

Iqra Community Primary School

Inspection report

Unique Reference Number	132177
Local Authority	Bradford
Inspection number	360386
Inspection dates	5–6 October 2010
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Mr P Bashir
Headteacher	Mrs Shahnaz Anwar-Bleem
Date of previous school inspection	12 December 2007
School address	Drummond Road Bradford West Yorkshire BD8 8DA
Telephone number	01274 773350
Fax number	01274 773351
Email address	sab@iqra.bradford.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and observed 16 teachers. They held meetings with members of the governing body, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies and school development plans. In total, 197 questionnaires from parents and carers were received, analysed and considered, alongside 89 questionnaires completed by the pupils and 24 completed by staff.

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

- Whether the quality of teaching and the curriculum helps all groups of pupils to achieve their best, especially in reading and writing.
- Whether recent improvements in progress and attainment are sustained.
- The quality of care, guidance and support in promoting high standards of personal development.
- How well the Early Years Foundation Stage prepares children for their National Curriculum work, especially in developing skills in the English language.

Information about the school

Compared to other primary schools, the school is above average in size. The proportion of pupils known to be eligible for free school meals is more than twice the national average. All of the pupils come from minority ethnic groups and the vast majority are in the early stages of learning English. The incidence of pupils arriving new to the school and the country has increased recently, with many of them in the very early stages of learning English. A below-average proportion of pupils have special educational needs and/or disabilities.

The school is accredited for its work through the Healthy Schools status. It holds an Every Child Matters award for promoting pupils' personal development, a Quality award for standards at the school and the Financial Management Standard for financial administration and control. The school was asked to take additional Reception age pupils this year, creating a third class. There are uncertainties as to whether the three-form entry model will become permanent. The governors manage a daily breakfast club and this is commented on within the report.

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?

1

The school's capacity for sustained improvement

1

Main findings

Iqra Community is an outstanding school. It offers the highest standard of care, alongside excellence in learning. Under the energetic and visionary leadership of the headteacher, this school has gone from strength to strength. Thorough reviews of performance leave no stone unturned and the school sets exceptionally challenging targets for itself. By Year 6, attainment is above average and this represents outstanding progress from pupils' starting points. Attainment in writing has improved considerably but in some year groups, there remains a small gap between that and reading. The school benefits from a highly-skilled and experienced governing body whose members keep a very close eye on provision and outcomes. Managers, staff and governors are fully committed to the school's motto of 'Improvement, Quality, Respect and Achievement'. The capacity for sustained improvement is outstanding.

Behaviour is excellent and harmonious relationships exist between the different age and ethnic groups. Pupils demonstrate great respect for cultures and beliefs that are different from their own and show care and kindness towards each other. Pupils assert that they feel safe and that adults deal swiftly with any worries they may have. The rate of attendance is high, reflecting pupils' enjoyment of school.

Teaching is outstanding and lessons are challenging. Teachers know their pupils very well and relationships are excellent. Academic and personal development is tracked closely. Pupils who have special educational needs and/or disabilities have personalised programmes and support that are specifically tailored to help them learn. Those who are more able rise to their teachers' high expectations and relish the challenges presented to them. The curriculum is outstanding and includes some innovative and imaginative links between subjects. These result in excellent opportunities for pupils to practise their basic skills, research, investigate and learn independently. Special teaching groups and booster classes ensure that pupils reach their learning targets; they very successfully underpin the rapid rate of progress.

Equipment and materials for the Reception children have been stretched to cover three classes and the Nursery children are now housed in a temporary classroom. As a result, resources and accommodation for the Early Years Foundation Stage are good, but not of the same high quality as in Key Stages 1 and 2. The school takes outstanding care of its pupils and their welfare is at the heart of its work. Exhaustive measures are taken by the pastoral team to provide help or resources to meet pupils' needs, including links with outside services to support pupils whose circumstances have made them vulnerable.

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What does the school need to do to improve further?

- Ensure that the gap in attainment between reading and writing is closed in all year groups.
- Upgrade resources in the Reception class and the accommodation for the Nursery children, when circumstances and funding allow.

Outcomes for individuals and groups of pupils

1

Pupils have excellent attitudes to their learning and enjoy their lessons. For example, Year 6 pupils are confident in leading the warm-up session for their physical education lesson. Those in Year 4 research the Victorians and read novels about the era in order to produce a very high standard of historical fiction writing. Achievement for boys and girls is outstanding, including for those who have special educational needs and/or disabilities, new arrivals and those who are in the early stages of learning English.

When children enter the school, their development is variable but, overall, it is lower than expected for the age group. They make rapid progress and attainment for the current cohort of pupils on entry to Year 1 is average. Pupils continue to learn extremely well throughout Key Stage 1 and an increased emphasis on learning about sounds and letters is boosting writing skills. For example, Year 1 pupils blend letter sounds to spell accurately and some in Year 2 write multi-syllabic words. Attainment by the end of Year 2 has improved considerably in recent years and is significantly above average. All groups of pupils make outstanding progress through Key Stage 2. For the current Year 6 attainment is above average and in some younger junior classes, it is well above. The gap between reading and writing is closing fast but is still evident in some year groups. Pupils are exceptionally confident in their numeracy work. For example, in an excellent Year 6 mathematics lesson, pupils investigated seven digit numbers and presented their findings to the rest of the class using their well-honed skills in information and communication technology.

Pupils have an excellent understanding of healthy living and monitor their own fitness levels. They enjoy plenty of exercise, especially through physical education sessions before school and at lunchtimes. Behaviour is outstanding, pupils think for themselves and, by Year 6, they display mature, responsible attitudes. Pupils of all ages are adamant that there is no bullying. Pupils relish the opportunities provided for them to experience responsibility. For example, the playpals and friendz help to keep everyone happy at playtimes and the school council plays a dynamic role in decision making. They have influenced changes to school meals, the uniform and the curriculum, as well as working with the community to tackle issues with parking outside the school. With a good range of basic skills and excellent habits of attendance and punctuality, pupils are extremely well prepared for their future education. Successful links with schools in different areas and overseas help pupils to appreciate and value diversity as well as expanding their horizons.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have a detailed view of pupils' progress and this information is used exceptionally well in planning lessons. For example, they set tasks at different levels of difficulty so the more able have exacting challenges and less confident pupils have excellent support to ensure they are able to complete their work. Learning targets are clear and pupils make good use of an excellent range of prompts displayed in classrooms. As a result, they know precisely what is expected of them and are able to evaluate their own progress, as well as setting personal challenges. Teaching assistants and learning leaders have an excellent range of expertise and are highly effective. For example, they provide targeted tuition and help for groups in class or individuals in the nurture group. The bilingual assistants make a substantial impact, especially for the younger children.

The curriculum includes excellent opportunities for creative, physical and practical work. It is firmly based on developing oral, literacy, numeracy and technology skills through profitable links between subjects. Opportunities for teamwork and independent learning are emphasised throughout the planning. For example, pupils often present their findings through group reports or presentations. A major strength of the curriculum lies in the tailoring of tasks and support to meet specific learning needs through a range of intervention programmes. Pupils take full advantage of an interesting programme of extra-curricular clubs.

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The outstanding quality of care provides a safe cocoon for pupils in this school. Responses to questionnaires from pupils, parents and carers agree that children are safe. Very careful assessments of pupils' personal development ensure that appropriate support is in place. Care plans and links with professional bodies outside the school meet individual and family needs exceptionally well. An excellent programme of mentoring ensures that emotional and social problems do not get in the way of learning. Supervision is excellent and pupils are extremely well supported in their transition between year groups and to their secondary schools. A popular breakfast club provides an excellent start to the day.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. The headteacher, well supported by senior and middle managers, has a thorough overview of provision and learning. She is an outstanding leader and tireless in her pursuit of excellence. Management and financial systems are highly efficient and ensure the smooth running of the school. Iqra is held in high regard by the local authority and willingly shares its innovative and successful practices with others.

There is a great sense of pride and belonging in the school. Staff morale is particularly high and very effective teamwork secures the school's highly supportive and caring ethos. The attention to safeguarding is meticulous. Staff have regular updates in their child protection training and are exceptionally well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. Governors are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are considered in any decision they make. Community cohesion has a high profile. Pupils learn about life in other countries through 'culture weeks' and older boys regularly join the mosque congregation at lunchtimes, helping to promote dialogue and understanding between generations. Great care is taken with recruitment so adults in school reflect the backgrounds of the pupil population and speak their home languages. The excellent relationship with parents and carers ensures their involvement in their children's education and the home–school diaries facilitate excellent communication.

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

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Very good induction procedures ensure that children settle quickly and their needs are accurately assessed. This assessment continues throughout Nursery and Reception and enables staff to provide extremely effectively for the interests and abilities of all children. As a result, children thoroughly enjoy their work; their behaviour and personal skills are excellent.

A very large majority of the children entering the Nursery are in the early stages of learning English and have no pre-school experiences. Generally, their development is significantly below what is expected of the age group. Teaching is outstanding. Lessons take account of children's interests in order to keep them well motivated and they include varied opportunities for children to choose their own activities and develop independence. A good number of highly-skilled adults are deployed to this age group and provide outstanding support. Bilingual staff provide a vital bridge between home languages and English. Imaginative planning includes rich opportunities for speaking and listening and drama, both indoors and in the imaginative outdoor classroom. Pupils make rapid progress. Currently, the majority are working at expected levels by the time they enter Year 1. Leadership and management are outstanding and ensure exceptionally high standards of welfare, as well as excellent partnerships with parents and carers. The requirement to open an additional Reception class has stretched the existing resources and means that the Nursery children are housed in a temporary classroom. Staff have ensured that children's learning is not affected by the situation. However, the accommodation and resources for the Early Years Foundation Stage, while being good, are not of the same excellent standard seen for other age groups. Governors are anxious to remedy the situation but are currently engaged in resolving uncertainties about future admissions and funding.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers have exceptionally positive views of the school. All of those who replied to the questionnaire agreed that their children enjoy school and are safe. They especially praise the support and commitment of the staff and agree that the school meets their children's particular needs. There is commendation for the quality of leadership and management and the high quality of teaching. Quotes include, 'My children are helped to reach their potential', and 'This school is one of the best'. The inspection findings wholeheartedly endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Iqra Community 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 197 completed questionnaires by the end of the on-site inspection. In total, there are 475 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	107	54	90	46	0	0	0	0
The school keeps my child safe	112	57	85	43	0	0	0	0
My school informs me about my child's progress	102	52	82	42	11	6	0	0
My child is making enough progress at this school	102	52	88	45	4	2	1	1
The teaching is good at this school	124	63	71	36	0	0	0	0
The school helps me to support my child's learning	94	48	98	50	2	1	0	0
The school helps my child to have a healthy lifestyle	86	44	110	56	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)	98	50	94	48	1	1	0	0
The school meets my child's particular needs	86	44	108	55	0	0	0	0
The school deals effectively with unacceptable behaviour	81	41	111	56	3	2	0	0
The school takes account of my suggestions and concerns	74	38	115	58	7	4	0	0
The school is led and managed effectively	87	44	108	55	0	0	0	0
Overall, I am happy with my child's experience at this school	97	49	95	48	1	1	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 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	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ 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 pupils' 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.



7 October 2010

Dear Pupils

Inspection of Iqra Community Primary School, Bradford, BD8 8DA

Thank you for the very warm welcome you gave my colleagues and me when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. In return, I would like to tell you what we found out.

Iqra Community is a happy, safe and outstanding school. You get on very well together and take good care of each other. You are a credit to your families and your teachers.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. You are delighted with your school. We agree with your comments such as, 'Everyone matters in this school so no one is left out', and, 'This school is like our family, it teaches us so much.'

You are keen to learn, work hard and are making outstanding progress. Your writing is much better now but is not always quite as good as your reading, so I have asked your teachers to help you close the gap. You have excellent facilities in your school such as the well-stocked library, bright, spacious classrooms and lots of high-quality resources. At the moment, the Nursery and Reception children do not have the same standard of accommodation and equipment so I have asked your governors to improve these, as soon as they are able.

You can help to keep your school an outstanding one by maintaining your excellent attendance record and keeping up the hard work. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future and continue to enjoy your exciting school.

Yours sincerely

Lynne Read

Lead inspector

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