

# Islamia Primary School

## Inspection report

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<b>Unique Reference Number</b>	101574
<b>Local Authority</b>	Brent
<b>Inspection number</b>	335751
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	John Earish

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Akhtar Raja
<b>Headteacher</b>	Mrs Zahida Shaheem
<b>Date of previous school inspection</b>	2 November 2006
<b>School address</b>	129 Salusbury Road London NW6 6PE
<b>Telephone number</b>	020 7372 2532
<b>Fax number</b>	020 7372 2425
<b>Email address</b>	office@islamiaprimary.com

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff with management responsibilities, pupils and talked with a representative of the local authority. They observed the school's work, and looked at a range of school documentation including the school's self-evaluation, the school improvement plan, records of pupils' progress and safeguarding procedures. In addition, 74 parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress throughout the school and how well teaching contributes to their learning, with a focus on writing at Key Stage 1
- the impact of leadership and management at all levels in raising achievement and standards and improving the quality of teaching and learning
- the effectiveness of the school in bringing about improvements in the curriculum so that it is motivating and meaningful for pupils
- the effectiveness of the use of assessment information to support learning and drive improvement.

## Information about the school

Islamia was the first Muslim maintained primary school to be opened in England. It has expanded since the last inspection by taking onto its roll the pupils from a neighbouring Muslim primary school which closed. It is currently operating on two sites until the completion of a new purpose-built school on the Islamia site. Extensive building work is due to start early next year. Most of the pupils speak a language other than English at home. About a quarter of the pupils are at the early stages of learning English. This proportion, however, is decreasing as more children are attending nurseries full time before starting at the school. Although there are broadly similar numbers of pupils with special educational needs and/or disabilities as in most schools, there are more with a statement of special educational needs. Their range of needs include speech, language and communication difficulties and severe learning disabilities. The proportion taking free school meals is more than twice the national average. The school has achieved the Active Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Islamia is a satisfactory school. It is rapidly improving and this is reflected in the positive views expressed by both pupils and parents. Determined leadership from the headteacher, together with good support from the senior leadership team, has helped to drive improvements and forge new working relationships following the amalgamation. The headteacher has successfully built staff knowledge and expertise to accelerate the necessary improvements to teaching that will increase pupils' enjoyment and achievement and equip them for life beyond school. Teamwork is now a strong feature of this school.

Actions to improve the quality of teaching mean that teaching is satisfactory, with much that is good. As a result, pupils make satisfactory progress. Many are making accelerated progress to make up lost ground. Standards are broadly average but are rising. Pupils' achievement over time is satisfactory. The school is aware that the challenge now is to enable pupils to make consistently good progress in all classes by raising teaching quality to a consistently good or better level across the school.

Assessment and record keeping have improved so teachers have a clearer picture of what pupils can do. Currently, assessment information is not always used well enough when modifying learning activities to ensure a closer match to individual needs. There are some lessons where teachers do not pitch work at suitably challenging levels or they spend too much time explaining tasks. Consequently, pupils, especially the higher attainers and those with learning difficulties, do not always do as well as they could.

The satisfactory curriculum provides well for pupils' personal, social and health education and makes a positive contribution to their good personal development. It is enriched by educational visits, contributions from visitors to the school and the celebration of cultural events and festivals. Subject leaders are working together to develop their role in strengthening links between subjects and to evaluate success. The school acknowledges this is at an early stage of development and that more remains to be done, for example by providing more opportunities for pupils, especially the higher attainers, to work independently and use their initiative.

The governing body has a clear understanding of the issues facing the school. They share the headteacher's clear vision for its future development and have successfully secured funding to build a new school. They are aware that the construction work has the potential to cause considerable disruption on the very cramped school site.

The headteacher and senior leaders have correctly identified the weaknesses in provision through accurate self-evaluation involving all staff. It is the drive for further development shared by all, and the recent improvements in pupils' achievement, that

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confirms the school's satisfactory capacity for sustained improvement.

## What does the school need to do to improve further?

- Increase the proportion of good or better teaching to accelerate pupils' progress and further raise standards by:
  - increasing the opportunities during lessons for pupils, especially higher attainers, to work independently and use their initiative
  - improving the use of assessment information to provide activities that more accurately match pupils' abilities, particularly for those pupils with special educational needs and/or disabilities.
  - Ensure that governors prepare a detailed plan to minimise the disruption to learning during the building of the new school.

## Outcomes for individuals and groups of pupils

<b>3</b>
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The vast majority of pupils now make the expected progress or better from their various starting points and are meeting their targets. Good progress is made between Years 3 and 6 where the quality of learning is generally good. Pupils are attaining broadly average standards overall by the age of 11. Previously, the quality of learning in Years 1 and 2 has led to underachievement for some groups of pupils and standards have been significantly below average overall. However, this is no longer the case. Recent data show that the school has been successful at increasing the numbers in Year 2 attaining the higher Level 3 in reading, writing and mathematics. Pupils' current work shows this improving trend is being maintained. Those pupils with special educational needs and/or disabilities are making satisfactory progress overall. There are occasions, however, when the work pupils are given in class is not sufficiently well matched to their individual needs. Those pupils who speak English as an additional language achieve as well as their classmates during lessons. The best progress is made when teaching is sharply focused, so that activities are carefully modified to meet pupils' needs precisely.

Behaviour in lessons is generally good. Pupils get on well together and value and respect the diversity of backgrounds, cultures and faiths. In the wider community, they work hard to raise money for charitable causes. Pupils confirm that the occasional boisterous behaviour of a small number of pupils is dealt with well by adults. They have confidence that adults will always deal with any incidents should they arise.

Pupils are proud of the school's Active Mark and enthusiastically participate in a range of sporting activities. Their understanding of healthy eating and balanced diets contributes well to their good awareness of and commitment to a healthy lifestyle. They take their responsibilities around the school seriously. Members of the school council are proud of what they have achieved, for example, by raising money for the children in Gaza. Pupils' enjoyment of school life can also be seen in their happy and supportive approach towards each other. It is these qualities that underpin the school's positive ethos and are helping it to be a safe and welcoming place.

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Attendance has improved after a dip during the amalgamation. The most recent data confirm that it is now broadly average. This is due to new and rigorous systems for following up absence and a rearrangement of the school year to more closely follow the religious observance of the main faith groups represented within the school community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

An increasing proportion of teaching has good features. Lessons frequently start with a recap of the pupils' previous learning and provide opportunities for consolidation and reflection. Teachers also share with pupils what they are expected to learn so they have a clearer understanding of what they should achieve. In the best examples, teachers move from group to group helping, clarifying and moving pupils on to the next stages of learning. Good teaching in the older age group is enabling pupils to increase the pace of their learning and accelerate their progress. Learning is most effective when work is well matched to the needs of the different groups within each class. However, these good features are not consistent in all lessons. There are good examples of marking which gives pupils clear pointers for improving their work but this too is inconsistent.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The school has begun to revise the curriculum so that it meets better the needs and abilities of the pupils and prepares them for the next stages of their education. For example, changes to the way writing is taught have already had a direct impact on standards achieved by the age of seven. Links with other schools and different specialist teachers are making a useful contribution to all aspects of pupils' learning. However, too few changes have been made so far to allow their full impact to be measured.

The school works well with external agencies to help support pupils who are at risk of being vulnerable. This is building pupils' confidence and self-esteem and, as a consequence, their attitudes to learning. Marking, which provides pupils with pointers for improvement has been introduced but is not yet fully embedded within the culture of the school. This means there are some pupils who do not yet have a clear understanding of what they must do to improve.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Amalgamating the staff and pupils from two schools has required the headteacher to demonstrate a great deal of skill and expertise. Staff are now working together well as a team and accurately assessing the school's strengths and weaknesses. A secure structure is in place to monitor the effectiveness of the school and is embedding ambition and driving improvements. As a result, the school is improving pupils' outcomes and promoting equal opportunities.

Community cohesion is of good quality. This is seen in pupils' respect for those from backgrounds different from their own and their involvement in the local community. They have, for example, staged an exhibition illustrating the many aspects of the Islamic faith. This was seen as a real success in developing community links between the many different ethnic and faith groups within the locality.

The governors support the school well and have a vision for its future development. Increasingly, governors ask challenging questions and hold the school to account for its performance. Arrangements for the safeguarding of pupils are satisfactory and the school ensures that pupils have a good understanding of how to keep themselves safe. However, governors have yet to draw up an effective plan to minimise the inevitable disruption once building work begins.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The profile of children entering Reception has changed since the amalgamation. The number attending with pre-school experience is increasing and more children are arriving with levels of skills, knowledge and understanding that are similar to those expected nationally of four-year-olds. However, there are still a number of children who have weaknesses in communication, language and literacy. The current cohort is reaching broadly average standards and children are making satisfactory progress overall, including those with special educational needs and/or disabilities or those at the earliest stages of learning English.

The headteacher has encouraged and facilitated visits to the homes of children who are due to enter school in September. The Early Years Foundation Stage teacher finds out about their interests and needs and encourages families to provide additional information that will smooth their start into full-time education. As a result, children enjoy being at school in the company of adults who know them and with whom they feel safe and happy.

Children settle quickly to activities, cooperate and get on well with each other. They make satisfactory progress in all areas of their development because teaching and the quality of learning is satisfactory overall. Under the sound leadership of the Early Years Foundation Stage leader, adults are deployed to different activities to track the achievements of individuals and groups in the various areas of learning. These notes and observations are building into a helpful profile of each child, but are not yet consistent in accurately identifying the next steps in learning, to accelerate further the children's progress. There is satisfactory balance in the range of activities that are adult-led and those that children select for themselves. There are, however, some



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missed opportunities for children to develop the independence of which they are capable.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The very large majority of parents and carers agreed that their children enjoyed school. A small minority have concerns about how well the school takes account of their suggestions and worries and how it will ensure their children are well prepared for the future. Although satisfactory, inspectors agree that more could be done to take account of parental suggestions. The school is aware of this and has responded by introducing 'clinics' where parents can share their concerns. In addition, the governors have plans to launch a wide-ranging consultation to involve both parents and pupils in the final stages of planning the new school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Islamia Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 344 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	65	22	30	4	6	0	0
The school keeps my child safe	45	62	24	33	4	6	0	0
The school informs me about my child's progress	31	43	34	47	4	6	3	4
My child is making enough progress at this school	29	40	28	38	13	17	0	0
The teaching is good at this school	29	40	32	44	10	13	0	0
The school helps me to support my child's learning	26	36	30	41	14	19	2	3
The school helps my child to have a healthy lifestyle	31	43	27	37	10	14	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	34	27	37	15	21	0	0
The school meets my child's particular needs	29	40	23	32	13	18	1	1
The school deals effectively with unacceptable behaviour	31	43	25	34	11	15	2	3
The school takes account of my suggestions and concerns	23	32	25	34	17	23	3	4
The school is led and managed effectively	24	33	35	48	4	6	5	7
Overall, I am happy with my child's experience at this school	36	49	20	27	12	16	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



8 November 2009

Dear Pupils

Inspection of Islamia Primary School, London NW6 6PE

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons, watching you at prayers and talking to so many of you.

You go to a satisfactory and improving school. This means there are lots of things that it does well, but also there are some things that could be better. We were pleased to see that you are working hard and making satisfactory progress. You work well together, cooperate and listen to each other. These are important qualities that will help you get on in life. Your behaviour in lessons is good. We were pleased to see that attendance has improved. Well done, and keep it up!

We have asked the staff to help you even more by making sure your lessons are all as good as the best, so that you can make even more progress. Also, we have asked them to give you more opportunities to use your own initiative during lessons and to work independently. You told us that you find this a very effective and enjoyable way to learn. We have also asked the staff to make certain that the work they plan is challenging for everyone in the class and that it is not too easy and not too difficult. This will help all of you learn even faster. The governors are going to prepare a plan so that you can continue to work hard and make good progress during the building of your new school. This will be a very exciting time for you all.

I know you will work hard and play your part. We wish you all the very best in the future.

Yours sincerely

John Earish

Lead inspector

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