the class teacher and other pupils are speaking. In a discussion to capture the mood of an episode in Tom’s Midnight Garden, they refer to the text when supplying words to help create a mysterious atmosphere. In reading, the majority of pupils read fluently for pleasure and to support independent learning. They have a good understanding of indexes and glossaries when researching their topic work. Many pupils successfully use the Dewey cataloguing system in their local libraries to find relevant books for their work. Some are confident in the use of information technology for this purpose. Pupils have good attainment in writing. Their work is well presented, using a fluent handwriting style. Although pupils of lower ability have weakness in spelling and punctuation, most pupils produce written work with accurate spelling and with a good grasp of punctuation rules. There is a general strength in the production of complex sentences and the use of appropriate vocabulary in imaginative work is good. The poems on “Sharing” which were so successful in the “Interfaith” competition show good examples of words chosen carefully to express strong feelings. The standard of attainment of boys was significantly higher than girls in the previous year’s national tests. There was no obvious reason for this in the teaching strategies used by the teachers during the inspection, when standards were not significantly different.
66. Opportunities are taken to enhance literacy skills in science and information technology and handwriting, spelling and punctuation are shown to be important in history and geography. There is little evidence of extended writing opportunities being taken in history and geography, where a formal reporting style predominates.
67. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Over three-quarters of lessons seen were good, with one being very good. None was unsatisfactory. The majority of teachers have benefited from the school’s successful adoption of the National Literary Strategy scheme of work, planning systems and coverage of the programmes of study of the National Curriculum. In the best lessons, good subject knowledge and careful planning for a range of ability levels enables pupils to make good progress in their development of ideas and understanding. Teaching is well organised. Lessons have an introduction, which reinforces previous knowledge and makes clear to the pupils the learning objectives for the lesson; for example the previous day’s story is revised through sensitive questioning. Pupils are prompted, through praise and sometimes humour, to answer confidently, knowing that their answers will be given worth. This consolidates learning and improves self-esteem. Some teachers are very skilful at directing questions and receiving answers at pupils of lower ability, to encourage their progress. This is especially noticeable in spelling and punctuation work. When questioning does not include the full range of ability, some pupils lose interest and concentration. The high expectations of behaviour, effort and attainment in some lessons ensure good behaviour and working habits. Pupils are keen to persevere in their work and complete it to the best of their ability. Teachers generally use plenary sessions very well, to celebrate work done and reinforce learning through helpful comments on several pieces of work. Pupils, however, have few opportunities to evaluate their own work, or the work of others, so opportunities are lost to develop independent thought and improvement through reflection.

68. Although much of the teaching is good, some lessons contain areas of weakness. Sometimes work is not planned for pupils of differing abilities, so a good number of the class are not challenged at a suitable level. This hampers the acquisition of new knowledge or the consolidation of previous learning. During the inspection, very little work was specifically planned for pupils with special educational needs or pupils with English as an additional language. In spite of this, pupils in these categories make satisfactory progress. There is little evidence of planning being based on individual education plans, to help pupils make good progress. In some lessons, over-direction of the pupils' work and too few open-ended questions hamper the growth of pupils' independent learning. This is found especially in the lower age groups. Occasionally, the whole class session is too long, resulting in insufficient time to complete the writing tasks when the pupils are fully motivated to do so. This occurs in both key stages. There is little planning for collaborative work apart from sharing dictionaries, which Key Stage 2 pupils do very well.
69. The school has done a great deal of work on the analysis of standardised tests results, in order to find areas of weakness and to provide targets for improvement of standards. Staff have begun to make regular planned assessment of pupils' progress, but this has not been in place long enough to give a clear picture throughout the school. The quality of teaching has improved since the previous inspection and much hard work goes into medium-term and short-term planning. There has been a great deal of pressure on teachers to learn and use the strategies for literacy and numeracy. No time has been found to reflect on the effect of new ways of teaching and to share good practice, to ensure that all teachers are using the full range of recommended strategies. However, monitoring has begun to take effect over the last six months. Systematic implementation of agreed strategies for pupils with special educational needs are not yet making a great impact in the classroom. However, this must not detract from the improvements in teaching which are beginning to take effect and the way the head teacher and staff are willing to work together to take the school forward.

MATHEMATICS

70. Children enter reception with average attainments. No validated data for the 1999 National Curriculum tests are available regarding pupils' attainment at seven for comparison to be made with national averages or with the average for similar schools. The proportion of eleven-year-olds reaching the expected standards of Level 4 in the 1999 National Curriculum tests is well above the national average and the percentage attaining higher levels Level 5 is well above the national average. When the test results are compared with schools with pupils from similar backgrounds the standards pupils attain is well above the average. Taking the four years 1996 to 1999 together the performance of pupils in mathematics was very high in comparison with the national average. Currently, pupils' standards of attainment in Year 2 are in line with the national average and above average at the end of Key Stage 2.
71. Pupils enter Key Stage 1 with average attainment of basic number skills. These are steadily built on as they move through the school. Pupils in the Reception classes make satisfactory progress in understanding sets of numbers, in the correct formation of numerals and in using such mathematical terms as "*biggest, middle-sized and little*". In Year 1, pupils' confidence is built on as they are given tasks well matched to their ability and accurately use different ways to add up money problems. They apply their knowledge to counting money and, for example, make up combinations of different coins to total 40 pence and 50 pence. By Year 2, pupils make consistently good progress in consolidating their previous learning and understanding of number and in using mental recall of, for example, multiples of 10. The majority of pupils know addition and subtraction facts to 20 and use them to solve simple problems in number. Pupils develop their vocabulary of mathematics and, for example, correctly use "*odd, even, more and less than*". This enhances their understanding and helps them to explain what they are doing. They accurately identify the vertices and the number of sides of regular shapes and know how shapes can be fitted together to make a continuous pattern. Pupils collect information, such as birthdays in the class, and record it in block graphs.
72. By the age of eleven, pupils have good mental mathematics skills. Progress is good in all areas of mathematics by the end of Key Stage 2. The combination of a well-structured numeracy hour together with good teaching has a very positive impact on pupils' attainment in

number. The majority of pupils attain above the expected standards. Higher-attaining and average-attaining pupils in Year 6 know their tables and use number effectively when solving problems. They understand fractions, decimals and percentages and their equivalents. Lower-attaining pupils reduce fractions to their lowest terms and change improper fractions to mixed numbers. Pupils learn suitable problem-solving and investigational skills throughout the key stage. Much of the mathematics learnt involves practical problem-solving activities. For example, in Year 5 and Year 6 pupils work out and explain the problems involving ratio and proportion. This is an improvement since the previous inspection. In Year 3, pupils describe directions using the four points of the compass and can transfer this knowledge to a grid using co-ordinates. In Year 4, pupils have quick mental recall of numbers to 20, adding single digit numbers to two digit numbers. They understand how to create a balance when comparing addition with subtraction. In Year 5, pupils mentally add or subtract two digit numbers together and recognise the vocabulary for ratio and proportion. Pupils who have special educational needs are given work matched to their abilities and at times receive extra support. They make progress that is at least satisfactory when taking account of their previous learning. Pupils who have English as an additional language make satisfactory progress, but do not receive appropriate additional support.

73. Throughout the school, pupils are very well behaved during lessons and have a positive attitude to their work. They work mainly independently, but are willing to collaborate when required to do so. For example, pupils in Year 3 enjoyed investigating a task on coordinates in groups. Pupils are gaining increasing confidence when sharing their knowledge with the class and to accept that their answers might be wrong. Throughout the school, pupils take pride in the presentation of their work. Each piece of work is clearly dated with a title and rulers and squared paper are used appropriately.
74. The quality of teaching is never less than satisfactory at Key Stage 1 and is good at Key Stage 2. The good quality teaching has a significant effect on pupils' learning. All lessons have a clear structure and a balance between whole-class instruction, mental skills practice, group work and a plenary at the end. Introductions to lessons are often lively and teachers use questioning to good effect. In the most effective lessons teachers have a good knowledge and understanding of the subject and manage the pupils very well. Pupils concentrate through the brisk pace and the high standards of work and behaviour that are expected. This is shown in the challenging work that is set, particularly for higher-attaining pupils. Teaching builds systematically on pupils' previous knowledge and work is explained clearly. Teachers ask the right questions and emphasise the key points. Teachers listen well to the pupils and provide full answers to questions. They intervene appropriately to check pupils' understanding. There are good opportunities for pupils to further develop their speaking and listening skills and to use the correct mathematical terminology for example, by explaining what they have learned and how they reached the answer. In marking the pupils' work, teachers make regular comments to support and encourage pupils' learning. Teachers are firm and relationships are based on mutual respect. Their planning is thorough and detailed, including clear learning intentions supported by well-prepared resources. Day-to-day assessments are satisfactory and inform the planning of each lesson. Teachers plan well together in key stages to provide work that challenges pupils' thinking and is matched closely to their capabilities.
75. The curriculum is broad and balanced and satisfies statutory requirements. A scrutiny of pupils' work and of displays shows examples of pupils' number work in all relevant subjects. For example, through collecting data on a bar graph in science, use of time-lines in history, co-ordinates in geography, accurate measuring in design and technology and in composing tessellating patterns in information technology.
76. Teaching and learning are supported well by good management and co-ordination of the subject and thorough planning for its development. There is an appropriate emphasis on the development of number skills. The scheme of work is closely linked to the new Numeracy Strategy programme. Appropriate use is made of assessment. Test results are analysed to identify areas for improvement. Resources are adequate for the effective delivery of the curriculum: they are well organised and easily accessible. Since the previous inspection, the school has maintained a steady improvement in standards at Key Stage 1 and there has been

a significant improvement in standards at Key Stage 2. The school is well placed to maintain the national standards at both key stages.

SCIENCE

77. The school's good results show a marked improvement on those recorded in the previous report. The school's attainment shows consistent improvement over the last three years in both key stages. Teachers' assessments of seven years old pupils' attainment for the 1999 National Curriculum tests are broadly in line with the national average.
78. The results of 1999 National Curriculum tests for eleven years old pupils indicate that standards of attainment are below the national average in the levels expected for their age, but exceed those found nationally in the higher levels. In comparison to schools with similar backgrounds, pupil's attainment is close to the national average. The percentage of pupils attaining and exceeding the expected level has risen significantly. The inspection findings confirm these results in both Key Stages 1 and 2. Majority of pupils demonstrates sound knowledge and understanding of basic scientific facts. The previous report stated weaknesses in experimental and investigative aspects of the subject in both key stages. Well-planned opportunities for practical work have resulted in developing pupils' capacity to investigate and communicate findings. However, there is room for further improvement in developing pupils' ability to carry out simple experiments independently, ask scientific questions and consider a variety of methods of investigations. Pupils' knowledge of the physical processes relating to electricity, light and sound, different forces, and the earth and space, is a strength across the school.
79. Pupils in both key stages are making satisfactory progress over their time in the acquisition of scientific skills, knowledge and understanding. Pupils with special educational needs achieve appropriate levels and make satisfactory progress through extra support. Pupils for whom English is an additional language make equally sound progress. However, a few in the early stages of English acquisition receive no extra support and show limited progress. The use of information technology to enhance pupils' progress across the science curriculum is limited.
80. By the end of Key Stage 1, pupils develop sound understanding of a range of scientific skills, knowledge and understanding. Pupils make predictions and sensible suggestions, and carry out investigations to develop use and awareness of senses. Younger pupils in Key Stage 1 are beginning to make more detailed observations as they participate in investigations to learn about different sources of light. They demonstrate some knowledge of what plants need in order to grow. Year 2 pupils name a variety of materials correctly, comparing and classifying them appropriately according to their properties. They experiment to find out about the effect of 'change' for example, of heating, cooling or mixing a range of ingredients, such as water with, coffee, salt, flour or sand. Year 2 pupils receive a good grounding in scientific knowledge as they enquire through books and find out about minibeasts. Pupils develop the use of correct language to demonstrate scientific understanding that animals move, feed, grow and reproduce. They show developing knowledge of living things and ones that have never lived.
81. By the end of Key Stage 2, pupils make predictions, understand 'cause and effect' and record their observations showing need for accuracy and precision in their investigative work to produce meaningful results. When looking at physical processes, younger Key Stage 2 pupils list how electricity is used in the home. They experiment with batteries, wires and bulbs to demonstrate knowledge of how to make a bulb light up. They use the correct language to demonstrate scientific understanding, for example, when testing out strengths of three different materials, such as leather, cotton and acrylic. Older Key Stage 2 pupils are given a lot of knowledge and related examples to build up understanding and record facts. Many Year 5 and 6 pupils confidently represent their findings appropriately with drawings, graphs, charts and tables, making valid scientific conclusions.
82. The quality of teaching is satisfactory overall. It is mostly good in Key Stage 2 and the lower Key Stage 1. In the best lessons, teachers use probing and open-ended questions to elicit fuller response, prompt further enquiry and provide challenge. Pupils' respond well in these lessons, attitudes are good and this has a positive impact on learning. Teachers' own

knowledge of the subject and their scientific understanding is good in most lessons. However, investigations in some classes are more knowledge based, with less emphasis on practical work, and this limits the learning opportunities for the pupils. Most teachers carefully plan an appropriate sequence of activities, with clear and specific learning intentions. The organisation and use of time and resources to support learning are generally effective. Pupils are organised in pairs and small groups appropriate to the activity. They are well motivated and engage in activities with good interest. They apply themselves enthusiastically to investigations showing curiosity by asking questions and making suggestions. Pupils successfully apply their knowledge and skills of experimenting to investigations and new learning. Most pupils listen well to discussions and build on ideas from their teacher and other pupils. Pupils work co-operatively, sharing equipment and helping each other.

83. In the one less than satisfactory lesson observed, expectations are generally low, the organisation of teaching is inconsistent and the work is inappropriately matched to the needs of individuals with differing abilities. In this lesson, the pace of work was slow and very little time was spent on planning and discussing investigations. Arrangements for the practical investigation and conclusion were ineffective and progress was limited. However, their skills of independent scientific research and investigative and experimental science using a range of equipment are not sufficiently developed. Pupils do not take initiatives in investigations or find things out for themselves. Their ability to seek patterns and evaluate results in investigations is under-developed.
84. Teachers make satisfactory use of pupils' literacy and numeracy skills in the subject. They are encouraged to describe their findings and articulate reasoning when involved in investigations. Pupils confidently present findings in graphs and tables and present work neatly.
85. The planned curriculum meets statutory requirements. The school has recently adopted the national guidance in the subject in order to ensure continuity across the school and provide useful guidance to teachers. The received curriculum is insufficiently monitored to ensure this in practice, as the role of the subject co-ordinator is under-developed. The quality of marking and the day-to-day assessment and recording in the subject is inconsistent across the school. The assessments of pupils' work do not effectively relate to National Curriculum levels or sufficiently inform the next step in planning. Resources are insufficient and not well organised centrally for ease of access.

ART

86. Owing to timetable arrangements, only two art lessons were observed during the inspection. It is possible to make some judgements on the quality of pupils' work from displays around the school and from pupils' sketchbooks in Key Stage 2. Pupils are producing work in both key stages, which is of a similar standard to that expected of pupils of the same age. This is an improvement over the previous inspection, when standards were below expectations.
87. In Key Stage 1, pupils produce a variety of satisfactory pieces of work, such as rather small self-portraits, decorated windows, views from a window, model post-boxes and still-life pastel pictures. However, there is a similarity between pieces of work, which suggests that pupils have little personal freedom to choose materials, colours or type of brush.
88. There is interesting use of collage in the decoration of attractive pictures of mosques in Key Stage 2 and a very lively display on "A Bug's Life", with clever use of three-dimensional models. However, although a variety of work is presented, there is a similar trend to Key Stage 1, with pupils producing work in a set style, with the same tools and colours, with little freedom of expression allowed. The result is a lack of development in the pupils' ability to select and experiment with materials, tools and techniques. This hinders their confidence in the expression of their own ideas. The medium-term plans provide a good basis on which to build a hierarchy of skills to be taught as the pupils pass through the school. At present, teachers teach a good range of skills, but in a narrow, confining way. An exception to this trend was seen in a Year 3 lesson, when pupils were given complete freedom of choice of shape and decoration when creating their own replicas in the style of Anglo-Saxon brooches. Pupils were given good opportunities to evaluate their own work and refine its shape or design.

following helpful discussions with the class teacher. The teacher used the plenary very successfully to celebrate the pupils' work and to reinforce their learning experiences. The resulting individuality and quality of the pieces of work demonstrated the value of choice.

89. The lack of a scheme of work does not hinder the development of the art curriculum, because the medium-term plans provide a good outline of learning objectives, skills and activities. It is the lack of a repertoire of teaching approaches and strategies, which hinders the width and quality of learning of the pupils. The head teacher aims to tighten up procedures and documentation to broaden expectations and a further enrichment of the pupils' educational experiences. The adoption and facilitation of these aims will be beneficial for the standards of both teaching and learning in art lessons.

DESIGN AND TECHNOLOGY

90. The overall standards and quality of teaching in design and technology have improved considerably since the last inspection. There is appropriate emphasis on the design aspect of the subject and on pupils' ability to assess and improve the quality of their completed products. Pupils produce work of good quality and make good progress across the school. The progress of pupils in Key Stage 2 is particularly good. This is due to the good quality teaching by the specialist in the subject.
91. At Key Stage 1, younger pupils learn to use simple tools to cut paper and shape plasticine. Most pupils handle scissors with increased skill and use paper, glue and stapler to join and make three-dimensional models. They work with a range of constructional equipment, such as Lego and Mobilo, which develop early making skills. There are examples of pupils' work with different materials. Pupils acquire skills such as cutting, shaping and joining in Year 1, carefully producing post boxes using a range of materials. A good example of this is when pupils use reclaimed materials to design and make useful models, such as ladybirds, bees and butterflies. They are encouraged to give appropriate attention to safety, neatness and details when presenting the finished product. There is appropriate emphasis in Key Stage 1 on developing their knowledge and skills in the planning and design aspect of the subject. Pupils in Year 2 note down ideas for materials and tools to make their product. They are encouraged to develop use of appropriate language and understand the process but are not sufficiently encouraged to develop the use of step-by-step plans for example, in food technology or when making models out of construction materials.
92. At Key Stage 2, pupils confidently generate ideas and are encouraged to produce more than one design. Most pupils show accuracy and detail in their designs. There are good examples of designing and making projects, such as night lamps by Years 3 and tidy boxes by Year 5. Year 6 pupils carefully shape wood and join different parts of body together to make puppets. Most pupils successfully use own plans to ensure good quality products that look like their own design. They are sufficiently developing the making skills, such as measuring and marking out and independently choosing from a range and variety of building and joining materials, as well as evaluating to consider, the appropriateness of size, power and strength of the product. They are gaining good shaping and moulding skills. There are no examples of using computers in the design process. Pupils with special educational needs and those with English as an additional language make progress similar to their peers.
93. Overall quality of teaching is good. Key Stage 1 teachers carefully organise their lessons and take sufficient time to teach correct techniques and appropriate vocabulary. Teaching by the specialist in Key Stage 2 is exceptional. The teacher sets high expectations and carefully plans tasks that stimulate pupils' interest and provide challenge. The attitude and response of pupils towards learning are good and teachers help them to develop safe and controlled skills. They enjoy design and technology and work collaboratively in pairs and small groups. Pupils are encouraged to bring their own ideas and skills to the tasks, they listen attentively and become absorbed in their work. Praise from teachers promote good levels of concentration and pupils take pride in the finished product. They are suitably guided in their choice of materials and techniques. As a result, they make good progress in acquiring craft skills. The

ongoing assessments of products are effectively used to inform improvement in the planning of future work.

94. There is currently no co-ordinator to monitor the subject. Resources are good in range and quality to meet the demands of the curriculum. The purpose built design technology room is very well equipped. The resources are centralised and also made available in the classrooms.

GEOGRAPHY

95. In the previous inspection, standards in geography were judged to be unsatisfactory. Overall, pupils now make appropriate progress in both key stages. Pupils with special educational needs make sound progress through sound support. Pupils for whom English is an additional language make satisfactory progress when tasks are well matched to their needs. However, a significant number of pupils in the early stages of English acquisition show limited progress since they lack specialised support. The higher attaining pupils bring a good level of general knowledge to lessons but generally under-achieve, through the insufficiently demanding nature of the tasks set.
96. Pupils in Key Stage 1 develop a sound understanding of their local and wider areas. The younger pupils are developing knowledge about where they live and learn about their address. They develop adequate understanding of different seasons and types of weather. Year 2 pupils have knowledge of different shops in the area and other features in the environment such as the library, petrol station and the park. They learn about the town and the country and record features such as, cliff, bridge, cave, valley and a quarry.
97. Pupils continue to make sound progress in Key Stage 2, and by the time they are eleven, they have learned about the rivers in British Isles and acquired some information about rivers of the world. They know that rivers have tributaries, sources, channels and mouth. They have adequate knowledge of directions on a compass and sound understanding of the use of keys and symbols when using atlases and maps of different scales. Pupils are involved in orienteering activities on their residential school journey. Year 3 pupils investigate places and confidently respond to geographical questions when working out routes to holiday destinations in, for example, Australia, Egypt, France and Brazil. Pupils confidently use a globe to find the United Kingdom and other countries in the world. Year 4 pupils learn about features of a market place in a distant locality in India. Year 5 pupils know about the main features in London Town and the tourist attractions. Pupils do not readily extract information required from the CD-ROM. There is inconsistent use of information technology to promote pupils' geographical skills. Most pupils have limited skills in the use of sources of information such as books, maps and plans. Opportunities for fieldwork are also limited.
98. The quality of teaching is satisfactory overall and has an appropriate impact on the pupils' learning. It is particularly good in Years 5 and 6, where the teachers demonstrate good geographical knowledge and understanding of the subject, which is made accessible to pupils through good explanations and questions that probe thinking. Pupils are eager, work with enthusiasm and collaboration is promoted. Most teachers plan well and their lessons are based on clear objectives and pupils are encouraged to apply themselves well to practical activities. Teachers use appropriate methods and effective questioning. Praise and encouragement are used to good effect in lessons. Where teaching is less than satisfactory, it is because the teacher's expectations of pupils are generally inappropriate and planning does not take account of clear objectives for learning at different levels: lessons do not develop in well-managed stages and at a good pace with a task that provides sufficient challenge to all pupils. This has a negative effect on pupils' learning.
99. The teaching of geography makes sound contributions to literacy skills. Effective questioning and encouragement to use appropriate terminology improve pupils' speaking and listening skills and extend their vocabulary. There is no long-term overview of topics and the school is currently trialling a national scheme for the subject, but it is too soon to judge effects of this on pupils' progress overall. There is no formalised assessment in the subject. The co-ordinator's role is not fully developed for clear direction and monitoring in the subject. The available resources in geography are sufficient in terms of range and quality of up-to-date maps of different scales. The school has some reference books and materials, including suitable

atlases, globes and large maps. The local area is studied in detail and pupils are able to benefit from visits to local places, such as the London city and a farm.

HISTORY

100. Because of timetable arrangements, only one lesson was seen during the inspection. From scrutiny of pupils' work, wall displays, planning documents and discussions with teachers and pupils, it is judged that the pupils' attainment is similar to that expected of pupils of this age, in both Key Stage 1 and Key Stage 2.
101. The school has recently adopted a national scheme for history, on which half-termly and weekly plans are based. There has been a big improvement since the last inspection, when there was some unsatisfactory teaching and learning was attributed to the lack of such a scheme. Pupils standards were said to be satisfactory in the previous report.
102. Although little teaching was seen, it is clear that lessons are firmly based on detailed lesson plans. The plans show what the pupils are expected to learn and the activities planned to achieve these aims. There was very good teaching in the one lesson observed. The aims of the lesson were clearly explained to the pupils and very good questioning linked the work with their previous learning. Pupils were fascinated by the pictures of artefacts from Anglo Saxon archaeological finds at Sutton Hoo. They were very motivated to learn from the resources and made good progress in their understanding of how one can learn from the past by interpreting a range of information. Very good use was made of the end-of-lesson discussion. The teacher presented a selection of pupils' work to the class and by skilful questioning enriched the pupils' knowledge and investigative skills, using examples from the work.
103. From planning documents for a Key Stage 1 lesson, one can appreciate again how the use of artefacts helps pupils to develop an awareness of the past. In this case, examples of old writing implements were used and examples of writing right back to the original Cuneiform. The class teacher had created a very good replica, using a clay tablet and good examples of the wedge-shaped patterns and figures. This lesson was put into a Muslim perspective by the Imam, who helped the pupils to understand how messages were given to the Prophet Mohammed and other prophets, such as Musa [Moses].
104. These two examples show how hard the staff are willing to work to motivate the pupils and to encourage them to understand some of the ways in which we can learn about the past. The school, in fact, has very few resources for history. There are good examples around the school of timelines organised by staff to help the pupils' development of an understanding of chronology. In a Reception class, well-organised timelines, using photographs, show the life so far of some of the pupils.
105. By the end of Key Stage 2, pupils have a sound understanding of life how life must have been in the Indus Valley civilisation and in Tudor and Anglo-Saxon times. However, their writing is not generally inspired, as they are not challenged with open-ended questions, which encourage them to form their own opinions such as how it really felt to be a member of a particular society. Their work does not often lead them to apply their own intellectual effort to interpret the past.
106. The school has promoted improvement in the pupils' knowledge and understanding of life in the past through the provision of a national scheme and some permanence on the timetable. The school has produced a helpful document outlining the rationale behind the history curriculum and a proposed curriculum correlated with Islamic history. This is not consistently applied at present. Pupils do enjoy and benefit from visits to museums, but progress is hampered by the lack of resources and an unimaginative approach by some teachers. At present, the lack of a co-ordinator and a shared whole-school vision on the teaching and learning of the subject, are hindering further improvements in the quality of education in this area of the curriculum.

INFORMATION TECHNOLOGY

107. At the end of Key Stage 1 and Key Stage 2, pupils' attainment is broadly in line with expectations for seven and eleven year olds. This is a finding similar to that of the previous inspection.
108. Regular access to the computer suite is helping to raise the standards pupils achieve and increase the good progress they make in developing their computer skills. Pupils at both key stages, including those who have special educational needs and those for whom English is an additional language, make good progress in all aspects of the information technology curriculum. They quickly develop skills in the youngest classes, learning to use the mouse to move and control pictures. For example, pupils in the reception classes match words starting with the letter 'b' to pictures, competently using the arrow keys and space bar, while pupils in Year 1 build up pictures using shapes. By the end of Key Stage 1, pupils follow instructions competently to integrate pictures with text. They generate their ideas in pattern forms. For example, pupils in Year 2 created a number of different tessellating patterns using different colours and tools.
109. By the end of Key Stage 2, pupils use information technology with increasing confidence. They open files, enter information, save and print their work, use a floor robot to demonstrate control and movement in different directions. Pupils in Year 6 successfully make a turtle move on the screen by giving appropriate instructions to build up complicated shapes, while pupils in Year 5 demonstrate how to control a machine by filling a cup with juice.
110. In the few lessons observed, teaching was good in one lesson and satisfactory in the rest. Teaching is best when expectations are high, subject knowledge is good and when help is given quickly to pupils. They become keen and enthusiastic and enjoy using information technology. They listen carefully to their teacher's instructions and this has a positive impact on their learning. Pupils are well managed and relationships are good; teachers are patient and encouraging. Pupils work well co-operatively and share access to the computer fairly when working in pairs. They respond well to questions and are keen to find out more. Lessons are suitably planned from the scheme of work that is based on the nationally recommended guidelines. The school effectively uses the expertise and competence of a teacher from the secondary school housed in the same building to co-ordinate the subject. She effectively supports teachers with her secure subject knowledge, as was seen in her clear instructions and good demonstrations of skills and usefully prepares pupils in Year 6 for secondary school.
111. Sufficient time is allocated to the subject. Information technology is appropriately used to support other subjects. Throughout the school, programs are used to extend pupils' learning in a wide range of subjects, including English, mathematics, science, history and geography. For example, in geography Year 3 pupils make use of different fonts to write about the weather in various countries and to investigate food chains in science. Statutory requirements are met.
112. Owing to good leadership from the co-ordinator, the subject has continued to develop well since the previous inspection. Currently CD-ROM or Internet access is not available for the pupils in order for them to gain information to support classroom projects. Plans are in place to make a bid for grants under the National Grid for Learning in order to introduce CD-ROMS and to gain access to the Internet. Currently software needs building up to support the curriculum.

MUSIC

113. Because of the restrictions of the timetable, no teaching was observed in Year 6. Judgements are based on discussion with the headteacher, co-ordinators and a scrutiny of the teachers planning. From this evidence, provision throughout the school is unsatisfactory. By the end of Key Stage 1 and in Year 5, pupils' progress is mainly satisfactory in the singing lessons but unsatisfactory in the other areas of the curriculum. The amount of time allocated to music is focused on singing and this means that not all the elements of the National Curriculum Programme of Study are covered. No report for music was written in the previous inspection.

114. Pupils have not made enough progress in learning musical skills. By the end of Key Stage 1, pupils show a growing ability to keep a steady beat when they use spoons and babies' rattles as instruments. They successfully follow a simple rhythm pattern. By Year 5, pupils have effectively learnt a wide range of Islamic songs in Arabic. They sing tunefully and clearly articulate the words in unison. A significant number of pupils are able to translate the meaning of certain words into English.
115. In the three lessons observed during the inspection, one was good, one was satisfactory and one was unsatisfactory. The pupils' response varied according to the quality of teaching and the content of the lesson. The pupils' behaviour is mostly good in Key Stage 1 while in Year 5 it is very good: they are attentive and responsive to instructions. Pupils enjoy singing. Classroom management is good and the teacher's expertise in Arabic greatly enhances the singing and the pupils' understanding of the language.
116. Unsatisfactory teaching is characterised by inadequate planning for the development of musical skills to match the needs of the pupils and the slow pace that occurred with the choosing of songs to sing during the lesson. Pupils who have special educational needs and those for whom English is a foreign language make progress similar to the majority of pupils in their key stage.
117. A specialist music teacher takes the subject throughout the school. Currently there is no scheme of work to guide and support the teachers' planning. No opportunities are provided for pupils to learn to play a musical instrument. This means that continuity and progression in the development of pupils' skills in the subject are not ensured. The school is aware of the need to broaden the curriculum in order to meet statutory requirements.

PHYSICAL EDUCATION

118. During the inspection it was possible to observe only indoor games skills in both key stages. Standards in the activities observed were satisfactory overall. By the end of Key Stage 1, pupils are able to throw both beanbags and balls satisfactorily to their partners. By Year 3, they confidently use a bat to hit a ball and are developing their ability to throw both under and over-arm. Towards the end of Key Stage 2 they play together in team games and are aware of key roles such as backstop and bowler.
119. Teaching is at least satisfactory, and examples were seen of good teaching in which high expectations of pupils and the good subject knowledge of the teacher contributed to the effective learning of pupils. In these lessons pupils' attitudes were good, they responded well to their teacher and were encouraged to participate enthusiastically. This had a positive effect on their learning and promoted the acquisition of skills. For instance, in a Year 3 games lesson, pupils made good progress in ball handling skills. This was made possible because of the good pace maintained and the careful planning of activities, which clearly developed the pupils' skills. Teachers show a satisfactory knowledge of the subject and most are able to provide appropriate demonstrations. They encourage pupils to discuss their work constructively and encourage them to evaluate the performance of others; for instance, sharing throwing skills with each other which leads to a good awareness of their learning. Teachers pay appropriate attention to safety.
120. The previous inspection identified the need for closer monitoring and assessment of progression in the teaching and learning of physical education throughout the school. Currently there is no co-ordinator for the subject and no methods are in place to check that skills are progressively developing. The new headteacher is aware that statutory requirements are not being fully met in physical education and plans to organise swimming lessons in a manner acceptable to the Islamic faith.

NAME OF OTHER SUBJECT INCLUDED IN THE INSPECTION

ENGLISH AS AN ADDITIONAL LANGUAGE ETHNIC MINORITY ACHIEVEMENT GRANT (EMAG)

121. The overall quality of EMAG provision within the school is unsatisfactory. There are 136 pupils who come from homes where English is not the first language. Most pupils enter school with varying degrees of spoken English. The main first languages other than English are Arabic and Urdu. A number of staff speak pupils' first languages. As a result most of the bilingual pupils make satisfactory progress and attain standards in line with their indigenous peers. However, a significant minority in the early stages of English acquisition speaking little or no English achieves unsatisfactory standards.
122. Currently the EMAG funds are not devolved to the school. Owing to mistakes made in their returns, the school qualified for a small amount of funds from Standards Fund Grant, insufficient to meet needs of the schools' EMAG designated pupils. There are no EMAG staff appointed to support the identified pupils who are under-achieving and have specific need in learning English as an additional language. Pupils have been recently assessed on their stages of English acquisition. The local education authority devises these stages. There are 81 pupils on the EMAG register and 41 pupils are on stages 1-3 of English acquisition. However, owing to unsatisfactory EMAG provision within school pupils are not targeted effectively as the ones with greatest need and currently achieving less than their potential. Some pupils with special educational needs are also the learners of English as an additional language.
123. There are EMAG qualifying pupils in all classes. While the general quality of teaching in the school is satisfactory, there is little effort made to plan and support EAL pupils. Teachers have a lack of regard to pupils' stage of learning English. Although most of the staff are literate in pupils' home languages, they are not appropriately guided and equipped with suitable skills and resources to enhance pupils' progress and raise their achievement. They require intensive training and guidance in order to benefit pupils. Literacy and numeracy lessons are planned well, but the teachers working with pupils are not aware of the full range of language needs of the identified pupils to plan effectively with clear learning objectives and well matched tasks making good use of interesting and stimulating resources for additional language learners.