

Iqra Primary School

127 Park Hill, Clapham, London SW4 9PA

Inspection dates

28–29 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils consistently make good progress at all key stages because of the clear focus on raising achievement year on year. As a result, standards are above average by the time pupils leave in Year 6.
- Reading is a strength because of the well-planned strategy to support the teaching of phonics (the linking of letters and sounds) in Reception and Key Stage 1.
- The good teaching ensures that pupils learn well. Adult support is used effectively to develop pupils' basic skills in reading, writing and mathematics.
- Almost all groups of pupils make good progress, including pupils with special educational needs and those who receive additional funding, and the gaps between them have been closed.
- Pupils care about each other and respect adults. As a result, their behaviour is good. Adults have high expectations and pupils clearly understand the rules and penalties if they are not followed.
- The school's values strongly support pupils' spiritual, moral, social and cultural development. They feel safe and know how to keep themselves safe.
- The recently appointed headteacher and the Loughborough Federation of Schools show a clear understanding of the school's priorities and are driving forward further school improvement.
- The governing body and the local authority have worked well together to improve the school since the last inspection.

It is not yet an outstanding school because

- Teaching does not ensure that pupils, especially at Key Stage 2, make rapid and sustained progress.
- Parents have too little involvement in supporting their children's learning.
- Senior leaders do not give sufficient guidance to teachers on how to improve pupils' skills in English, mathematics and information and communication technology in other subjects.

Information about this inspection

- Inspectors observed teaching and learning in 11 lessons, of which two were joint observations with the headteacher. In addition, inspectors made a number of shorter visits to other lessons. They listened to pupils read in Year 2, Year 4 and Year 6, attended assembly and scrutinised pupils' work.
- Meetings were held with four groups of pupils, the Chair of the Governing Body and one other governor, the executive headteacher, senior leaders, a representative from the local authority and a group of parents.
- Inspectors looked at the documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at the school's spending in relation to the pupil premium funding.
- Inspectors took account of the views of four parents and carers in the on-line Parent View survey and the school's own survey of the views of parents and carers and pupils. The views of parents and carers were sought at the start and end of the school day. Inspectors scrutinised 15 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Maura Docherty

Additional Inspector

John Viner

Additional Inspector

Full report

Information about this school

- Iqra Primary School is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium funding (additional funding provided by the government for looked after children and pupils eligible for free school meals) is well above average.
- The proportion of pupils supported through school action is broadly average. The proportion supported through school action plus or with a statement of special educational needs is below average. Currently, there are no disabled pupils.
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is well above average.
- More pupils than average join or leave the school at different points in the school year.
- The headteacher started at the school in September 2012.
- The school is a part of the Loughborough Federation of Schools in the London Borough of Lambeth and overseen by an executive headteacher.
- The school's most recent results cannot be compared with the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, because there were not enough pupils to make such comparisons meaningful.
- The school does not use any alternative provision for its pupils.

What does the school need to do to improve further?

- Strengthen the quality of teaching and learning, especially at Key Stage 2, by making sure that
 - the targets set by teachers take account of pupils' previous learning and that pupils are always clear about their learning targets and how to achieve them
 - teachers prepare lessons that meet the needs of all ability groups, especially the higher-attaining pupils.
- Ensure that senior leaders increase their impact on improving pupils' progress by:
 - further strengthening pupils' skills in English, mathematics and information and communication technology in other subjects
 - forging stronger relationships with parents to benefit pupils' learning.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well during their time at school and leave Year 6 with standards in English and mathematics that are above average. However, their progress is better in Reception and in Key Stage 1 than in Key Stage 2, as the more able pupils are not always stretched enough.
- Children start in Reception with skills that are lower than those typically found but they make good progress in acquiring basic communication and other skills. During the inspection, activities were linked to a visit to the zoo. Children effectively improved their skills in speaking and listening by describing different type of animals, such as a giraffe. In addition, they developed their coordination skills by making African animals from 'junk' materials and drawing pictures.
- In Key Stage 1, teachers and adults have high expectations and make learning exciting, enabling pupils to make rapid progress. For example, in a Year 2 mathematics lesson, focused questioning helped to clarify pupils' misunderstanding about the concept of separating two- and three-digit numbers. As a result, they made very good progress. By the end of Year 2, pupils' attainment in reading, writing and mathematics is above average, and is particularly strong in reading.
- Pupils' progress and attainment are improving in Key Stage 2. In 2011, pupils in Year 6 made better progress in mathematics than English. In 2012, pupils made better progress in both subjects than is usually found nationally. Pupils' work in most classes shows that pupils in Years 3 to 6 are making better progress than previously and that pupils in Year 6 are making good progress.
- Writing skills are developing well at Key Stage 2. For example, in English lessons in Year 5 and Year 6, pupils explored in groups how writers use words for dramatic effect when writing stories or poems. As a result, pupils improved their knowledge effectively and reinforced other skills, such as their social and teambuilding skills, which prepare them well for the future.
- Reading is firmly established in the school. The most recent screening test in reading in Year 1 showed that pupils did better than pupils nationally. Pupils use a range of techniques to read and express their understanding of a story. For example in Year 2, they tackle difficult words by breaking down the sounds that letters make. In Year 6, they are able to explain the style of the poem and its deeper meaning.
- The high number of pupils leaving and joining the school at Key Stage 2 has an impact on the school's test results at the end of Year 6 but these pupils make good progress from their differing starting points. Those who remain in the school from Reception to Year 6 achieve particularly well. Pupils who speak English as an additional language are identified at an early stage and they receive appropriate support so that they settle quickly and learn well.
- Pupils with special educational needs and those eligible for pupil premium funding make good progress. They are given excellent support to help them with their work. The attainment gap between different groups of pupils is narrowing because support staff are deployed effectively.

The quality of teaching is good

- Teaching has improved rapidly since the appointment of the new headteacher. Teachers have high expectations and reflect well their own teaching practices. As a result, teaching is at least good and results in pupils' good progress. The teaching is not outstanding because of inconsistencies in the way that teachers consolidate pupils' basic skills across different subjects and how they help pupils to understand and achieve their targets.
- Strong and sometime excellent relationships exist between adults and pupils. Pupils respond well to the good guidance they receive. As a result, they make good progress in Reception and rapid progress at Key Stage 1.
- In Reception, teachers create a positive learning environment to extend children's knowledge and skills. For example, they check their understanding of important words in a story through

questioning. As a result, children improve their speaking and listening skills well.

- Teachers have good subject knowledge and consistent methods for planning and structuring learning are improving teaching. Teachers share the lesson's objectives and explain what is required for learning to be successful. However, day-to-day planning does not always focus enough on consolidating English, mathematics, and information and communication technology skills in other subjects.
- Teachers use a range of strategies to improve pupils' mathematical skills, such as the focus in Year 3 on using adult support and practical resources to help them learn about fractions of money. This ensures pupils are fully engaged and allows them to develop their own strategies to solve problems.
- Assessment and marking are regular and extensive, especially in literacy. Pupils' progress is tracked and monitored well. Widespread support is provided for pupils who fall behind or who are new arrivals. However, some pupils, especially in Key Stage 2, are not always clear about their targets for improvement or how to achieve them.

The behaviour and safety of pupils are good

- Pupils feel safe and happy in school. Pupils say that behaviour is good and has improved since the arrival of the new headteacher.
- The school is a harmonious community. Pupils have positive relationships with each other and adults. They care for and respect each other, regardless of their background, and cooperate well with one another.
- The various reward systems encourage learning and improve behaviour. The new class points system has been popular with pupils, and ensures a better focus on their learning and behaviour.
- Pupils have a clear understanding of different forms of bullying, including cyber-bullying, and are confident that any incidents will be dealt with swiftly. They know how to keep themselves safe and most pupils have a clear understanding of the safe use of the internet.
- The recently elected school council has started its work by being a good role model for others, such as behaving well all the time. The 'Super Hero' is another example where pupils take on a responsible role to support pupils who might need help during playtime.
- The comments of most parents and carers and the questionnaire responses show they have confidence in the education, care and safety the school provides, especially since the arrival of the new headteacher. However, a small number of parents and carers feel that the school does not always communicate with parents quickly and effectively about their children's welfare and progress.
- Pupils with special educational needs are fully involved in the life of the school. This is because pupils and adults around them ensure they are treated equally. As a result, they are happy and enjoy school life.
- Attendance has improved steadily and is now broadly average. The school is proactive in tackling poor attendance and uses strategies such as an attendance improvement letter to parents to reduce holidays during term time.

The leadership and management are good

- The combined effort of the governing body, executive headteacher and the senior leaders has improved achievement and teaching since the last inspection and both are now good.
- The recently appointed headteacher has high expectations of all the staff and pupils. She leads by example in setting out her ambitions for the school. Within a very short period, she has managed to get an accurate picture of the school's strengths and weaknesses.
- Her impact is reflected in the results of the staff questionnaire, which are mostly positive, indicating that morale is high. She has recruited new permanent staff to reduce the need to use

supply staff, which has had a beneficial effect on learning.

- The process of monitoring of teaching and learning is rigorous. The headteacher, together with other senior leaders and the local authority, check the quality of teaching in detail. They give clear feedback on how to improve and give support through team-teaching linked with the support and training provided through the Loughborough Federation of Schools. Salary progression is linked closely to teachers' performance in the classroom.
- Leaders do not review day-to-day planning or pupils' books robustly enough to check whether teachers have a sufficient focus on consolidating English, mathematics and information and communication technology skills in other subjects.
- The curriculum, together with a wide range of educational visits and after-school activities, meets pupils' needs well. The school promotes equal opportunities for the different groups and tackles discrimination well. Not enough, however, has been done to involve parents in helping to support their children's learning.
- The school's positive ethos supports pupils' spiritual, moral, social and cultural development well. Pupils have the opportunity to reflect every day and think about 'doing good things to others as you would expect for yourself'.
- The local authority has provided suitable support for the school in recent years. At present, it receives 'tailor-made' support based on its capacity to improve further.
- **The governance of the school:**
 - The governing body is effective. It has a good grasp of the strengths and weaknesses of the school, including comparisons with other schools, and how well different groups of pupils achieve. It has a wide range of professional and community expertise that contributes effectively to most aspects of its management of the school. Governors regularly attend training events to improve their knowledge and expertise, such as regarding safeguarding children. Regular checks ensure that safeguarding procedures meet the current requirements. The governing body is aware of the good teaching in school and how this is rewarded. The governing body knows how well the pupil premium funding is spent, which includes one-to-one teaching support and an additional learning support assistant, and checks its impact on closing the gap in the performance of these pupils with that of other groups.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135614
Local authority	London Borough of Lambeth
Inspection number	402722

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	169
Appropriate authority	The governing body
Chair	Jamaal Boakye
Headteacher	Humaira Saleem
Date of previous school inspection	29–30 June 2010
Telephone number	020 7622 3630
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