

Iqra Slough Islamic Primary School

Inspection report

Unique reference number	135099
Local authority	Slough
Inspection number	385385
Inspection dates	14–15 March 2012
Lead inspector	Susan Gadd HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	621
Appropriate authority	The governing body
Chair	Zafar Ali
Headteacher	Gareth Thomas (Interim Headteacher)
Date of previous school inspection	16 March 2010
School address	Wexham Road Slough SL2 5JW
Telephone number	01753 520018
Fax number	01753 512450
Email address	gthomas@iqra.slough.sch.uk

Age group	4–11
Inspection date(s)	14–15 March 2012
Inspection number	385385

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Susan Gadd

Her Majesty's Inspector

Sharona Semlali

Additional inspector

Gill Walley

Additional inspector

The inspection was carried out with one day's notice and was conducted under section 8 deemed section 5 of the Education Act 2005. This was the school's fifth monitoring visit under special measures. Inspectors observed teaching and learning in 30 lessons involving 24 teachers. In addition, they looked at samples of pupils' work in books and listened to some pupils read in Years 1, 2 and 6. Inspectors also met with senior and middle leaders, members of the governing body, a local authority representative, groups of pupils and a range of parents and carers. Inspectors took account of the responses made by parents and carers to a questionnaire issued by the school and gathered their views in the playground as well as holding a meeting with an additional group of parents and carers. Inspectors observed the school's work and looked at a range of documents including data on pupils' attainment and progress, the school's monitoring information on the quality of teaching, records of pupils' behaviour, procedures for ensuring pupils are safe and the school's plan for raising attainment. There were no parental views expressed on the Parent View section of Ofsted's website.

Information about the school

Iqra is a larger than average-sized primary school. There are a range of pupils from different ethnic backgrounds attending the school with the largest groups being Pakistani including Azad Kashmiri, and African including Somali. Just over 99% of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of disabled pupils and those with special educational needs is broadly average. The school now meets the government's floor standards, which sets minimum expectations for attainment and progress in English and mathematics.

When the school was inspected in March 2010 it was judged to require special measures. There have been four monitoring visits to the school by Her Majesty's Inspectors since that inspection to assess the progress made towards addressing the issues raised. Since December 2010, the school has been led by an interim headteacher and an interim associate headteacher. Both of these contracts have been extended until July 2013. The school is currently in the process of seeking academy status and is being sponsored by the Loughborough Trust.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- In accordance with section 13(4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures. This is now a good school. Since March 2010, the school has been on a journey of significant change. The school is not outstanding as a result of some remaining inconsistencies in teaching and pupils’ attainment not yet being high enough, particularly in reading and mathematics.
- Attainment is now broadly average for most pupils, but some more-able pupils do not reach the high levels they should in mathematics and reading. From children’s low starting point in Reception they now make good progress. This progress accelerates as they move through the school. Many pupils are now making good and outstanding progress. This significant change is as a result of good teaching and highly effective interventions. Teachers’ use of data has improved so that on the whole work set meets the needs of all pupils.
- Although teaching overall is good, it is inconsistent. In some lessons, the pace of learning is too slow and pupils are not provided with enough opportunities to assess their own learning and that of each other.
- Pupils are now very happy to come to school and feel valued and very safe. Behaviour is now good and the curriculum has been transformed such that children enjoy learning and have highly positive attitudes towards their education. Consequently, attendance has risen notably and is now high.
- The interim headteacher and the leadership team have been relentless in their drive for improvements, including the leadership of teaching. High expectations have brought about significant, sustained improvements to all parts of school life. Consequently, the school has been successful at eradicating past underachievement for many pupils. The school is fully aware that some pupils classified as Azad Kashmiri and Somali still require further focus to fully address the past legacy of underachievement. Governors have played a full part in the school’s improvement. They have worked tirelessly alongside the school home link and inclusion officers to help develop stronger communication links with

families. The school recognises that more work is required to ensure all families are fully involved in their child's education.

What does the school need to do to improve further?

- Raise attainment throughout the school, particularly in reading and mathematics, so that a very large majority of pupils at least meet the levels expected for their age and ability by:
 - providing sufficient levels of challenge for the more-able pupils so that more of them attain the higher levels
 - continuing to eradicate the legacy of underachievement for some pupils identified as Azad Kashmiri and Somali through further developing community links with parents and carers both in and out of school.
- Improve teaching to be consistently good or better so that it secures outstanding progress in more lessons and across the whole school by:
 - maintaining a brisk pace to learning so that pupils achieve more within each part of the lesson
 - ensuring that pupils working independently during guided reading sessions consistently receive work that challenges them
 - providing pupils with more opportunity to assess their own and each other's learning.

Main report

Achievement of pupils

Children in the Early Years Foundation Stage make good progress from their low starting points as a result of improved teaching and significant development to the outdoor learning environment. They enter Year 1 with the personal skills necessary to start this part of their education. However, their skills in communication, language and literacy are still low at this point. Historical data at the end of Key Stage 1 indicate that attainment has been broadly average. However, by the time they have reached the end of Year 6 pupils' attainment in reading is low and in writing it is still broadly average. In mathematics, attainment is broadly average but some more-able pupils do not do as well as they should. The historical trend of low attainment has been addressed successfully such that most pupils within each year group are now working at national expectations for their age. This significant change is a result of many pupils making good and outstanding progress over a sustained period of time. Consequently, the school has been successful in narrowing the gap of underachievement. However, some pupils identified as able, Azad Kashmiri and Somali, still require more time to achieve their best due in part to the extent of their past legacy of underachievement.

In lessons pupils are eager to learn. They respond well to the stimulating learning

environment and are eager to share their learning experiences with one another. Pupils can talk confidently about how their learning is accelerating and the impact this is having in tackling past inadequacies. Inspection evidence shows that pupils' writing is accelerating through the use of more adventurous language and the development of more complex sentences. The recent introduction of guided reading across the school has led to significant improvements in the rate of progress pupils make in this subject. However, some inconsistencies still exist particularly during independent work. Despite this, many pupils are now developing a real appreciation for reading and discuss the techniques used by authors to engage readers. Targeted phonics (linking letters with the sounds they make) sessions enable pupils to gain the appropriate skills required to support and develop their love of reading. The most recent reading assessments at the end of Year 2 showed that pupils are making good progress given their starting points, and while many pupils reach broadly average levels of attainment, some of the more able do not always attain the higher levels of which they are capable. In mathematics pupils are now using and applying their developing knowledge of number bonds and decimals to tackle real-life problems.

Those pupils who are known to be eligible for free school meals, disabled or who have special educational needs and those who find learning difficult are making similar progress to their peers. This is as a result of the good support pupils receive through specialist intervention programmes in class and in the 'rainbow room'. Occasionally, the more-able pupils make satisfactory progress rather than good. Many of the parents and carers who responded to the school questionnaire and spoke to inspectors during this visit agreed that their children are making good progress.

Quality of teaching

The inspectors observed teaching that ranged from satisfactory through to outstanding. However, much of the teaching observed was good. This strong profile of teaching is supported by the school's own monitoring records. In the best lessons teachers used their good subject knowledge to develop pupils' concepts and correct their misconceptions. Assessments were utilised to set work that challenged all. The interactive whiteboard was used effectively to develop pupils' imagination as well as keep them engaged in their learning. For example, in one lesson pupils were using the resource to learn about a historical composer through gathering information about his appearance while listening to his music. Highly effective questioning led to pupils being able to describe the possible emotions and story behind the music. In many lessons 'talk partners' develop pupils' independence and insight into their own learning. In one lesson pupils were discussing why a given sequence to decimal numbers may be appropriate or not. This problem-solving activity enabled pupils to apply their prior knowledge and develop their own mathematical thinking to justify their answers.

The use of a topic-based curriculum and the emphasis on first-hand experiences have had a notable impact on pupils' enjoyment and in enhancing their social and cultural development. Pupils now work well together, taking turns, listening to one another's ideas and appreciating their difference. In one discussion, pupils talked about the importance of learning about a range of religions so that society could learn to respect the differences and similarities between people.

In the Early Years Foundation Stage children are now learning through a range of practical experiences. The outdoor provision has been improved such that it now represents key areas of learning and adults are effectively engaging with pupils to develop their language skills. Adults across this provision make regular observations of children's learning and use this to inform their planning. There is a good balance of those activities led by adults and those that children choose for themselves.

Despite these many strong features in teaching some inconsistencies remain throughout the school. On occasions the more-able pupils are not challenged sufficiently in mathematics or during independent tasks in guided reading sessions. In some lessons the pace of learning is still slow due to too much teacher talk. While some pupils are encouraged to peer assess each other's work, this is not yet consistent. The views gathered from parents, carers and pupils support inspection evidence that teaching has improved significantly and is now good.

Behaviour and safety of pupils

Over time behaviour has improved significantly such that many pupils and parents and carers say that it is now good. Pupils' behaviour is typically characterised as being courteous, considerate and respectful towards each other and adults. A noted impact of this improved behaviour is the transformation in pupils' attitudes towards work. Pupils now enjoy coming to school and say the learning is fun. This is reflected in the significant improvements to attendance from low to high. Almost all parents and carers who spoke to inspectors echoed this positive trend in improved behaviour and the school's relentless focus on improving attendance. These improvements are also supported by the school's own records.

Recently introduced 'zoned-activity areas' within the playground and the introduction of learning mentors have resulted in pupils enjoying playtime and improving behaviour. As one child said, 'Behaviour is so much better now; those pupils who use to get in trouble are now regularly receiving prizes for being good!' Pupils say they feel safe at school and any concerns, including those relating to bullying in any form are rare, and are resolved quickly.

Leadership and management

The interim headteacher has consistently shown an accurate understanding of school improvement. Actions taken have been swift and decisive so that improvements have taken place at a rapid pace. A dynamic senior leadership team is now in place and together they have successfully raised standards, addressed the inadequacies in teaching and transformed pupils' behaviour such that pupils now want to come to school.

The assessment coordinator has developed detailed tracking documents and succinctly analysed whole-school data such that teachers are now able to use this information to target the remaining few underachieving pupils. This, along with the persistent challenge provided by the governing body, and in particular the Chair of Governors, has led to measurable improvements to the quality of education and the development of robust safeguarding procedures.

Systems are now embedded for staff development. A regular cycle of monitoring and evaluation has led to leaders being able to provide focused staff development alongside tackling past inadequacies. For example, the introduction of coaching and videoing of good and outstanding teaching has helped develop adults' understanding of how they can improve their own teaching practice. Auditing of adults' understanding of information and communication technology has resulted in focused staff training. Consequently, this part of the curriculum now provides pupils with an opportunity to apply their literacy and numeracy skills in a range of meaningful contexts. This, along with the introduction of focused intervention groups in literacy and numeracy, has resulted in many pupils making accelerated progress at a greater rate than their peers nationally.

Senior and middle leaders can clearly demonstrate their strong capacity to improve as a result of their relentless drive and ambition which has been successful in improving pupils' outcomes. The curriculum now meets the needs of individuals well and provides pupils with an enjoyable context in which to learn. All adults are working towards a common goal and this has led to a cohesive learning environment being created, which supports pupils in their spiritual, moral, social and cultural development. A growing number of parents and carers are now engaging in their child's education through attending the many workshops and meetings led by staff. Consequently, the school is able to demonstrate how it has effectively tackled past inequality between most different groups of pupils through eradicating the gap of past underachievement for many, and by improving behaviour, attendance and teaching while providing a curriculum that meets the needs of individuals.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 March 2012

Dear Pupils

Inspection of Iqra Slough Islamic Primary School, Slough, SL2 5JW

Thank you for making us so welcome when I and the other inspectors visited your school recently. As many of you know I have been visiting your school regularly because the previous school inspection said that your school needed 'special measures' and had to get better at teaching you and helping you to learn.

This is what we found in our last visit:

- Many of you and your parents and carers told us how much the school had improved and that it was now good. We agree with you!
- Behaviour and attendance have improved over time and most of you now attend school regularly. Behaviour is now good. You told us how the zoned areas in the playground and the learning mentors are helping you to enjoy your playtimes and improve behaviour.
- Your teachers take good care of you and have worked really hard to improve your education. Some of you told us how pleased you were with the amount of progress you are making and the levels you are now working at. We agree with you that many of you are now working at the appropriate level for your age and have made rapid progress in a short period of time.
- You enjoy coming to school because the curriculum is fun and teaching has improved such that it is now good overall.

Mr Thomas and Mr Zafir Ali, along with all the adults in the school, have worked very hard to improve your school so that you now get a good quality of education. Although I am sad that I will not be visiting you again I am very pleased with how much the school has improved so that you now enjoy learning. Even though your school is now good, your headteacher and the other adults want it to get even better. We have asked them to do a few things in particular:

- To make lessons even better, make sure adults do not talk too much in lessons so that you can make more progress.
- For those of you that sometimes find work easy, especially in guided reading and mathematics, provide you with more challenge.
- Provide you all with regular opportunities to learn from one another through discussing your work and assessing each other.

- Continue to develop strong links with your parents and carers, especially for those of you that are Azad Kashmiri and Somali, so that they can become more involved in your education.

Thank you again for welcoming the inspection team and I send you all good wishes for the future. It has been a privilege to work with you and with all the adults at Iqra.

You can help by making sure you attend school regularly and always try your best in lessons.

Yours sincerely

Susan Gadd
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**