

Slough Islamic School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 135099 |
| Local Authority | Slough |
| Inspection number | 341617 |
| Inspection dates | 16–17 March 2010 |
| Reporting inspector | Nasim Butt |

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

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|--|--------------------------------------|
| 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 | 630 |
| Appropriate authority | The governing body |
| Chair | Mr Zafar Ali |
| Headteacher | Jamila Fernandez |
| Date of previous school inspection | 17 March 2010 |
| School address | Grasmere Avenue Slough SL2 5JD |
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 20 teachers and visited 30 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at: the school improvement plan; the tracking of pupils' progress; attendance figures; planning for community cohesion; records of lesson observations; and information from the questionnaires completed by 41 parents and carers and six members of staff.

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

- how effective leaders at all levels are in raising attainment and accelerating the progress which pupils make
- how well teachers and leaders use assessment data supplied by the school's new tracking systems to support the learning of targeted individuals and groups
- the quality of provision in the Early Years Foundation Stage, and the impact on outcomes of the current support received by the Early Years Foundation Stage leader
- the effectiveness of self-evaluation processes and the Improving Schools Programme in securing more rapid overall school improvement.

Information about the school

This is a larger-than-average sized primary school. The school became an Islamic faith voluntary aided school in September 2008 through the amalgamation of local community infant and junior schools. The overwhelming majority of pupils speak English as an additional language. Some of these are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. The substantive headteacher, appointed in September 2008, has been on long-term sick leave since December 2009. A consultant headteacher was appointed in January 2010 and the current consultant headteacher took up post two weeks before the inspection. Most members of the current senior leadership team are new and were appointed in September 2009. The school has received ongoing support from local authority advisers and is part of the national Improving Schools Programme. The school moved into its new, purpose-built premises in November 2009.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

When pupils start school in the Reception Year, their attainment is below national expectations for their age, but they make satisfactory progress. Attainment at Key Stage 1 is average and progress is satisfactory. By the end of Year 6, attainment in English and mathematics is well below average. Pupils' progress between Years 3 and 6 is inadequate, reflecting weaknesses in teaching, the curriculum and assessment. Pupils' achievement as a whole is inadequate. Teachers' planning for lessons does not routinely ensure tasks are well matched to the needs of pupils to provide appropriate levels of interest and challenge. Lessons are not consistently well paced and do not include a sufficient variety of activities. Pupils receive insufficient guidance from marking and target setting to help them improve their understanding and skills.

Although aspects of the curriculum are satisfactory, too few opportunities are provided to develop pupils' basic skills in literacy, numeracy and information and communication technology. This, together with pupils' low attendance, means that they are not well prepared for the next stage of their education.

Senior leaders have made notable progress in bringing about improvements in the Early Years Foundation Stage. As a result of well-targeted and consistent support, quality of provision in the Early Years Foundation Stage is now satisfactory. Care, guidance and support are also satisfactory, pastoral care being a strength across the school.

The governing body has been active in supporting and challenging the school. As a consequence, senior leaders have been effective in developing a fit-for-purpose tracking system that is now being used to monitor and evaluate pupils' progress. However, assessment information is not used well by teachers to support learning, or by senior leaders to plan effective actions to demonstrably raise attainment. Though senior leaders monitor and evaluate the quality of teaching, the system used is insufficiently robust and often results in judgements that are too generous. Self-evaluation is at the early stages of development and is not an embedded feature of the school's work. Additionally, the concerted efforts of senior leaders to improve teaching has had very limited impact. The school's capacity for sustained improvement is therefore inadequate.

The school has sound links with parents and carers and works hard to improve these further, for example, through the creation of the home school liaison officer role.

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Partnerships with agencies to support the education and welfare of different groups of pupils are satisfactory and improving. Efforts to promote community cohesion are sound but promoting community cohesion beyond the immediate locality has been recognised as an area for further development.

What does the school need to do to improve further?

- By September 2011, raise pupils' attainment and achievement in English, mathematics and science to nationally expected levels in Years 3 to 6 by:
 - improving teaching so that it is consistently good or better and promotes better progress in learning
 - using assessment information to ensure higher expectations in lessons and good challenge for all pupils in their learning
 - using assessment information and better marking to ensure that all pupils are aware of how they can improve.
- Improve leadership and management by developing sharper and more rigorous monitoring to evaluate the quality of teaching.
- By June 2011, put in place effective strategies to improve pupils' attendance so that it is at least average compared to all primary schools.
- By June 2011, improve the curriculum in Key Stage 2 by ensuring adequate opportunities are provided for all pupils to develop the basic skills of literacy, numeracy and information and communication technology.

Outcomes for individuals and groups of pupils**4**

Too much inadequate or barely satisfactory teaching, coupled with insufficient analysis of tracking information, has resulted in inadequate learning and achievement. Pupils' progress by the end of Year 2 is satisfactory because teaching is slightly better in Years 1 and 2. Pupils enter Year 3 with attainment that is similar to the national average. By the time they leave Year 6, their attainment is below or well below average. Much teaching does not inspire or challenge pupils and, in consequence, although they are receptive and often well-behaved in lessons, the progress pupils make in classrooms is frequently inadequate. There are occasional exceptions to this, however; for example, in a Year 5 English lesson where pupils enjoyed working in groups to discuss and record the use of figurative language in the context of lyrics to a famous Michael Jackson song. Because the quality of support from teaching assistants is too variable and tracking of progress insufficiently rigorous, pupils with special educational needs and/or disabilities and those at the early stages of learning English as an additional language also make inadequate progress.

Pupils' behaviour is satisfactory. They demonstrate positive attitudes to school and are willing to take responsibility, making a sound contribution to the school community. However, they do not make the same contribution to the wider community. Pupils know what is required to grow up healthily and put this into practice by taking regular exercise

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and engaging in sporting activities. Many older pupils actively promote healthy lifestyles through the work they have done in personal, social and health education. The slow progress made by many pupils in the important skills of literacy and numeracy means that their preparation for future economic well-being is unsatisfactory. Attendance is low, though the school is now engaging with parents to reverse this trend. Pupils report that they feel safe and they are confident that any issues that may concern them are promptly dealt with by the school. Pupils' spiritual and moral development is promoted well throughout the school. However, their social and cultural development is less well developed.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 4 |
| Taking into account: Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 4 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 4 |
| The extent to which pupils feel safe | 3 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 4 |
| Taking into account: Pupils' attendance ¹ | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Teaching is inadequate; it does not have the required elements to tackle pupils' low attainment and unsatisfactory progress. Too much teaching is barely satisfactory or worse. In these circumstances, pupils are given very few opportunities to demonstrate their learning, so teachers do not check their ongoing learning and move pupils on. At the heart of weaknesses in teaching is poor use of assessment information. In too many

¹ 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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cases, teachers do not take enough account of the variation in pupils' aptitudes and skills when they plan and deliver lessons. Frequently, the challenge offered is not sharp enough, so pupils often fail to make the progress of which they are capable. The marking of pupils' work is unsatisfactory. Although there are a few cases of sound assessment strategies and good marking, more often pupils do not receive the guidance they need to make better progress. The curriculum has some strengths; for example, opportunities for pupils to reflect on moral and ethical issues in Islamic studies. However, it has significant weaknesses because the development of the key skills needed to prepare pupils for the next stage of their education is not tracked carefully enough. In addition, the science curriculum does not provide sufficient opportunities to develop pupils' analytical and evaluative skills. A sound partnership with a local sports college has resulted in improving teachers' skills in delivering better physical education. Care and support are satisfactory and pupils know to whom to turn for advice and help. Good, caring relationships are evident between pupils and adults throughout the school. Staff, especially those who provide additional support for the more vulnerable, know pupils well. The termly pupils' progress meetings are effective in identifying those who need additional support. The school recognises that the contribution of guidance and support to pupils' learning is less well developed.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 4 |
| Taking into account: The use of assessment to support learning | 4 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 4 |
| The effectiveness of care, guidance and support | 3 |

How effective are leadership and management?

The actions taken by school leaders and managers have not embedded ambition or secured improvements in teaching or achievement. Their monitoring of the school has seen some improvements; for example, better provision in the Early Years Foundation Stage. However, the impact on pupils' learning and progress in lessons is very limited, particularly in Years 3 to 6. The school has placed a greater emphasis on monitoring teaching in the last year, but the findings are not systematically followed through, so that teaching remains inadequate. Assessment information has been used to identify underachieving pupils, but the analysis of such data has been insufficiently rigorous to provide the school with a clear picture of its most significant weaknesses. Year 6 pupils are not on track to meet the targets set in the Improving Schools Programme.

Safeguarding is satisfactory as arrangements and policies are in line with requirements. The school does not provide equality of opportunity for all. Significant groups of pupils underachieve, though the school is beginning to take concerted action to secure a

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greater consistency in progress and attainment. The school has positive relationships with parents and carers and regular, helpful information is sent home. Partnerships are helping the school to support the learning of vulnerable pupils. Though the school is well resourced and generously staffed, the value for money it provides is unsatisfactory.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| Taking into account: The leadership and management of teaching and learning | 4 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 4 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 4 |

Early Years Foundation Stage

Children enter the Reception classes with skills below those expected for their age. By the end of Reception, they make satisfactory progress, but are still below age-related expectations. Children's achievement in their personal, social and emotional development is better than in literacy and numeracy. Children are courteous and polite and some confidently initiate conversations with visitors. Good care and support ensure children feel safe and secure and can ask for help when they need it. They have access to water, fresh milk and fruit, and this supports pupils' healthy eating habits. Children have access to a variety of resources, mainly indoors, to support their learning. The school recognises that the outdoor area requires further development and suitable plans are in place. Teachers and adults use a satisfactory range of teaching strategies to engage and interest children. They provide a secure learning environment which reflects the children's cultural backgrounds. However, assessment information is not used well enough to plan tasks to challenge the more able. As a result of the consistent support provided through the Improving Schools Programme, leadership and management of the Early Years Foundation Stage have improved and are now satisfactory.

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

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| 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 vast majority of parents and carers who responded to the questionnaire are supportive of the school, and agree that their children enjoy school and are educated in a safe and caring environment. The vast majority of respondents also say that teaching is good, though inspectors found teaching to be inadequate overall. A small proportion expressed concerns about their views not being taken into account. Some parents and carers also expressed concerns about the school being without a substantive headteacher for several months.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Slough Islamic 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 630 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 22 | 54 | 19 | 46 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 20 | 49 | 20 | 49 | 0 | 0 | 1 | 2 |
| The school informs me about my child's progress | 17 | 41 | 22 | 54 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 11 | 27 | 27 | 66 | 2 | 5 | 1 | 2 |
| The teaching is good at this school | 14 | 34 | 25 | 61 | 1 | 2 | 1 | 2 |
| The school helps me to support my child's learning | 16 | 39 | 21 | 51 | 1 | 2 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 21 | 51 | 19 | 46 | 1 | 2 | 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) | 9 | 22 | 24 | 59 | 6 | 15 | 0 | 0 |
| The school meets my child's particular needs | 9 | 22 | 26 | 63 | 3 | 7 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 16 | 39 | 22 | 54 | 3 | 7 | 0 | 0 |
| The school takes account of my suggestions and concerns | 9 | 22 | 23 | 56 | 5 | 12 | 2 | 5 |
| The school is led and managed effectively | 11 | 27 | 22 | 54 | 4 | 10 | 3 | 7 |
| Overall, I am happy with my child's experience at this school | 23 | 56 | 17 | 41 | 1 | 2 | 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



18 March 2010

Dear Pupils

Inspection of Slough Islamic Primary School, Slough SL2 5JD

Thank you for taking the time to talk to inspectors when we recently visited your school. This letter is to tell you about the inspection findings.

We visited lessons, looked at some of your work and talked to some of the adults in your school. We found that most of you enjoy learning and have good relationships with the adults who work with you. You also have a good knowledge and understanding of how to keep yourselves healthy. However, we found that in some areas of its work your school is not doing as well as it should and needs extra support called 'special measures' to help it improve quickly.

We have asked the school's leaders and governors to work urgently on the following things:

- raise your attainment in English, mathematics and science because, at the moment, too many of you are not doing as well as you could
- improve the quality of teaching so that all your lessons become good or better
- ensure that marking gives you better guidance on how to improve your work
- improve your attendance because at the moment too many of you are taking too much time off school and this affects your learning
- provide you with more opportunities to develop your literacy, numeracy and ICT skills.

You can all help by working hard in lessons and, unless you are ill, making sure you attend school every day. Inspectors will visit your school again to see what progress has been made.

I wish you and your school the very best for the future.

Yours sincerely

Nasim Butt

Lead inspector

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