

Leicester Community Islamic School

2 Overton Road, Leicester, LE5 0JA

Inspection dates

13–14 May 2014

Overall effectiveness

Inadequate

4

Achievement of pupils

Inadequate

4

Quality of teaching

Inadequate

4

Behaviour and safety of pupils

Inadequate

4

Leadership and management

Inadequate

4

Summary of key findings

This is an inadequate school

- The school's curriculum policy is not implemented effectively. The curriculum does not provide the opportunity for all pupils to learn and make progress. School data and work in books supports this finding.
- Pupils do not achieve well enough overall. They are not making as much progress as is nationally expected. Standards between subjects vary widely. Secondary pupils' achievement requires improvement; primary pupils' achievement is inadequate.
- The quality of teaching is inadequate. Work is not well planned or matched well enough to the range of pupils' needs within the class, including those pupils of higher ability.
- Procedures for managing pupils' behaviour and attendance are inconsistent across the school. The behaviour of some pupils in lessons leads to the disrupted learning of others. Pupils' views verify this.
- The school leaders and other staff have not worked sufficiently rigorously to ensure the welfare, health and safety of pupils in school or when on educational visits. There are no robust procedures for checking upon pupils' absence and the reasons for their absence.
- Leadership and management are inadequate. Leaders and governors have not secured the improvements necessary, as required at the last inspection, or ensured that all of the independent school regulations are met.

The school has the following strengths

- Pupils' spiritual, moral, social and cultural development underpins the ethos of the school. Teaching impacts well on pupils' moral development; consequently pupils have a clear view on distinguishing right from wrong.
- Pupils make good progress in their Islamic studies. They have a sound understanding of Islamic history and the principles and beliefs connected to their Muslim faith.

Information about this inspection

- The inspection was carried out without notice.
- Inspectors observed 18 lessons or parts of lessons. The team also undertook a tour of the school with the headteachers to view the school premises.
- Meetings were held with both headteachers and the school’s principal. The lead inspector spoke with a representative from the local area safeguarding board. Inspectors met with a random sample of primary school pupils, secondary girls and secondary boys.
- Inspectors examined 12 Ofsted questionnaires completed by school staff. There were two online responses to the Parent View questionnaires which the team were unable to consider as the response was too small. In 2013, pupils were given the opportunity to complete Ofsted’s on line Point-in-Time survey; 77 pupils responded.
- Inspectors looked at a range of school documentation including: data related to pupils’ achievement and progress; pupils’ work; logs of pupils’ behaviour and attendance; information on keeping pupils’ safe and recruiting safely; and all documentation relating to regulatory requirements, including those related to assessing risk and staff training.
- The Department for Education (DfE) requested that there be a particular focus on the welfare, health and safety of pupils (Standard 3), including safeguarding procedures, within the inspection. The inspection was brought forward as a result of two complaints being brought to the attention of the DfE.

Inspection team

Jane Melbourne, Lead inspector

Her Majesty’s Inspector

Rosemary Barnfield

Additional Inspector

Full report

Information about this school

- Leicester Community Islamic School was established in 2004 as an independent faith school for pupils aged five to 16 years and is a registered charity. It is owned by Leicester Educational Trust and run by a governing body. Prospective pupils are required to undertake an admissions test.
- Pupils are mainly from the local Muslim community in the Humberstone area of Leicester and wider communities of Leicester city. A small number of pupils travel from Leicestershire locations, such as Loughborough. There are a wide range of cultural backgrounds represented including Indian, Pakistani, Bangladeshi and Somali.
- The two primary and four secondary girls' classes are located on the ground floor of the premises and the five secondary boys' classes are located on the first floor of the premises.
- The school uses the outdoor multi-sports surface on Overton Road and the Spence Street Sports Centre for physical education. It uses the local park for break and lunch time recreation.
- The school is registered for 211 pupils. There are currently 170 pupils on roll; 94 boys and 76 girls. There are currently no pupils in Year 2. There are no pupils at the school with a disability or special educational need. The vast majority of pupils speak English as an additional language or they are bi-lingual in their home language and English.
- The school was last inspected by Ofsted in May 2011 when the quality of education was judged to be good and it met all but two of the independent school regulations. The failed regulation related to the lack of shower facilities for all senior pupils and not ensuring pupils' health and safety in checking that the school buildings were free from all significant hazards.

What does the school need to do to improve further?

- Improve the quality of teaching to raise pupils' achievement in all year groups, and particularly in Key Stage 2, by ensuring that teachers meet all of the independent school standards for the curriculum and for teaching and assessment by:
 - ensuring the curriculum is adapted to meet the needs of all pupils and allows them to make good progress
 - planning activities which are worthwhile and provide the necessary challenge
 - developing teachers' subject knowledge
 - introducing a consistent school-wide system of assessing pupils' progress and achievement more accurately, and regularly, across the school year;
 - becoming more adept at interpreting the data to identify which pupils are making insufficient progress
 - marking pupils' work more thoroughly and using information from marking and assessment to plan high quality work for pupils
 - improving the behaviour of pupils in lessons and developing a consistent approach to managing pupils' behaviour
 - reduce the time spent talking to pupils and ensure they take part in more practical and active learning, most especially in science
 - increasing opportunities for pupils to write at length; making objectives for learning and expectations for writing clear.
- Improve the behaviour and safety of pupils by:
 - developing more robust systems for ensuring the safety of pupils on and off site by more thorough and comprehensive risk assessment

- responding to all of the recommendations from the Leicestershire Fire Service and the local area safeguarding board
- following up the absence of pupils more promptly and undertaking a detailed analysis of attendance data
- undertaking further staff training on child protection and safeguarding pupils
- reviewing the teaching areas within the building and ensuring they are not too cramped for learning or pose any risk to pupils, particularly in classes which accommodate Years 7 and 8 boys.
- Improve the quality of leadership and management by:
 - ensuring all leaders and managers are clear of their roles and responsibilities and are held to account for their performance
 - providing additional training for staff which adequately equips them for their role and for the subject(s) which they teach
 - monitoring teaching; pupils' performance; and the adequacy of the school site
 - making sure that routine maintenance is carried out and that a good standard of hygiene is maintained in all areas of the school
 - accurately evaluating the school's progress towards meeting all of the independent school standards
 - improving the governance of the school to ensure they hold the school fully to account for the quality of education at the school, the safety of the pupils on and off the site, and checking that all of the statutory requirements are met, including for safeguarding and promoting the welfare of pupils.
- The school must meet the following independent school standards.
 - Ensure that the school curriculum is supported by appropriate plans and that it implements its plans and schemes of work effectively (paragraph 2(1)).
 - Ensure that the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(i)).
 - Improve teaching so that it enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
 - Ensure that teaching encourage pupils to apply intellectual, physical or creative effort and to show interest in their work and to think and learn for themselves (paragraph 3(b)).
 - Ensure that teaching involves well planned lessons, effective teaching methods, suitable activities and appropriate management of class time (paragraph 3(c)).
 - Ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons (paragraph 3(d)).
 - Ensure that teachers demonstrate appropriate knowledge and understanding of the subject matter being taught (paragraph 3(e)).
 - Ensure that classroom resources are of an adequate quality, quantity and range and are used effectively (paragraph 3(f)).
 - Make sure that there is there a framework in place to assess pupils' work accurately and thoroughly, and ensure that staff utilise information from such assessment to plan teaching so that pupils can make progress (paragraph 3(g)).
 - Ensure that teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).
 - Make arrangements to safeguard and promote the welfare of pupils at the school and ensure these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).
 - Effectively implement the written policy to promote good behaviour amongst pupils and ensure that sanctions adopted in the event of pupils misbehaving are applied consistently (paragraph 9).

- Ensure that the written policy complies with relevant health and safety laws and that it is being implemented rigorously by all members of staff, particularly in respect of managing risk associated with off-site visits (paragraph 11).
- Ensure there is compliance with the Regulatory Reform (Fire Safety) Order 2005 and review this regularly by ensuring that there is a fire risk policy in place and that risk associated with dangerous substances has been considered; and that fire safety equipment logs are maintained (paragraph 13).
- Include guidance on hygiene procedures in case of spillage of blood or bodily fluid in the written policy on first aid (paragraph 14).
- Ensure that attendance registers are completed in line with regulations; follow up absences more rigorously, ensuring reasons for absence are completed and fixed-term exclusions are recorded (paragraph 17).
- The proprietor must ensure that suitable and hygienically clean toilet and washing facilities are provided for the sole use of pupils (paragraph 23A(1)(a)).
- The proprietor must ensure that suitable changing accommodation and showers are provided for secondary age pupils and that pupils use them (paragraph 23A(1)(c)).
- The proprietor must provide suitable and hygienic accommodation for the medical examination and treatment of pupils (paragraph 23B(1)(a)).
- The proprietor must provide accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility (paragraph 23B(1)(b)).
- The proprietor must ensure that the school's accommodation and facilities are maintained to a sufficient standard to ensure the health, safety and welfare of pupils, as far as is reasonably practical and to include: replacing any broken fittings; removing the trip hazard from the top of the rear stairs; and improving the state of cleanliness and hygiene everywhere (paragraph 23C).
- Improve the acoustic conditions and sound insulation in the school, particularly to ensure that no secondary boys are distracted by the very noisy heater/extractor in the first floor hall and that primary pupils and girls are not exposed to the excessive sound of the boys' school above them (paragraph 23D).
- The proprietor must ensure that the lighting in each room or other internal space is suitable, which includes classrooms where there are non-working fittings and the very dark boys toilets where the light switch is inappropriately positioned at the end of the toilets (paragraph 23E(a)).
- The proprietor must ensure that external lighting is provided in order to ensure that people can safely enter and leave the school premises (paragraph 23E(b)).
- The proprietor must ensure that suitable drinking water facilities are provided and that these are readily accessible at all times when the premises are in use and are in a separate area from toilet facilities (paragraph 23F(1)(a)).
- The proprietor must ensure that toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water (paragraph 23F(1)(b)).
- The proprietor must ensure that cold water supplies that are suitable for drinking are clearly marked as such (paragraph 23F(1)(c)).
- Ensure that the complaints procedure sets out clear timescales for the management of the complaint (paragraph 25(c)).

Inspection judgements

Achievement of pupils

Inadequate

- While standards rose in Key Stage 4 in 2012, and again in 2013, to above the national average, the progress of pupils from Key Stage 2 to Key Stage 4 is less than is nationally expected.
- Too few pupils achieve higher levels in examinations.
- Pupils do not perform as well as they should in science across the school. This is due to a lack of resources for pupils to undertake practical activities required for this subject.
- There is much variation in pupils' achievement and progress between subjects. Key Stage 4 pupils make good progress and achieve well in Islamic studies, religious studies and information and communication technology (ICT). They typically perform poorly in Arabic, Urdu, citizenship and history. Their achievement requires improvement overall.
- There is also variation between the progress of pupils across Key Stages 1 and 2. There is a direct correlation between weak teaching and poor progress amongst primary pupils, which is inadequate overall.
- Standards in the end of Key Stage 2 tests were lower in 2013 than in 2012. Year 6 pupils are not on track to meet the national standards expected for their age this year.
- The school has not analysed why boys make better progress and achieve higher standards than girls overall, particularly in mathematics. The school is therefore not promoting equality of opportunity well enough.
- Pupils are progressing well with their reading overall, including any who speak English as an additional language. Girls are typically more enthusiastic about reading than the boys, but both are making good use of the school's libraries and the school encourages pupils to read in class and at home.
- Pupils are not achieving as well as they should in their writing overall. They are provided with too few opportunities to write at length and expectations for their writing are not made clear. Therefore, not enough writing is of high quality.
- Pupils are not practising solving problems in mathematics regularly enough. They are not applying their mathematical knowledge sufficiently across a range of subjects.
- The school does not accurately record pupils' starting points and there is no school-wide agreed system of assessment, so an exact measure of overall progress is difficult to ascertain and compare. The school relies too much on the results of national tests to gauge pupil and school performance.
- Staff are not checking the accuracy of their data sufficiently, and they are not using the information they gather to help pupils achieve well enough.
- The school is successful in helping pupils to follow their education, usually to continue with 'A' levels at local sixth form colleges.

Quality of teaching

Inadequate

- Activities are not adapted well for all pupils. Staff have not considered the quality of the activities carefully enough. These are frequently repetitive, uninteresting and lack sufficient challenge. Pupils say that work is sometimes too easy for them.
- Pupils regularly waste time in lessons. They find it difficult to sustain their interest and concentration when listening to teachers talking for long periods. Pupils are not thinking independently or applying enough intellectual effort and they therefore achieve too little.
- Physical education lessons, where not taught by adults with relevant training, do not ensure pupils make sufficient progress.
- Work in books is frequently untidy because staff's expectations are not made clear or high enough.

- Teachers are not marking pupils' work thoroughly. Often marking gives no indication to pupils about how they can improve their work and they rarely make corrections.
- Pupils acknowledge that they can be distracted by the high noise levels throughout the building. Some pupils say that they are known to distract other pupils in the class, which often happens towards the end of the school day. Off-task chatter is discouraged in some classes but not in others.
- There is no consistent approach to managing pupils' behaviour. The system of recording sanctions in a discipline record is not effective in reducing the number of incidents, including for pupils frequently forgetting their books each day. Detentions are many but do not serve well enough as deterrents.
- Teachers do not demonstrate they have enough in-depth knowledge of the subjects taught.
- Teachers have not ensured there are sufficient good quality resources to promote high quality teaching in some subjects, for example in science. Here, there are too few practical resources and an overuse of poor quality worksheets.

Behaviour and safety of pupils

Inadequate

- The behaviour of pupils is inadequate.
- The school's procedures for recording and monitoring attendance are weak. Registers of attendance are not consistently maintained in accordance with the Education (Pupil Registration)(England) Regulations 2006.
- The attendance of pupils is poor in some year groups. The Year 11 girls' attendance is among the worst and significantly greater than the Year 11 boys. The school is unable to explain why because it does not follow up on the reasons for pupils' non-attendance carefully enough. It has not compared the favourable and least favourable views of pupils to provide insight into poor punctuality and attendance.
- The school's work to keep pupils safe and secure is inadequate. Procedures for managing risk are inadequate. Risk assessments are not always completed. When they are completed, they often lack detail and potential risks have not been considered carefully enough. Some risk assessments are not authorised by a different member of staff and so are not completely objective. Staff share too little information with pupils about potential risks prior to visits taking place.
- Safety between the school and the local park and sports facilities was found to be satisfactory. There are, however, some inadequate security arrangements at the school.
- Pupils say there is very little bullying at the school but when there are incidents, this is sorted satisfactorily. Pupils show an awareness of different types of bullying behaviour and this is covered well in assemblies, morning Madrassas and through the curriculum.
- The school had a number of requirements recommended by the Leicestershire Fire Service in 2012 to improve fire safety. The school has not acted upon all of these recommendations; neither has it reviewed its procedures for fire safety regularly enough.
- Some of the classrooms are too cramped to enable good learning to take place. The positioning of the desks and the number of pupils in some classrooms, particularly for Year 7 and Year 8 boys, poses a potential risk in the case of an emergency.
- There is no guidance in the first aid policy for staff in the event of spillage of blood or bodily fluid.
- There is no labelled safe drinking water for pupils.
- The school had a number of recommendations agreed by the local area safeguarding board at a recent multi-agency strategy meeting, but it has been too slow to implement the agreed actions to improve its safeguarding practices.
- Despite recent update training, the designated child protection officers at the school have failed to fulfil statutory requirements and current guidance issued by the Secretary of State for safeguarding pupils. They have failed to follow school policy and make all of the

necessary referrals to the local area safeguarding team.

- The single central register of the checks made on staff and the proprietors meets current requirements.

Leadership and management

Inadequate

- There is weak leadership in all aspects of the school. School leaders have not addressed the required actions from the last inspections or acted sufficiently well upon the required actions of other agencies, such as those of the local area safeguarding board or the Leicestershire Fire Service. Leaders have not demonstrated that they have the capacity for securing further necessary improvements.
- The school's curriculum policy indicates that the school follows the National Curriculum and the set syllabi for GCSE. However, the implementation of the curriculum is weak, with poor planning which does not meet all pupils' needs and which does not build sufficiently on what pupils know and can do already.
- The study of the Islamic elements of the curriculum complements the secular curriculum and successfully enhances pupils' spiritual, moral, social and cultural development.
- There is no consistent approach to assessing pupils' achievement and progress across the school and this is not being carefully enough monitored to raise achievement.
- Not enough is being done to secure good teaching across the school. School leaders do not have an accurate handle on the quality of teaching, except in Key Stage 2.
- School leaders and managers are not sufficiently clear of their roles and responsibilities. No-one is held to account for the success or failure of the school. Not enough is being done to tackle underperformance. The Chair of Governors has not made his expectations clear to the principal and the principal has not made his expectations clear to the headteachers.
- There is a lack of rigour in checking the school and evaluating its progress. There is a lack of planning for school improvement.
- School self-evaluation is inaccurate. The school has an inflated view of its success.
- School leaders are insufficiently knowledgeable about the independent school regulations and the framework for school inspection. There has been a lack of training and professional development to keep up-to-date with current practices.
- The school is wholly reliant on external support from the local authority in order to improve its safeguarding of pupils.
- Standards have been allowed to slip in maintaining the building in good shape to ensure it is a safe environment for pupils. The whole building is shabby, including the classrooms.
- There has been a lack of vigilance in keeping the premises hygienically clean, including the toilets, washing facilities, medical and sick room.
- There is a potential hazard where there is an uneven level at the top of the rear staircase used by the secondary boys. Many of the light fittings are not working and fluorescent lighting has not been replaced; therefore some classrooms are not well lit, particularly those with no natural daylight.
- There is no external lighting for the building to make entry and exit safe for pupils, staff, visitors and other users of the building outside of school times.
- There are barely enough toilets for the primary pupils and the girls. The female staff toilet is in the same washroom area as the primary pupils and is not separate. Not all toilets have a supply of hot and cold water to the hand basins. There is not always a supply of toilet paper in the toilets and the hand drying facilities are not all in working order. There are no sanitary disposal units in the secondary girls' toilets. Showers are not provided for secondary pupils.
- Governors have insufficient oversight of the school in all areas. They are not diligent in holding the school to account for educational standards, the quality of teaching, the behaviour and safety of pupils, and the effectiveness of leadership and management. Neither are they routinely checking that the school meets all of the standards for independent

schools, including for the premises. They are not ensuring that policies, such as the school's complaints policy, are fully compliant with regulations or are adhered to by staff.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	132781
Inspection number	444500
DfE registration number	856/6014

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Community Islamic
School status	Independent school
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	170
Number of part time pupils	0
Proprietor	Leicester Educational Trust
Chair	Javed Patel
Headteacher	Ahmed Abdul Hai Dadipatel
Date of previous school inspection	11 May 2011
Annual fees (day pupils)	£1560
Telephone number	0116 2741626
Fax number	0871 528 3297
Email address	info@lcis-darularqam.org.uk

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