

Iqra VA Primary School

Inspection Report

Local authority: Lambeth
Inspected under the auspices of: AMS UK
Inspection dates: 27th June 2016
Lead inspector: Y Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	202
Appropriate authority	The governing body
Chair	Jamaal R. Boakye
Headteacher	Humaira Saleem
Date of previous school inspection	28 September 2010
Address	127 Park Hill off Clarence Avenue Clapham London SW4 9PA
Telephone number	020 7622 3630
School website	http://www.iqra.lambeth.sch.uk

Introduction

Inspection team

Lead Inspector: Yusuf Seedat
Team Inspector: Fatiha Maitland

This inspection was carried out by two inspectors. They visited 5 lessons or parts of lessons including a collective prayers session. They held meetings with governors, staff and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE (Islamic Studies) curriculum, the school's self-evaluation documents and the school's Islamic Studies development plan. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector had a look at the school's most recent Ofsted inspection report (Section 5), which took place on 28 November 2012

The inspection team looked in detail at the following:

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

Information about the school

Iqra Primary school serves the Muslim community of Brixton and surrounding areas of London and is a part of a federation of schools made up from diverse backgrounds and faiths. The federation is with five other community/Church/Nursery schools (Jubilee Primary, King's Ave, Loughborough Primary, St. Saviour's and Effra Nursery)

This federation is the first of its kind, where community and two different faith schools collaborate so closely together with such success; a genuine example of mutual respect between schools of markedly differing characters.

At present there are 202 pupils, all from a Muslim background on roll. Currently there are no pupils have special educational needs

Inspection judgments

Overall effectiveness	2
The achievement of pupils in their religious education.	2
The quality of teaching and learning.	2
The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.	2
The extent to which the religious education curriculum meets pupils' needs.	2
The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.	2

Overall effectiveness: the quality of religious education provided at Iqra VA Primary School is good because:

Iqra School meets its aim well in providing a high quality, rewarding educational experience in an Islamic Environment that makes a positive difference. Iqra has pupils from very diverse Muslim backgrounds and does very well in assembling and transmitting a common set of values that Muslims share worldwide.

Iqra has a distinctive culture where staff from different faith backgrounds, or indeed no faith background, genuinely collaborate and challenge each other to endeavour to provide the best education for the children. This provides opportunities to children and staff in benefiting from a high level of interaction in actively promoting Fundamental British Values and the Spiritual, Moral, Social and Cultural (SMSC) development of pupils.

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 others communities around them.

Pupils develop good knowledge of Islamic history and the life of prophets and khalifahs in Islamic history. Displays around the school are bright and welcoming and fully promote SMSC development, including British, Islamic and moral values. Displays also show pupils have access to good learning experiences in learning about different people, cultures and communities.

What does the school need to do to improve further?

- To ensure all pupils make outstanding progress through providing greater challenges.
- Increase participation of pupils in extra-curricular activities.

Achievement of pupils at the school in their religious education is good because:

Teachers' formative assessment, observations of learning and scrutiny of books show that pupils make good progress over time. Disabled pupils, those who have special educational needs, or speak English as an additional language and those for whom the pupil premium provides support, equally make good gains. All pupils are well prepared for the next stages in their learning, including their move to secondary school.

Pupils study and practise their own faith effectively. In Islamic studies, pupils quickly learn Qur'anic verses and text. From the Early Years Foundation Stage, children learn to pray and become increasingly knowledgeable of the Islamic values and its principles. By the end of Key Stage 1, pupils are ready to join in with congregational prayers for lunch prayer (Zuhr salat). Older pupils have the opportunity to call for prayer (Adhan) and lead on prayer.

They have good opportunities to apply and develop their basic skills. For example, during the inspection pupils enjoyed sharing ideas and writing about the meaning of Ramadan and its position within the five pillars of Islam.

What does the school need to do to improve further?

- Ensure that all teachers consistently conduct assessment when pupils join the school to fully identify their starting points to aid planning for the next steps.

The quality of teaching and assessment in the school is good because:

Teachers plan and provide good RE learning experiences to help pupils learn about the Qur'anic text and their moral values. For example, pupils recite the Surahs and develop good reading and writing skills. They show good understanding of the meaning of Surahs.

Teachers share the learning objectives with pupils so that they are clear about what is expected of them.

Teachers use questioning well to gauge understanding and to reshape questions to fully engage pupils in learning.

Teachers use a variety of teaching styles and strategies to support and enhance pupils' learning and to help them to develop the necessary skills to solve problems. Teaching is encouraging, attends well to pupils' needs and clarifies misconceptions quickly when they arise. This enables pupils to work at a brisk pace and develop the necessary skills to self-correct.

Staff prepare pupils well for their future lives as Muslims and British citizens. They help pupils work collaboratively as a team and respect the views and cultures of others.

The school provides a calm and inclusive learning environment where staff and pupils work in mutual respect. This is very well supported by the Islamic ethos that permeates throughout the school.

Staff know pupils remarkably well, manage behaviour for learning and are quick to act when pupils need additional support to help them catch up.

What does the school need to do to improve further?

- Teachers should take into account pupils' current progress in order to ensure they consistently match tasks to pupils' abilities, particularly for the most able.

The effectiveness of leadership and management of Religious Education is good because:

The leadership team, especially the headteacher, has acted upon all of the key issues for development identified in the 2010 report; a masjid and wudhu area is now available to pupils and the RE curriculum has evolved to link Islamic Studies to RE.

Iqra VA Primary School also benefits in being a part of the Loughborough Federation of Schools in the London Borough of Lambeth, overseen by an executive headteacher who very effectively supports the leadership and management in the provision of Religious Education. The federation provides excellent opportunities for collaboration and sharing good practice. The interaction of pupils with different faiths and cultures actively promotes understanding and a culture of respect.

Leaders promote inclusivity and involve parents and governors in the curriculum developments at the school (for example, SRE, music, logic and reasoning and the broadening of the RE curriculum to incorporate education around other faiths).

Several staff members are from non-Muslim backgrounds but are a key part of the Iqra team, including its leadership, and embrace the core values of the school. This is also reflected in the range of visitors to the school offering different provision including logic and reasoning lessons, music, 'right to read' volunteers, local Councillors and the Member of Parliament in the school's constituency. The school is proud of its inclusivity.

Leaders, including governors, take steps to protect pupils from radicalisation and extremism. Iqra was the first school in the LA to take steps to address concerns and implement a policy to counter radicalisation and extremism. Working alongside the LA lead, school leaders developed a policy that is subsequently used by the authority as a model for others. Furthermore, the school was the first in the authority to empower its staff with PREVENT training which has made them increasingly vigilant, confident and competent to encourage open discussion with pupils.

Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Further develop the R.E. curriculum especially in Arabic.

The extent to which the religious education curriculum meets pupils' needs is good because:

The religious curriculum consists of Religious Studies and mainly incorporates the learning of other faiths, Islamic Studies and Arabic. Citizenship is also part of the curriculum which enables pupils to make their own decisions and to take responsibility for their own lives and communities which, contributes securely the provision of SMSC and promotion of Fundamental British Values.

The leadership team has also strengthened the curriculum by introducing a scheme of work on Philosophy which further enhances Religious Education curriculum by offering a way to open up pupils' learning through enquiry and the exploration of ideas. Pupils learn their ideas have value and that the ideas of other children have value too.

Through philosophy, pupils realise they don't always have to be right, but they can gain the confidence to ask questions and learn through discussion.

Arabic Studies has been introduced recently and pupils have embraced this curriculum subject enthusiastically and are evidentially progressing well, although the school is yet to develop a formalised assessment methodology and plans to do so in the forthcoming academic year.

Children learn about different religions and respect the views of others. The school staffing body consists of teachers who are not of the Muslim faith; children respect them all.

Parents express high levels of satisfaction with Islamic education. The school supports and extends the children's learning to be good Muslims in the Islamic community and beyond. The children learn about Islamic history and the life of the Prophet. They learn to supplicate (dua) and help members of the family.

Parents say that the children develop a good understanding of the cultural diversity around them.

What does the school need to do to improve further?

- Further enhance the provision of Arabic to all pupils in developing a formalised assessment methodology for the subject.

The extent of pupils' Spiritual, Moral, Social and Cultural development is good with outstanding features because:

The Spiritual, Moral, Social and Cultural development of pupils is the real strength of the school. Parents are pleased with the provision of Islamic education, opportunities for recitation of the Quran, teaching of good manners, prayers and supplications and forming good relationships.

Attractive and colourful displays all around the school support children's learning as well as contribute to a calm and inclusive learning environment.

Pupils behave well in classrooms and around the school. They are clear about the school's code of conduct, rewards and sanctions. Staff role model good behaviour for learning and help pupils to differentiate right from wrong. Pupils take an active part in supplication and learn to reflect and improve their behaviours and manners. Pupils know the different types of bullying and are confident to ask for help when needed. Pupils engage well with each other; those who come from different cultural backgrounds work together in harmony and show respect to other cultures around them.

Pupils learn and practise their own faith and show good knowledge of different people, communities and their cultures. This supports and promotes their understanding of cultural diversity in society.

Attendance is average and is improving rapidly.

What does the school need to do to improve further?

- The leadership should make sure the school provides opportunities for all pupils to visit places of worship of all faiths.

Views of parents and carers

Parents are very pleased with the school. They feel the school provides a good Muslim education. The children learn to recite the Quran, read and write Arabic and learn good manners well. One parent commented, *'We moved from Scotland to come to the school. The Islamic ethos is quite strong. My child learns a lot.'*

Parents feel the school acts as a good role model for behaviour. For example, one parent said, *'The school promotes the British values well, teaches respect for others and teaches the difference between right and wrong.'*

Parents have commented on the quality of the children's ability to speak Arabic, the language of the Quran. Some of the parents said they would appreciate more advanced Arabic teaching for the older pupils and more able Arabic speakers.

What does the school need to do to improve further?

- Improve opportunities for the most proficient Arabic speaking pupils.

Glossary

What inspection judgments mean

Grade	Judgment	Description
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.