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12 September 2014

Mrs Zahida Shaheem
The Headteacher
Islamia Primary School
129 Salusbury Road
London
NW6 6PE

Dear Mrs Shaheem

No formal designation monitoring inspection of Islamia Primary School

Following my visit with Tusha Chakraborti, Additional Inspector, to your school on 10 and 11 September 2014, 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 a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about the effectiveness of safeguarding arrangements at the school. The inspection was undertaken without notice as part of a feasibility trial by Ofsted into routine unannounced inspections.

Evidence

Inspectors scrutinised the single central record used to summarise the checks that are carried out when staff are employed at the school. Documents relating to safeguarding and child protection arrangements were examined, including a range of policies, the school's development plan, curriculum guidance and planning for all year groups, case studies of support for individual pupils and information for governors. Inspectors analysed the online Ofsted questionnaire for parents, Parent View, together with data from the school's most recent survey of parental views. Attendance and exclusion data were analysed.

A telephone conversation was held with a representative of the local authority regarding safeguarding procedures at the school. Meetings were held with the headteacher, deputy headteacher and the teacher responsible for pupils' safeguarding procedures, the Chair of the Governing Body, a foundation governor, the clerk to the governing body, teachers, teaching assistants and lunchtime

supervisors. Inspectors met with groups of pupils from across the school. In addition, an inspector spoke with a group of parents.

Inspectors undertook a series of short visits to classrooms across the school to look at the behaviour and safety of pupils in lessons, at break and lunch time. A short survey of the school site and annexe was also conducted.

Having considered all the evidence I am of the opinion that at this time:

The school's safeguarding arrangements meet requirements.

Context

Islamia Primary is a voluntary aided Muslim faith school which is larger than average. All pupils are from minority ethnic groups, with the largest numbers from Asian or Asian British and Black or Black British. About two thirds of the pupils have a first language other than English. The proportion of pupils eligible for the pupil premium, additional funding for children known to be eligible for free school meals and those in the care of the local authority, is well above average. The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. Staff and pupil turnover is low.

Behaviour and safety of pupils

Pupils are educated in a safe and orderly community. Visits to classrooms showed that pupils are generally engaged in their learning and work appropriately in lessons. Pupils interviewed by inspectors showed a clear understanding of what it means to act safely in school. They report that they enjoy their lessons and say that if any bullying incidents occur staff will investigate fully. All staff know the pupils well and are visible inside the school and outside at break and lunch times. Pupils interviewed showed a good awareness of the need to act safely when using social media and the internet so that they do not put themselves at risk. Parents spoken to were confident that all reasonable steps are taken to ensure that the school is a safe and happy environment for their children.

Pupils' attendance showed improvement during the 2013/14 school year. This followed a strong focus on regular attendance by the school, supported by the local authority education welfare service. The school has developed imaginative approaches to improve attendance through, for example, ensuring holiday dates include the major Islamic religious festivals, where possible, and developing flexible times for the school day during the recent period of Ramadan. This was appreciated by parents and contributed to the improvement in overall attendance. However, although attendance is now broadly average when compared to the most recent national figure, there is scope for further improvement and consolidation.

The quality of leadership in and management of the school

School leaders, staff and governors demonstrate a strong understanding of contemporary issues facing a Muslim faith school. The school has a clear focus on preparing pupils for life in modern Britain within an Islamic community. Leaders are diligent and vigilant in safeguarding pupils to the potential of radicalisation and extremism and, for girls, Female Genital Mutilation. School planning shows full staff involvement in training for these particular aspects of safeguarding.

Safeguarding training is up to date and ensures that signs and symptoms of concerns are identified quickly. There are clear procedures so that staff can report concerns to the designated person. All staff know these procedures and how to seek specific guidance and advice. Clear lines of communication within the school ensure that, if safeguarding issues arise, information can be shared with appropriate staff swiftly. School policies for child protection and e-safety are clear, with practical guidance for staff. However, not all the policies on the school's website regarding safeguarding are fully up to date.

The school follows the National Curriculum together with Islamic studies, the study of the Qur'an and Arabic. Themes in the school's curriculum focus on important events in British history, together with study of all the major faiths in the world. The school's spiritual, moral, social and cultural curriculum is based on the Tarbiyah, which has a focus on regular themes, for example kindness, courage and patience, which are followed by each class. Islamia has established strong links with a local Jewish faith primary school and exchange visits are undertaken for pupils to consider and better understand aspects of the respective faiths. This enhances the pupils' cultural and spiritual development.

External support

The school works well with local partners, including the girls' secondary school based on the same site. The effective support from the education welfare service has resulted in the improvement in attendance. The headteacher appreciates this support. The school receives appropriate specific advice and support from social care professionals regarding individual pupils and general training for safeguarding and e-safety. The school feels that this training is of good quality, but capacity issues within the local authority have meant that training is not always available.

Priorities for further improvement

- Ensure that all updated safeguarding information is placed on the school website promptly.
- Improve rates of attendance with a focus on the analysis of specific groups within the school.

I am copying this letter to the Secretary of State for Education, the Chair of the Governing Body and the Director of Children's Services for Brent. This letter will be published on the Ofsted website.

Yours sincerely

Robert Pyner
Her Majesty's Inspector