

# Iqra Primary School

## Inspection report

---

<b>Unique Reference Number</b>	132177
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	315952
<b>Inspection dates</b>	12–13 December 2007
<b>Reporting inspector</b>	Gill Hepworth

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Bashir
<b>Headteacher</b>	Mrs Shanaz Anwar-Bleem
<b>Date of previous school inspection</b>	31 March 2003
<b>School address</b>	Drummond Road Bradford West Yorkshire BD8 8DA
<b>Telephone number</b>	01274 773350
<b>Fax number</b>	01274 773351

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 December 2007
<b>Inspection number</b>	315952

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school situated in an area of significant economic disadvantage. An above average number of pupils are eligible for free school meals. It is a popular school and numbers are increasing. Almost all pupils are from minority ethnic groups including growing numbers from Eastern Europe. The largest group is of Pakistani origin. The great majority of pupils enter school with little or no spoken English. The school has been awarded Healthy Schools status and the Basic Skills Quality Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Iqra Primary is a good school with a number of outstanding features. It lives up to its values of 'Improvement, Quality, Respect, Achievement (IQRA)'. The school's success owes much to the headteacher. Her committed leadership and shrewd management ensure that the pupils receive good educational opportunities. Her extremely high expectations set the standards for her team of capable staff. Several staff are new to the school and relatively inexperienced, but good staff development ensures that teaching and learning are consistently good. As a result, pupils say, 'We enjoy our lessons and the teachers are great.' Planning is firmly based on information from the school's excellent assessment of pupils' academic progress. This means that pupils are challenged at levels that take account of their previous learning, enabling all pupils to make good progress.

Pupils get off to an excellent start in the Foundation Stage because both the teaching and provision are outstanding. They continue to make good progress throughout their time at the school because they receive a good quality education that is planned to meet the needs and interests of all pupils. Standards are below average at the end of Year 6 because a high proportion of pupils move into and out of the school between Years 3 and 6. Many of these pupils are from Eastern Europe and arrive with no English. Inspection findings show clearly that the majority of pupils who have been at the school since they were in Year 2 make good progress in English, mathematics and science. Questionnaires indicate that parents are very positive about their children's progress. In addition, a number of parents were very keen to express these views to inspectors in person.

The school shows outstanding levels of care for all pupils. As a result of the positive atmosphere and high quality support, pupils thrive and their personal development and well-being are outstanding. The learning mentors and the home link officer are an effective team. They provide support for all pupils and as a result behaviour is excellent and attendance is above average. Pupils develop very positive attitudes because the school is responsive to their views. An example of this is the school council working in partnership with the local council to improve traffic congestion outside school. Pupils learn to lead healthy lifestyles through regular exercise and an excellent understanding of the need for a healthy diet. They very much enjoy taking responsibility and being "playground buddies" or helping other pupils with reading. As a result, pupils are well prepared to move on to the next stage of their education. The curriculum is varied and a high priority is given to basic skills but these tend to be taught in isolation. In order to give pupils more confidence when they use their newly acquired skills, teachers have plans to review how they might apply basic skills in subjects other than English, mathematics, science and information and communication technology (ICT).

The school has a modest estimate of some aspects of its provision because of the exceptionally high standards it sets itself. Continued improvement and excellent personal development demonstrate that the school has good capacity to improve further and that it provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 1

Children enter the Nursery with skills that are well below those expected for their age. Many have particularly poor language skills in English. The Foundation Stage provides a language-rich

environment, with learning activities that are very well targeted to the needs of the children. They are keen to do well and are proud of their achievements. Success is celebrated and relationships are excellent. As a result of very effective teaching and excellent levels of care, children make rapid progress in all areas of learning. By the end of the Foundation Stage children's standards match those expected for their age. They make particularly good progress in the area of personal and social development which provides a very solid foundation for learning higher up the school. The curriculum is greatly enhanced by an outdoor learning environment that has been developed into a genuine classroom supporting all areas of learning. Leaders have high expectations and all staff play their part. The contribution of everyone is valued.

### **What the school should do to improve further**

- Apply and extend pupils' basic skills across all subjects of the curriculum.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress in Key Stage 1, so that by the end of Year 2 standards are broadly average. A significant proportion of pupils move into and out of the school between Years 2 and 6. This mobility has an impact upon standards, so that even though school data clearly shows that pupils continue to make good progress, standards in English, mathematics and science by the end of Year 6 are below average. The majority of those who are new to the school have very limited or no understanding of English and this also impacts upon standards. Pupils with learning difficulties and/or disabilities are well supported and enabled to make similar progress to the others in their year groups. The school has set challenging targets for Key Stage 2 in 2008 and pupils are making good progress towards these.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils very much enjoy their time in school. When they enter school they are immersed in a community that really does have children at the heart of learning. Attendance is higher than average and pupils participate with great enthusiasm in activities both in and out of lessons. They settle very quickly into school life. Pupils are very aware of how to stay healthy, especially through eating well and being physically active. They behave in a safe and sensible manner, working well collaboratively, treating each other and adults with great care and respect. The school's contribution to the community is exceptional, whether it is through pupils raising funds for charities at home or abroad or singing Christmas songs at an elderly residents' home. Pupils have a strong voice in the school and express their views confidently. They take on many roles of responsibility which prepare them well for secondary school and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is consistently good. In consequence, pupils achieve well. Above all, most lessons are interesting and exciting and relationships are excellent, giving pupils

the confidence to learn. Questioning effectively challenges pupils and helps build on previous learning. Teachers are good at explaining exactly what it is they want pupils to achieve and effectively review what has been learned at the end of sessions. Marking of pupils' work is thorough, clearly showing them how well they have done and what they must do to improve. Most lessons have a clear focus and challenging pace. In a small minority of lessons, teaching is not so well focused and the pace of learning slackens. High quality speaking and listening activities stretch pupils in their thinking as they are given the chance to 'bounce ideas off each other' as well as developing language skills. Skilled teaching assistants make an excellent contribution to pupils' progress, particularly those who are new to learning English.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is effective in meeting the needs of all groups of pupils, including those with learning difficulties and/or disabilities and those who speak English as an additional language. As well as a strong focus on English, mathematics and ICT, it offers an increasing variety of practical learning opportunities. In Years 1 and 2, teachers are beginning to work closely with the Foundation Stage to develop useful links between subjects around a topic. This gives pupils the maximum opportunity to apply and develop basic skills providing, as stated in the school aims, 'Every opportunity to develop their full potential.' However, not enough is done across the rest of the school to develop basic skills in literacy, numeracy and ICT when teaching other subjects. A wide range of extra learning activities, including a residential visit, appeals to the interests of many pupils and adds to their enjoyment of school. In addition, pupils have the opportunity to learn French.

## **Care, guidance and support**

### **Grade: 1**

All staff know the pupils and their individual needs very well. The support given is very effective in promoting pupils' personal development and good academic progress. These aspects have been strengthened owing to the need to accommodate pupils from Eastern Europe who possess little or no English and the high numbers of other pupils who arrive at irregular intervals throughout the school year. Adults give strong advice about keeping fit, healthy and safe. Protection procedures for pupils, adult vetting and risk assessments are in place and meet current guidelines. There are excellent systems in place to check and maintain pupils' progress and from these a wide range of challenging targets is set.

## **Leadership and management**

### **Grade: 2**

Together with the deputy headteacher and senior staff, the headteacher has created a common sense of purpose among staff. Initiatives to raise standards are top priority. As a result, effective assessment strategies have been introduced and prompt interventions made to speed the progress of any pupils who might underachieve. Through strong induction procedures, the teachers who have recently joined the school already fit well into the team and work to the high expectations set for them. All teachers are actively involved in the process of self-evaluation, which is underpinned by rigorous monitoring and evaluation of performance. This means that the school is fully aware of where improvement is needed and is quick to act. The school underestimates the quality of some aspects of its provision because it knows that

nothing is ever perfect. Good links exist with parents and outside agencies to support the school's work. The impact is seen in the good progress made by pupils and in their sense of security and well-being. Governors are very supportive of the school. They also challenge and hold the school to account for its performance.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Iqra Primary School, Bradford, BD8 8DA

Thank you very much for making me so welcome when I recently visited your school. I was very impressed with your friendliness and excellent behaviour. Your work as playground buddies and leader readers shows how very helpful and sensible you are. You say you enjoy school and I agree because your attendance is good and you make good progress in all your lessons. All the adults work hard to make sure that the school is safe and that you are very well cared for. Lessons are well planned and your teachers work really hard to give you interesting and exciting things to learn. Children who are in Nursery and the Reception classes make excellent progress because teachers make learning exciting. Your headteacher is working very hard to make your school even better. She is well helped by all the other staff and governors. As a result you, along with all the staff, have created a really good school.

I have asked the school to work on one thing in particular in order to make your school even better:

- make lessons and learning even more interesting by linking more subjects together when you are studying your topics.

You can all help by continuing to work hard to meet the targets set for you.