

Inspection of Iqra Slough Islamic Primary School

Fernside, Wexham Road, Slough, Berkshire SL2 5FF

Inspection dates:

26 and 27 September 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

The school has the highest possible aspirations for all pupils to achieve well. This includes pupils with special educational needs and/or disabilities (SEND). These ambitions are realised throughout all aspects of school life. As a result, pupils achieve exceptionally well. Pupils are extremely enthusiastic about the curricular offer. They feel privileged to use the media room and green screen to create their own short videos.

Pupils live out the school's vision of 'we learn, we lead, we inspire' through their roles and responsibilities. They are proud to be digital leaders, learning ambassadors and junior leaders. These positions give them the opportunity to represent the school and be role models for their peers. The curriculum helps pupils to keep safe. They are all able to identify a trusted adult in school who they can talk to if they have any worries.

Pupils are confident that everyone is welcome at their school. They enjoy learning about difference and what makes each person special. They talk confidently about different cultures and religions.

Behaviour in school is exemplary. From Reception, pupils are taught the school's key learning behaviours and why these matter. Mutual respect is consistently evident between adults and pupils. Pupils understand the importance of the school's four core values of respect, compassion, honesty and cooperation. They show these in all they do.

What does the school do well and what does it need to do better?

The school has designed an excellent, well-sequenced curriculum that clearly identifies what pupils must know. This begins in the early years, where children are immersed in vocabulary. Language is modelled by adults and helps children to articulate their own ideas. The sharp focus on vocabulary extends throughout the school. Pupils confidently explain the difference between the types of words they learn. They use this language in their learning. Across all subjects, staff support pupils to remember key concepts. They expertly design activities that help pupils to recall their prior learning. Staff also routinely check what pupils have understood. When misconceptions are identified, additional support sessions are immediately put in place so these can be addressed.

Pupils' achievement is a priority. The school is ambitious for every pupil to have the best possible education in order to be well prepared for secondary school. This extends to all areas of school life. Effective routines for the early identification of pupils with SEND mean that pupils get the help they need as soon as possible. Staff skilfully adapt learning so pupils can achieve alongside their peers. As a result, pupils with SEND achieve particularly well.

The school places great emphasis on reading. This is due to the firm belief that being able to read enables pupils to be lifelong learners. Children are supported to start learning to read as soon as they enter the early years. Ongoing assessments enable teachers to target particular sounds. Keep-up sessions allow all pupils to learn the intended sounds at the same pace as their classmates. Expert teaching means that pupils learn to read quickly. A love of reading is promoted through the school's strong curriculum. The library is an inviting space, which pupils are eager to visit. They are keen to talk about their favourite authors and recite stories.

Routines for excellent behaviour begin in the early years. Here, children share and take turns amicably. Further up the school, pupils understand the importance of being a role model. Due to the shared high expectations for behaviour, there is a positive atmosphere for learning that allows pupils to thrive.

The school deliberately plans significant opportunities for pupils' personal development. These are masterfully woven through the curriculum and assemblies. Pupils relate their school values to fundamental British values. They identify these in all they do. There is a wide and varied extra-curricular offer. Clubs range from sports to arts and crafts or board games. These clubs are very well attended, particularly by disadvantaged pupils, including those with SEND. The curriculum for relationships and sex education (RSE) and health education has been thoughtfully and carefully planned so pupils have the knowledge they need by the end of Year 6. The school ensures that all pupils have equal access to every aspect of school life, including residential trips.

The school, alongside governors, work hard to engage parents. They understand that they are at the heart of the community and build relationships with stakeholders so they can work together. The professional development offer for staff is superb. The school invests in all staff so that pupils experience high-quality teaching across the school. Staff appreciate the time and support given to them.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135099
Local authority	Slough
Inspection number	10256305
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	620
Appropriate authority	The governing body
Chair of governing body	Zafar Ali
Headteacher	Mineza Maher
Website	www.iqra.slough.sch.uk
Dates of previous inspection	22 and 23 March 2022, under section 8 of the Education Act 2005

Information about this school

- This school is an Islamic faith voluntary-aided school.
- The last section 48 inspection of the school's religious character was in July 2016.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the COVID-19 pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteacher, the deputy headteachers and assistant headteachers. They also met with other school leaders, staff and pupils.

- The lead inspector met with three governors, including the chair of the governing body. She also spoke with a representative from Slough local authority.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, computing, PE and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at books, visited a sample of lessons and spoke to leaders about early mathematics.
- To inspect safeguarding, the inspection team checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspectors also talked to a range of staff and pupils informally.
- The inspectors considered the responses to the confidential staff and pupil surveys and spoke to a range of staff and pupils about their views of the school.
- The inspectors took account of the 25 responses to the Ofsted Parent View questionnaire and the additional 17 free-text responses. Two inspectors talked with some parents on the first morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspectors reviewed a range of documentation, including the school development plan and school self-evaluation.

Inspection team

Sara Staggs, lead inspector	His Majesty's Inspector
Matt Batchelor	Ofsted Inspector
Tracy Good	Ofsted Inspector
Becky Greenhalgh	Ofsted Inspector

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