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10 July 2015

Mr Noeman Anwar
Headteacher
Iqra Slough Islamic Primary School
Fernside, Wexham Road
Slough
SL2 5FF

Dear Mr Anwar

No formal designation monitoring inspection of IQRA Slough Islamic Primary School

Following my visit to your school on 9 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements at the school.

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

The school's safeguarding arrangements meet requirements.

Evidence

I scrutinised the single central record and an extensive range of documents relating to safeguarding and child protection arrangements, including records of pupils' attendance and behaviour. I met with you, the deputy headteacher, the Chair of the Governing Body, a representative of Cambridge Education (who provide school improvement services on behalf of the local authority) and a group of teachers. I spoke to pupils, both in a pre-arranged meeting and around the school, and I observed pupils' behaviour in lessons, at break time and at the end of school. While there were too few responses to Parent View (Ofsted's online questionnaire) for me to analyse, I took into consideration the school's own recent survey of parents' views and spoke to a number of parents at the end of the school day. I conducted a

telephone conversation with the community and diversity police officer for Slough. I reviewed the curriculum for personal, social and health education (PSHE). Records of the governing body's work were scrutinised.

Context

You took-up post in September 2014, having previously been the deputy headteacher at the school. This is a larger-than-average-sized primary school where nearly all pupils come from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above average. The proportion of disadvantaged pupils eligible for the pupil premium (additional government funding for pupils who are eligible for free school meals or who are looked after by the local authority) is above average. The proportion of pupils with a statement of special educational needs is below average. The school's last full section 5 inspection was in 2012, when it was judged to be a good school.

Main findings

You and other leaders, including governors, place a very high priority on keeping pupils safe. As a result, the school's arrangements to safeguard pupils are tight. You have made sure that policies are detailed and that they meet requirements. Checks on staff, volunteers, governors and visitors are thorough. Staff are trained well and regularly in all aspects of safeguarding, including keeping pupils safe from the risks of radicalisation and extremism. This is typified by a weekly training session about safeguarding which the deputy headteacher leads for all staff every Friday. Consequently, staff know exactly what to do if they have any concerns because leaders make sure that policies are followed fully and, when there are concerns, that the right actions are taken. This includes linking with external agencies when necessary, including local authority officers, social services and the police. While the vast majority of pupils' attendance is good, leaders are taking effective action to improve the attendance of a minority of pupils who are more regularly absent from school. Rates of exclusions are low.

Pupils say they are very happy at school and that they feel safe. The vast majority of parents agree. Pupils' behave sensibly without stifling their enthusiasm and their enjoyment of being at school. They fully understand and greatly value the school's 'four golden rules': respect, cooperation, honesty and compassion. Initiatives such as 'playground pals' and 'peer mentors' involve pupils in promoting sensible, safe, good behaviour. While pupils know about the different types of bullying, however, bullying is very rare and is dealt with swiftly and effectively on the odd occasions that it happens. As one pupils said, "we are taught to tolerate and respect all different kinds of people". Pupils are taught how to keep themselves safe, for example when using the internet, through PSHE lessons. They are also given regular opportunities to talk about anything that might worry them, for example through weekly 'circle

time'. You have taken steps to ensure that pupils can only access appropriate content when using the internet at school, and you provide parents with useful information about e-safety that they can use with their children at home.

Governors take their responsibilities regarding safeguarding very seriously. Ensuring pupils' safety is regularly discussed during governing body meetings and governors provide effective challenge and support to leaders. For example, governors recently questioned you about what action you are taking to improve some pupils' attendance. Governors visit the school frequently to monitor the effectiveness of safeguarding arrangements. They have regular training sessions about safeguarding. They also review policies very regularly to make sure that they are up-to-date and fully compliant. They are committed to preventing pupils being exposed to the dangers of radicalisation and extremism, and they check that the school's work to prepare pupils for life in modern Britain is effective.

External support

Leaders make excellent use of external support. They liaise promptly and effectively with local authority officers over any safeguarding concerns. Cambridge Education conducted a full review of the school in November 2014 on behalf of the local authority, including looking at pupils' safety. Additionally, leaders have arranged for other external consultants to visit the school to evaluate its effectiveness in 2015, including looking at arrangements to safeguard pupils. Leaders have acted swiftly on the very positive findings of these external reviews to improve safeguarding arrangements even further. Leaders also liaise with police officers, for example the community and diversity officer for Slough.

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

Yours sincerely

Matthew Haynes
Her Majesty's Inspector