

## **IQRA PRIMARY ISLAMIC SCHOOL SLOUGH**

Inspection Report

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**Local authority:** Slough  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 11 July 2016  
**Lead inspector:** Y Seedat

This inspection of the school was carried out under section 48 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 on roll</b>	627
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Mr Zafar Ali
<b>Headteacher</b>	Mr Noeman Anwar
<b>Date of previous school inspection</b>	11 July 2016
<b>Address</b>	Fernside Wexham Road Slough Berkshire SL2 5FF
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<b>School website</b>	iqraprimary.com

# Introduction

## Inspection team

Lead Inspector: Yusuf Seedat  
Team Inspector: Fatiha Maitland

This inspection was carried out by two inspectors. They visited six lessons or parts of lessons, including collective prayer sessions and held meetings with governors, staff and groups of pupils. Inspectors observed the school's work and looked at a range of documentation, including pupils' written work, teachers' lesson plans, the religious education (Islamic Studies) curriculum, the school's self-evaluation and the Islamic Studies development plan. In accordance with the Section 48, protocol that exists between the Department for Education and AMS UK, the Lead Inspector also had sight of the school's last Section 48 inspection report, which took place on 29 September 2010.

The inspection team looked at the following in detail:

- The religious education (RE) curriculum
- The progress pupils make in RE
- The quality of teaching in RE
- Leadership and management for RE
- Spiritual, moral, social and cultural development (SMSC), including collective worship.

## Information about the school

Iqra Primary School serves the Muslim community of Slough and surrounding areas of London. Its pupils are from diverse backgrounds, the largest groups being Pakistani including Azad Kashmiri, and African including Somali. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of disabled pupils and those with special educational needs is broadly average.

## Inspection judgments

<b>Overall effectiveness</b>	2
<b>The achievement of pupils in their RE</b>	2
<b>The quality of teaching and learning</b>	2
<b>The effectiveness of leadership and management of RE, including the role of the school's Governing Body in RE</b>	2
<b>The extent to which the curriculum meets pupils' needs</b>	2
<b>The extent of pupils' SMSC development, including the daily act of collective worship</b>	1

### **Overall effectiveness: the quality of religious education provided at Iqra Slough Islamic Primary School is good because:**

Iqra School meets its aim well in promoting Islamic spiritual and moral values based on the Quran and the Sunnah of the Prophet Muhammad (Peace be Upon Him) to give every child the opportunity to achieve their personal best and to develop lively inquiring minds by providing individually tailored teaching which allows spontaneity and encourages purposeful learning.

The school vision of "We Learn, We Lead, We Inspire", is promoted well with the active involvement of the governing body and other stakeholders. Staff have regular training on promoting the SMSC development of pupils, with targeted training for expert staff within music, Arabic and RE. Termly curriculum planning amongst all staff allows for a synchronisation of values across all subjects. The school's strong focus on its aims makes an excellent contribution to pupils' outstanding personal and social development.

Iqra School has pupils from very diverse Muslim backgrounds and does very well in establishing a respectful and harmonious environment enabling pupils to acquire an appreciation of and respect for their own and other cultures and encourage respect for other people.

Pupils learn about other religions, cultures and traditions and appreciate the cultural diversity around them. For example, they enjoy reading books about their own religion and identity and learn about other communities around them. Pupils also have good opportunities to apply and develop their basic skills.

Displays around the school are bright, welcoming and fully promote SMSC including British, Islamic and moral values. Displays also show pupils have access to good learning experiences to learn about different people, cultures and communities.

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

- Ensure all pupils make outstanding progress through improving the quality of teaching and learning from good to outstanding.

### **The achievement of pupils at the school in their RE is good because:**

Teachers' recent ongoing assessment during this year and coverage of learning units show pupils make good progress. Observations of lessons and a scrutiny of books indicate pupils make good progress in RE and learn to practise their own faith and learn about the beliefs of others. The school assesses attainment on entry to the school for new pupils in key areas of learning when they join the school. However, this is not always clearly recorded and this limits the school's ability to plan for the next steps to be taken by the school in order to raise attainment.

Progress for those who take Quranic studies as an option is excellent. These pupils are provided with extremely good learning opportunities which are very closely matched to their abilities, a key factor in their exceptional achievement.

Pupils study and practise their own faith effectively. In Islamic studies, they quickly learn Qur'anic verses and text. From the Early Years Foundation Stage upwards, children learn well about Islamic etiquette.

Pupils have good opportunities to apply and develop their basic skills. For example, during the inspection in a Year 5 lesson seen, pupils were confident in sharing their understanding of stereotyping and how they can tackle it. Pupils are keen to join in with congregational prayers at lunchtimes (Zohar salat). Older pupils have the opportunity to call for prayer (Adhan) and lead on prayer. These factors make a significant contribution to pupils' personal development including the spiritual aspects of their faith.

Pupils learn about other religions, cultures and traditions and appreciate the cultural diversity around them. For example, they take part in Islamic festivals and learn about other cultural traditions through music and art.

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

- Identify attainment on entry to the school for new pupils in key areas of learning more clearly to aid planning for the next steps to be taken by the school in order to raise attainment.

### **The quality of teaching and assessment in the school are good because:**

Consistently strong teaching across the school ensure pupils achieve well. Teachers plan well and provide good RE learning activities to help pupils learn and practise their own faith and learn about the cultures and beliefs of others. Teachers share the learning objectives effectively with pupils so that they are clear about what is expected of them. They display the success criteria for lessons to remind pupils about how to achieve the learning objectives. Some questioning is used to provide challenge and to help pupils test their understanding and clarify their thinking. However, occasionally teachers' expectations behind their questioning are not as high as they should be. Consequently, teachers sometimes miss opportunities to stretch and extend all pupils in their learning.

Teachers use various teaching styles and resources to support and promote collaboration and respect for the views of others. Staff work effectively with pupils and help prepare them well for their future education so they become well rounded Muslims and good British citizens. This is evident in the strong Islamic ethos that permeates throughout the school. Staff manage behaviour for learning very well. They provide good support to help pupils work with others and to respond well to support designed to help them catch up.

Teachers plan and provide good RE learning experiences to help pupils learn about Qur'anic text and develop their moral values. For example, pupils recite Quranic Surahs (chapters) and develop good reading and writing skills in accordance with planning. They show good understanding of the meaning of the Surahs. The teaching of Qur'anic Studies is excellent overall. It is very well planned with a clear emphasis on making sure that all ability groups achieve as well as they can.

Teaching is encouraging, attends well to pupils' needs and clarifies misconceptions quickly when they arise. These factors enable pupils to work at a brisk pace and develop the necessary skills to self-correct.

The school provides a calm and inclusive learning environment where staff and pupils work in an atmosphere of mutual respect. This is outstandingly supported by the Islamic ethos that permeates the whole school.

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

- Ensure that teachers' expectations around responses to their questions are always high so that pupils are always challenged to the utmost through searching questions which stretch and extend all pupils in their learning.

## **The effectiveness of the leadership and management of RE is good because:**

Leaders and managers are successful in ensuring that teaching, learning, achievement and the curriculum are good and pupils' SMSC development and behaviour are outstanding.

Leaders are clearly focussed on the implementation of various plans and ways to raise the quality of teaching to outstanding. Leadership is dynamic and not afraid to try new approaches or develop new methods in the pursuit of excellence. The Governing Body and Senior Leadership Team have resolved the key issues for development identified in the previous inspection report: the school has created a prayer hall to serve as a masjid and converted washing facilities into a suitable wudu (ablution) area.

The Governing Body and other leaders are highly committed to embedding, promoting and celebrating the Islamic Ethos of the school. The school development plan and 'Ethos Action Plan' are in place with clear targets articulated to achieve the aims. The governors are actively involved in school development. For example, after the governors' strategic planning and target setting session took place last year, the Chair of Governors addressed staff at a training session outlining the governors' vision for the Islamic ethos to underpin school life. Governors have a clear vision for the Islamic dimension and for RE to be understood and supported by the whole school community.

Several staff members are from non-Muslim backgrounds and are a key part of the Iqra team, including its leadership, and embrace the core values of the school.

Leaders, including governors, take steps to protect pupils from radicalisation and extremism. The school plays a significant role in highlighting national concerns and promoting positive debate around the issue of radicalisation and the development of counter measures. It was the first to hold a national conference, held at the school, and this was initiated jointly by the chairman of governors and head of Slough Faith Partnership. The conference included a good number schools and officials from around Slough. The school has worked with nearly 40 schools and organisations in aiding others in developing a broad and balanced curriculum, and a strong ethos based on British Values and SMSC; this has been recognised both locally within Slough and beyond.

The school is widely recognised as a national lead against extremist ideology and has engaged the media, Parliament, local community and led national anti-radicalisation conferences alongside the Area Police Commander and national anti-extremism Ofsted lead. Leaders consistently promote fundamental British values and pupils' SMSC development.

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

- Implement all plans and ways to improve the quality of teaching to outstanding.

## **The extent to which the RE curriculum meets pupils' needs is good because:**

The religious curriculum consists of RE lessons mainly. Lessons incorporate learning about Islam and all other major faiths, Qur'anic studies and Arabic. This curriculum is based on five areas of Islamic knowledge – Aqaeed (beliefs), Masharaat (Social inclusivity), Muamalaat (Financial Dealings), Akhlaaq (Good manners) and Ibaadah (acts of worship).

Qur'anic studies are extremely well planned. This includes aspects such as very good support for the relatively less able pupils and highly challenging targets for the most able, building on skills gained from out of school provisions like madrassas. At the moment, only a small minority of pupils take advantage of the school's excellent provision. The school has good plans in place to encourage more pupils to take up this option next school year.

Through learning about similarities between all manner of people, pupils develop high levels of respect and tolerance for all. Pupils use their knowledge and understanding of diverse religious beliefs well, to reconcile and come to terms with issues raised by religion and belief in the context of their own and others' lives. Personal, social and health education is also part of the curriculum - this enables pupils to make their own decisions and to take responsibility for their own lives and communities. This also makes an excellent contribution to pupils' SMSC development, including the consolidation of fundamental British values.

Pupils learn to make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions. This helps pupils to value and respect diversity in all of creation. The school is a harmonious community. For example, pupils routinely show respect for its diverse body of staff.

Parents express high levels of satisfaction with Islamic education and RE. The school supports/extends the pupils' learning to be good Muslims in the Islamic community and beyond. Pupils learn well about the life of the Prophet, they learn to supplicate and make dua (supplication) and help members of the family whilst playing a good role in family life.

Parents confirm that their children develop a good understanding of the cultural diversity around them and in modern Britain.

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

- Further encourage parents such that more pupils take advantage of the school's excellent of provision for Qur'anic studies.

**The extent of pupils' spiritual, moral, social and cultural development is outstanding because:**

The spiritual, moral, social and cultural development of pupils is a huge strength within the school. Parents are very pleased with the provision of good Islamic education and recitation of the Quran, inculcating good manners, prayers, duas and excellent behaviour and the forming of strong relationships.

Discussions with pupils indicate that they are highly committed to upholding fundamental British values and they demonstrate a clear sense of treating all manner of people fairly and equally. They learn well about fundamental British values and about groups of people in society including those with different lifestyles to their own.

Consistently, high quality teaching in personal, social and health education (PSHE) is a notable and key factor contributing to the high standards of behaviour and personal development. Weekly themes in assemblies, circle time and Friday prayers focus clearly on right and wrong as pupils consider issues such as poverty, charity and personal conduct.

Pupils generally behave extremely well in classrooms and around the school. They respect the school's building and are clear about the school's code of conduct and sanctions. Consequently, the school is a very orderly community.

Pupils are clear about what bullying is and can talk about different types including cyber, physical and verbal. They are confident to ask for help from adults if they feel worried or anxious. Pupils also say that staff supervise them well in all parts of the school and attend to their needs. They add that they can seek help from the welfare person in the medical room too.

Pupils display very positive attitudes towards learning and relate well to each other. Pupils say that they learn well about different faiths and older pupils have visited a number of different places of worship.

Pupils learn and practise their own faith well and demonstrate good knowledge and understanding of different people, communities and diverse cultures. They develop strong values around tolerance and the need for harmony in multicultural Britain. These aspects of personal and social development are well promoted in lessons and also through displays all around the school. Inspectors experienced a calm and inclusive learning environment throughout the inspection.

Iqra actively prepares pupils to value what they have and help out those who are less fortunate and to make valuable contributions to the local and the wider community through various charitable activities like. For example, Year 6 hosted a Charity Fun Day recently in order to raise funds for Water Aid. The whole school enjoyed the fun based activities while raising money. Along with the School Council's break time tuck shop and participation of the whole school, Year 6 managed to raise a good amount of money for their chosen charity.

Attendance is in line with the national average. There is an upward trend so far in the overall attendance rate for the current academic year, as compared to attendance in 2014-2015. The school is working hard with parents to continue the upward trend in attendance rates. Clearly, the school has effective strategies in place to ensure regular attendance.

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

- Ensure that strategies are extended and further developed to maintain the upward trend to raise the overall level of attendance.

## **Views of parents**

Parental responses from questionnaires were very few, but those who responded and discussions parents, suggest that parents are pleased with the school. They feel the school provides a good Muslim education. Parents say that pupils talk about Hadith/Seerah of the prophets and feel the school provides good role models for behaviour. They say that there are no concerns about behaviour.

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	Requires Improvement	A school requiring improvement is not 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.