

# Iqra Primary School

## Inspection report

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<b>Unique Reference Number</b>	135614
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	341674
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Nasim Butt

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>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jamaal Boakye
<b>Headteacher</b>	Richard Thornhill
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	127 Park Hill Clapham SW4 9PA
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed eight lessons taught by five teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and scrutinised the school's development plan, tracking data, pupils' work, governing body minutes and school policies. They also analysed questionnaires completed by 30 parents and carers, 19 staff and 50 pupils.

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

- the effectiveness of senior leaders and teachers in raising attainment and accelerating the progress of more-able pupils and those who have additional needs
- the impact of support from the federation on the quality of provision
- the effectiveness of safeguarding procedures in the new school building
- the effectiveness of the school's work in promoting community cohesion at national and global levels
- the extent to which the outcomes for children support the school's assertion that overall effectiveness of the Early Years Foundation Stage is good.

## Information about the school

This is a smaller-than-average primary school serving the Muslim community, some of whom live well outside the immediate catchment area. Most pupils are from a minority ethnic background and speak English as an additional language, although none is at the very early stage of learning English. The proportion of pupils who have special educational needs and/or disabilities is below average, and no child has a statement of special educational needs. The proportion known to be eligible for free school meals is above average. Because numbers are small, the pupils in Years 3 to 6 are taught in mixed-age classes. The school was registered as an independent school before it acquired voluntary-aided status in September 2008. It moved into its new premises in September 2009. The school is part of a soft federation (the Loughborough federation) comprising three local primary schools. An executive headteacher has strategic oversight of all three schools, and the head of school is responsible for the day-to-day running of Iqra.

**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**

**2**

### Main findings

Iqra provides a satisfactory standard of education. Several aspects of its work are good. As a result of the transformational leadership of the executive headteacher and head of school, impressive progress has been made in key areas over the past two years. Pupils' attendance has improved from low to average, and the poor safeguarding arrangements in the old building are now good in the new premises. In addition, inadequate quality of provision is now satisfactory as a result of the consistent and effective support provided for the school through the federation partnership. However, although the curriculum has some strengths, the basic skills of literacy, numeracy, and information and communication technology are not embedded well enough across areas of learning other than in the key subjects of English, mathematics and science. As a result, pupils do not get sufficient opportunities to consolidate the wider skills they need for their future economic well-being.

Caring relationships between adults and pupils are evident in lessons and around the school. Pupils say they enjoy coming to school and feel safe and secure. This view is also supported by the vast majority of parents. The behaviour of almost all pupils is consistently good and they get many opportunities to reflect during regular acts of collective worship and 'circle time'. However, there are too few opportunities for pupils to develop their understanding of other communities in the United Kingdom and abroad. Pupils' achievement is satisfactory. Children get off to a satisfactory start in the Reception class where there is a sound focus on developing their limited language and number skills. By the time pupils leave school at the end of Year 6, attainment is broadly average in mathematics and English. Pupils' progress over time in these key subjects is good because of the effective coaching and modelling of good teaching provided by experienced teachers employed by the federation. However, progress of all groups as seen in lessons across the curriculum as a whole is satisfactory. Scrutiny of pupils' work and lesson observations show that pupils' attainment in Year 6 is broadly average and in many cases is better than this.

Although several aspects of teaching are good, too much is merely satisfactory. This is mainly because teachers do not consistently use assessment information to match tasks closely enough to the learning needs of pupils, especially the more able, in the mixed-age classes. In addition, pupils are not always given the guidance they need to improve their work. Written feedback is not sufficiently well linked to individual learning targets and is, therefore, not precise enough to accelerate progress. The result is that pupils' learning and progress in lessons is no more than satisfactory.

The executive headteacher and head of school have developed a strong sense of

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common purpose amongst staff, with raising pupils' achievement at its core. They have accurately identified the strengths and weaknesses in the school and implemented many initiatives for improvement, which are already having a positive impact. Monitoring and evaluation of the quality of provision are strong aspects of the school's work. For example, the quality of teaching is evaluated with rigour and the outcomes used to provide personalised support programmes for teachers. The result of this is that the quality of teaching and assessment is improving rapidly with the desired positive impact on pupils' attainment. This demonstrates the school's good capacity to improve further.

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

- Improve the quality of teaching and learning so that the vast majority is good or better by:
  - ensuring all teachers use assessment more effectively to plan lessons that provide appropriate challenge to different ability groups, in particular the more able
  - providing pupils with consistently good-quality written and oral feedback, linked to learning targets, to support them in making further improvements
  - consistently sharing with pupils what they need to do to make good progress in the lesson.
- Raise standards in Key Stages 1 and 2 by ensuring that regular opportunities are provided across the curriculum for all pupils to develop the basic skills of literacy, numeracy and information and communication technology.
- Build on the good work in community cohesion at the school level by developing strong national and global links to extend pupils' understanding of other cultures.

**Outcomes for individuals and groups of pupils****3**

The school's current data suggest that attainment is broadly average and rising, and that pupils make good progress over time. This view is rather too generous and in most lessons, pupils make satisfactory progress, although they make faster progress than this in some. For example, pupils in the mixed-age class of Years 4 and 5, motivated by the effective questioning and modelling of their teacher, made good progress in applying the concept of descending number sequences to practical problems in mathematics. A group of Year 2 pupils developed their skills of writing postcards by selecting adjectives and writing sentences to describe their excursion to Joss Bay the previous day. Pupils clearly enjoyed the opportunity to tackle problems by interacting with each other in small groups. Sometimes, however, the pace of learning drops when pupils spend too long sitting listening to a long introduction by the teacher. Girls perform as well as boys and no group is underachieving significantly. Pupils, especially those who are in the early stages of learning English as an additional language, are enthusiastic and motivated to learn. As a result, they hone their English speaking and writing skills, making at least satisfactory progress. Pupils with special educational needs and/or disabilities make

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satisfactory progress because teaching assistants support them effectively in lessons and when they work in small groups. Because teaching is not consistently challenging, more able pupils do not always make the progress they should.

Pupils have a good understanding of how to stay safe and speak confidently about internet and fire safety. The junior road safety officers in Year 6 are proud of their role. Pupils choose healthy food items during lunch, and are active at playtimes. However, they have few opportunities to enhance their fitness through after-school clubs and activities. Pupils are attentive and concentrate well in lessons, especially when the teaching is engaging. They make a sound contribution to the school community, for example as playground buddies and office monitors. Involvement in the active school council gives pupils a voice and enables them to gain the wider social and life skills they will need as they get older. However, pupils are given insufficient opportunity to engage with the wider community. One of the consequences of this is that they have less understanding of places of worship other than Muslim mosques or of the different groups that make up British society. Most pupils get to school on time, although a very small minority are persistently late. Almost all pupils are very responsive at the start of lessons.

*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>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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>3</b>

<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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## How effective is the provision?

Some aspects of teaching are good. For example, teachers make clear what pupils are expected to learn during the lesson, reinforcing this with good links to previous learning. In the best lessons, pupils have well-targeted work and are guided through the small steps that help to ensure effective learning. However, this is not consistent and sometimes pupils do not get enough feedback during the lesson on how they are doing and what to focus on to improve it. Although most teachers present learning in different ways to sustain pupils' attention, they sometimes miss opportunities to deepen pupils' learning experiences through using technology effectively. Teaching assistants give sound support to pupils who need extra help with learning in lessons. The support is especially good when pupils work on individual or group tasks as part of the school's successful intervention programmes.

A strong focus on planning to teach literacy and numeracy as discrete aspects has resulted in most pupils reaching national expectations in the key subjects of English and mathematics. However, the development of personal, learning and thinking skills across all areas of the curriculum is less well fostered, and an area the school has rightly identified for further development. Currently, the school falls slightly short of delivering the statutory two hours of physical education each week. The care and attention to pupils' welfare, for example through good safeguarding procedures, ensure pupils feel good about themselves. However, the inclusion manager is new in post and is developing systems to ensure care is personalised and well targeted, particularly for pupils whose circumstances make them vulnerable. Pupils settle quickly into school because of the positive relationships between them and the staff. Sound guidance for their personal development ensures a confident move to their next class and school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	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?

The executive headteacher and head of school have created a shared team spirit within the school, using the well-constructed school development plan as an effective vehicle to drive through improvements. This strategy has already borne fruit, as seen in better teaching, resulting in rising attainment and rates of progress. The school is a harmonious and happy place, where pupils really get on well with each other and show respect for the adults who care for them. This shows the good impact of the school's

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work to promote community cohesion. However, the school recognises that national and global links are less well developed and has well-constructed plans to extend them. Promoting pupils' individual interests is at the core of all its work, and the school takes its responsibilities for child protection and safeguarding very seriously. Staff are vigilant in ensuring the safety and well-being of its pupils. For example, both executive headteacher and governors have taken a proactive approach to improving site security. Parental links are strong. Almost all parents who responded to Ofsted's parental questionnaire are very supportive of their school. As one parent remarked, 'I am very proud of my Iqra.' Senior leaders and staff are very ambitious for their pupils. Pupils' progress is systematically tracked through the termly progress meetings and challenging targets are set for them to achieve. Staff work hard to coach and mentor groups and individuals. They ensure that there is no discrimination and all pupils have equal opportunities to participate in school life. Gaps in attainment between boys and girls, and the small minority with additional needs, have been closing quickly. Teachers benefit greatly from working closely in partnership with experienced professionals employed by the federation. Self-evaluation is detailed and thorough, although sometimes too generous in judging pupils' progress in lessons. Governors are fully committed to supporting the school and hold it to account, but do not always probe its results with sufficient rigour.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children enter Reception with little language and few communication skills, but by



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the end of the year, they make satisfactory progress across most areas of learning and in some, good progress. Children's attainment by the end of Reception is in line with national expectations. Although teaching is satisfactory and improving, the progress that children make is possible because of the consistent and effective support provided by an experienced professional from the federation who works with the teacher throughout most of the week. In free-flow activity, for example, children enjoyed sorting toy animals into different categories as a follow-up to their visit to Battersea Park Zoo. As a result, this group made good progress in developing their language and thinking skills. However, sometimes opportunities are missed to provide greater challenge for the more-able children as the questions are not targeted sufficiently at the activities set. In addition, the outdoor area lacks the range of resources and the space to stimulate children's creativity and physical development further. The stimulating internal environment, coupled with the teacher's consistently positive manner, motivates children to learn. Impressive displays of children's work adorn the classroom walls. The Early Years Foundation Stage teacher, supported by the federation, has developed effective systems for tracking children's progress and intervening swiftly to remedy underachievement.

*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

From the relatively small number of responses received, almost all parents are supportive of the school and are happy with their child's experience at the school and with what it provides for them. The very small number of parental concerns related to their child's progress, meeting their individual needs and the help provided for parents to support their child's learning. These aspects are covered in the report. Inspectors consider that the inclusion manager, although new in post, has established good systems to target the support more effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Iqra 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	67	10	33	0	0	0	0
The school keeps my child safe	22	73	7	23	1	3	0	0
The school informs me about my child's progress	18	60	10	33	1	3	1	3
My child is making enough progress at this school	19	63	9	30	2	7	0	0
The teaching is good at this school	16	53	13	43	1	3	0	0
The school helps me to support my child's learning	12	40	16	53	2	7	0	0
The school helps my child to have a healthy lifestyle	15	50	15	50	0	0	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)	12	40	16	53	1	3	0	0
The school meets my child's particular needs	11	37	17	57	2	7	0	0
The school deals effectively with unacceptable behaviour	13	43	16	53	0	0	1	3
The school takes account of my suggestions and concerns	10	33	19	63	1	3	0	0
The school is led and managed effectively	14	47	15	50	1	3	0	0
Overall, I am happy with my child's experience at this school	14	50	15	47	1	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



1 July 2010

Dear Pupils

Inspection of Iqra Primary School, London SW4 9PA

Thank you for welcoming us to your school. I particularly want to thank the pupils who gave up their lunchtime to talk to us. The school gives you a satisfactory education and does some things well. Your attainment is average and improving, and you make satisfactory progress in your learning. Here are some of the good things about your school:

- You make satisfactory progress in your learning because of the good support your teachers get from working with experienced professionals from the federation.
- You behave well and have good attitudes to learning; as a result, your relationships with staff are good and your attainment is improving.
- The school pays good attention to your safety. You and your parents know that you are safe in school. You have a good understanding of how to keep safe; for example, you spoke eloquently about fire and road safety.
- The leadership of your school is good; school leaders have worked hard to provide you with a satisfactory and improving quality of education.
- Your headteacher and senior staff work well within the federation to help you to do even better.

Here are the main things we have asked the school to improve.

- Make sure teachers always give you work that is hard enough, especially those of you who are quick to learn, and give you specific help on what you need to do to improve it. You can help by asking if you are not sure.
- Make sure that teachers take every opportunity to improve your literacy, numeracy and ICT skills in all subjects.
- Give you more opportunities to improve your understanding about different communities, both in the United Kingdom and abroad.

You can help by working hard to achieve your targets and ensuring you always get to school on time.

With best wishes for the future,

Yours sincerely

Nasim Butt

Lead inspector

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