

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0117 3115319  
enquiries@ofsted.gov.uk **Direct F** 0117 3150430  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **Direct email:** matthew.parker@tribalgroup.com

12 December 2011

Mr G Thomas  
Headteacher  
Iqra Slough Islamic Primary School  
Wexham Road  
Slough  
SL2 5JW

Dear Mr Thomas

**Special measures: monitoring inspection of Iqra Slough Islamic Primary School**

Following my visit with Raminder Arora, Additional Inspector, to your school on 8-9 December 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good

Progress since previous monitoring inspection – good

No additional Newly Qualified Teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Slough and the Association of Muslim Schools.

Yours sincerely

Susan Gadd

**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2010**

- By September 2011, raise pupils' attainment and achievement in English, mathematics and science to nationally expected levels in Years 3 to 6 by:
  - improving teaching so that it is consistently good or better and promotes better progress in learning
  - using assessment information to ensure higher expectations in lessons and good challenge for all pupils in their learning
  - using assessment information and better marking to ensure that all pupils are aware of how they can improve.
- Improve leadership and management by developing sharper and more rigorous monitoring to evaluate the quality of learning.
- By June 2011, put in place effective strategies to improve pupils' attendance so that it is at least average compared to all primary schools.
- By June 2011, improve the curriculum in Key Stage 2 by ensuring adequate opportunities are provided for all pupils to develop the basic skills of literacy, numeracy, and information and communication technology.

### **Special measures: monitoring of Iqra Slough Islamic Primary School**

#### **Report from the fourth monitoring inspection on 7–8 December 2011**

#### **Evidence**

Inspectors observed the school's work, visited 26 lessons, scrutinised documents and pupils' work. They also met with the interim headteacher, other staff including members of the senior and middle management team, groups of pupils, members of the governing body and representatives from the local authority.

#### **Context**

Since the last visit, the school has undergone significant changes to staffing. Eight new teachers and two teaching assistants have joined the school since September. One of these new appointments was to the senior management team. The contracts for the interim headteacher and associate headteacher have been extended to July 2013. Since September, the school has opened a 'rainbow room' where additional support is provided for pupils whose circumstances make them particularly

vulnerable. The Loughborough Trust has agreed to be the school's sponsor as it continues to move towards academy status.

### **Pupils' achievement and the extent to which they enjoy their learning**

- The current children in Reception started with skills well below those expected for their age. Improvements to the outdoor learning environment have helped to ensure that children make steady progress by providing a wide range of opportunities for children to develop their skills. Leaders recognise the need for increased opportunities for adults to engage with children during activities they have chosen for themselves and ensuring observations take place at regular intervals.
- In Key Stage 1, book scrutiny, lesson observations and school information on pupils' progress indicate that it continues to improve. Attainment at the end of Year 2 in 2011, although improving, particularly in writing, remained broadly average.
- In Key Stage 2, the school's information on pupils' progress indicates that it has accelerated for many. However, the school is fully aware that progress remains inconsistent between subjects and classes. In particular, some boys classified as Mirpuri Pakistani and Somali are making slower progress than their peers, especially in writing in Years 3 and 4. However, improvements in planning and teaching, and the successful introduction of a range of support, are continuing to accelerate the progress for all these groups of pupils so that they are able to narrow the gap caused by past underachievement.
- All pupils have weekly opportunities to develop their reading skills. For example, pupils used laptops to read a range of text and develop their vocabulary, although those working independently were not always stretched in their thinking.
- In mathematics and science, pupils' progress has improved as a result of improved assessments and the use of more practical equipment. The school is fully aware that more work is required to ensure that progress consistently accelerates between subjects and classes.

### **Progress since the last monitoring inspection on the area for improvement:**

- By September 2011, raise pupils' attainment and achievement in English, mathematics and science to nationally expected levels in Years 3 to 6 - **good**

### **Other relevant pupil outcomes**

- The introduction of targeted support both in learning and social skills has resulted in significant improvements in behaviour. Pupils' attitudes within lessons have been transformed such that behaviour in the main no longer hinders pupils' learning. The school has now started focusing on

behaviour at break-time through the introduction of a variety of activities in zoned areas.

- Many pupils enjoy coming to school and are proud of receiving their attendance stickers. The school has continued to strengthen its systems for encouraging regular attendance. For example, outside agencies are involved at an earlier stage to combat school absence and closer links have been established with parents and carers through telephone calls, meetings, letters and home visits. As a result of the school's continued focus in this area, attendance has steadily improved over time and is currently higher than the national average.

### **Progress since the last monitoring inspection on the area for improvement:**

- By June 2011, put in place effective strategies to improve pupils' attendance so that it is at least average compared to all primary schools - **good**

### **The effectiveness of provision**

- The learning environment has improved considerably and is now welcoming and stimulating. Displays are used well within classrooms to support and develop pupils' new knowledge as well as celebrating their achievements. Consequently, attitudes towards learning are extremely positive. As one child said, 'I like coming to school now because our topics are fun!'
- Planning consistently identifies pupils who are underachieving and these pupils' learning is extended through adult support either within the classroom or through targeted help. These changes have led to a greater focus on using prior assessments of pupils' abilities to set appropriate work and provide additional intervention to pupils who underachieve. However, significant changes to staffing mean that teaching remains inconsistent.
- In the strongest lessons, pupils are challenged to achieve their best through focused discussions about their learning. For example, in a mathematics lesson, pupils were sharing their opinions about a range of mathematical strategies used to solve problems. They confidently discussed each of the methods presented and then justified which would lead to the quickest and most systematic means of solving the problems. Consequently, pupils' progress in these lessons is accelerated. However, this good practice is not fully embedded. On occasions, the pace of learning in some lessons is too slow as teachers spend too much time talking and the work set does not always challenge all pupils. In other lessons, adults miss valuable opportunities to develop pupils' language skills.
- Most children can talk about their literacy and numeracy targets and how these support their learning. Marking now provides pupils with clear guidance on how to improve their work. A growing number respond to

adult comments and show an increasing desire to become active, independent learners.

- The curriculum has continued to be developed. School trips are linked closely to topics and, where possible, pupils are given opportunities to apply their skills in literacy and science within these contexts. For example, pupils are currently learning about the Titanic and are developing their literacy skills in speaking and listening through role play and writing diaries of past survivors. A range of after-school clubs has been introduced to enrich the curriculum. The school is now in the process of developing further opportunities to link subjects and develop pupils' skills, particularly in mathematics and information and communication technology (ICT). Adults are now in the process of gathering examples of work to demonstrate pupils' skills and experiences.

### **Progress since the last monitoring inspection on the area for improvement:**

- By June 2011, improve the curriculum in Key Stage 2 by ensuring adequate opportunities are provided for all pupils to develop the basic skills of literacy, numeracy, and information and communication technology - **satisfactory**

### **The effectiveness of leadership and management**

#### **Below are the key findings since the last monitoring visit**

- The interim headteacher continues to provide highly effective leadership aided by the close partnership with the interim associate headteacher. This has led to many of the improvements since the last visit. The senior leadership team has a strategic view of future challenges and consequently leadership is becoming shared more widely. A concerted effort is being made to ensure greater consistency in the quality of teaching and learning.
- Leaders at various levels are beginning to take on a range of responsibilities in leading whole-school initiatives. Action plans have been developed by middle leaders which clearly identify the areas that require further adjustments. Many leaders can point to examples where their monitoring has led to improvements in planning, assessment, teaching and pupil outcomes. For example, a more consistent approach to teaching phonics has been developed in the Early Years Foundation Stage and pupils' experiences in reading have been improved as a result. In mathematics, teaching has been developed through the use of videos and the sharing of good practice. The progress made by pupils whose circumstances make them vulnerable is beginning to accelerate as result of the targeted interventions in literacy and numeracy.
- The assessment leader has further developed the overall analysis of the progress that different groups of pupils make as they move through the

school. This analysis has been instrumental in identifying the remaining areas of underachievement.

- Members of the governing body provide strong leadership and continue to firmly hold the school to account. They have developed their own skills through attending additional training in a range of pertinent areas such as data analysis, features of effective teaching and learning. This development has led to governors carrying out monitoring activities based on participating in learning walks, lesson observations and conducting discussions with pupils. The governors consider that pupil safety is paramount. Safeguarding arrangements continue to be strong, with regular reviews of risk assessments and safety audits.

### **Progress since the last monitoring inspection on the area for improvement:**

- Improve leadership and management by developing sharper and more rigorous monitoring to evaluate the quality of learning – **good**

### **External support**

In a short period of time, the new school consultant has developed strong relationships with the school and has provided effective support in a range of areas. A variety of advisers have been used to develop subject leaders, provision within the Early Years Foundation Stage and monitor the quality of teaching and learning. The greatest impact has been seen through the improvements in attendance, guided reading, developments in leadership and the changes to the outdoor learning environment in Reception.