

Leicester Islamic Academy

320 London Road, Leicester LE2 2PJ

Inspection dates

25 May 2016

Overall outcome

Independent school standards not met

Context of the inspection

- This inspection was conducted by Ofsted at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- The school was inspected in October 2015. Inspectors found the school did not meet a number of the independent school standards, including for the quality of education provided; pupils' spiritual, moral, social and cultural development; and their safety and well-being.
- The school submitted an action plan to the Department for Education (DfE), which was accepted, with modifications, in March 2016.
- This was the first progress monitoring inspection. It was conducted, without notice, by two of Her Majesty's Inspectors.
- Inspectors met with the headteacher and other senior staff, interviewed two groups of pupils about aspects of the school's curriculum and spoke informally to other pupils during visits to classrooms.
- Two Year 6 pupils escorted inspectors on a tour of the school. Inspectors made short visits to all classrooms to look at pupils' books and observe their learning.
- Documents were examined relating to the curriculum, the quality of teaching and the school's work to keep pupils safe and promote their well-being.

Main findings

Part 1. Quality of education provided

Ensure that the implementation of written policies on the curriculum, plans and schemes of work ensure that pupils have sufficient opportunities to explore other cultures (paragraphs 2(1), 2(1)(a)).

- The previous inspection found that opportunities to learn about different faiths and cultures were limited. The school has taken effective action to address this weakness. The requirements for this standard are now met.
- The curriculum has been broadened and now includes opportunities for pupils to learn about other faiths and cultures in religious education lessons and through personal, social and health education (PSHE). Pupils' exercise books show that these plans are being carried out.
- Pupils begin to learn about different religions in the early years. Year 6 pupils can articulate similarities and differences between Islam, Christianity and Judaism. All spoken to show respect for those with beliefs different from their own, including for those with no faith.

Ensure that the teaching at the school

enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3 and 3(a)) and shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3, 3(a), 3(d)).

- At the previous inspection, teachers did not use sufficient information about pupils' prior

attainment to provide sufficiently challenging activities. Questioning was not effective.

- Leaders have introduced effective systems for checking the quality of teaching. They now hold teachers more rigorously to account for how well pupils learn. Teachers have received appropriate training to help them rectify weaknesses in their practice. As a result of these actions, the quality of teaching has improved. Pupils now make good progress in English and mathematics. However, the requirements for this standard are not fully met as pupils do not make consistently good progress across the range of subjects taught.
- Most teachers make good use of the school's agreed policy on marking. Pupils know what they need to do to improve their work by following the written suggestions. This is helping many pupils to make good progress. Nevertheless, the impact of this approach is not consistent.
- Teachers are becoming more skilled at planning and adapting lessons to take pupils' prior learning and individual needs into account. For example, the nature of teachers' comments when they mark pupils' work shows they understand what pupils can do and what they need to learn next. Some effective questioning was observed during the inspection. In one instance, a pupil who is in the early stages of learning to speak English was having difficulty explaining ideas about a story. The teacher carefully probed the pupil's understanding using well-phrased questions and then helped the pupil to articulate her thinking more clearly.

Part 2. Spiritual, moral, social and cultural development of pupils

Provide sufficient opportunities for pupils to acquire an appreciation of, and respect for, their own and other cultures and faiths (paragraphs 5, 5(b), 5(b)(v))

- Pupils' understanding of British values required improvement because pupils had too few opportunities to acquire an appreciation of other faiths. The school has taken effective action to address this weakness. The requirements are now met.
- Schemes of work for art, religious education, design technology and personal, social, cultural and health education have been revised to reflect a wider view of the world. Pupils learn about the work of different artists and study topics which help them understand how people from different cultural backgrounds live. Year 6 pupils explained to inspectors the principles and key practices around Christian baptism, which they had learned during a visit to a local church.
- Pupils say they enjoy meeting people from different backgrounds. For example, a group recently participated in a football tournament with other local schools. Year 6 pupils confidently engaged in conversation with inspectors about respect for all people, regardless of beliefs or background. As one pupil said, 'They believe what they believe and we believe what we believe. We shouldn't be racist about it as that may cause a war.'

Part 3. Welfare, health and safety of pupils

Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school by ensuring that the designated persons for child protection have received up-to-date training; and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a), 7(b)) .

- The designated persons for child protection had not undertaken recent training at the time of the previous inspection. Procedures for referring pupils to external agencies were not sufficiently rigorous.
- The designated safeguarding leads have been trained by the local authority in safeguarding procedures. Nevertheless, procedures for recording and managing concerns about pupils' welfare remain poor. Notes are not always kept of discussions, or, where they are kept, are not signed or dated clearly. This means there is no assurance for parents that the school is doing everything it can to keep pupils safe. Therefore, this standard is still not met.

Comply with relevant health and safety laws by implementing the health and safety policy effectively (paragraph 11).

- At the time of the previous inspection, the school building was not sufficiently well maintained to ensure pupils were safe at all times.
- The revised health and safety policy is being implemented effectively with regard to the safety

of the school site. Health and safety weaknesses identified at the previous inspection have been addressed. For example, electrical equipment testing is up to date. Teachers report weekly on potential hazards in classrooms. Concerns are followed up quickly. This standard is now met.

Maintain an accurate admission register in accordance with the Education (Pupil Registration) (England) Regulations (paragraph 15).

- The admission register was not maintained in accordance with the regulations. Pupils who had left the school were still on the register and the register did not always show where they had transferred to. School leaders did not always inform the local authority quickly enough when pupils had left the school.
- This standard is still not met. Information about pupils who have left the school is not recorded correctly. For some, no information about where they have gone is recorded at all. In other cases, the information is minimal and not enough to trace the pupil so as to ensure their safety. Several, for example, are noted merely as, 'Gone abroad'.
- Information is stored in several places, rather than in a single document. This makes it difficult to confirm the precise number of pupils on roll at the school. During the inspection, inspectors could not determine from the admission register whether 314, 329 or 335 pupils attend the school. Leaders were able to confirm that the number is 329, but the weaknesses in the register leaves pupils at risk of going missing from education.

Ensure that the welfare of pupils at the school is safeguarded and promoted by ensuring that risk assessments are specific and that appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(b)).

- The previous inspection found that risk assessments were not always specific to the particular activity being undertaken.
- Risk assessments for the school premises are now being used effectively to identify and address potential hazards.
- More information is now stored about the medical and other needs of pupils when school trips are organised. However, the actual risks associated with conducting the trip itself are not identified. Therefore, while progress has been made, the standard is still not met.

Part 5. Premises of and accommodation at schools

Provide accommodation for the short-term care of sick and injured pupils that includes a facility in the medical room for obtaining hot water and is close to a toilet (paragraphs 24, 24(1)(b)).

- The medical room was not close to a toilet. The boiler was not working, so hot water was not available.
- A toilet has been installed very close to the medical room.
- The boiler has been repaired and hot water is now available in the medical room. This standard is now met.

Part 6. Provision of information

Ensure that particulars of the school's academic performance during the preceding school year, including the results of any public examinations, are made available to parents (paragraphs 32, 32(1)(b)).

- The school's website did not include policies for safeguarding, or information about public examination results for the preceding school year.
- The school's leaders have updated the school's website to include the appropriate information for parents, including admissions, special educational needs, attainment and outcomes. The requirements for this standard are now met.

Part 8. Quality of leadership in and management of schools

Ensure that persons with leadership and management responsibilities at the school

demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a)); fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)) and actively promote the well-being of pupils by protecting them from harm (paragraph 34(1)(c)).

- Leaders did not have sufficient knowledge of the independent school standards, or sufficient skills and knowledge to ensure the standards were consistently met.
- Leaders are now familiar with the independent school standards. They understand the requirements for many of the standards, but are still failing to fully implement those with regard to keeping pupils safe.
- Leaders have established processes for managing the performance of teachers and improving the quality of teaching. The quality of teaching has improved as a result, particularly in English and mathematics.
- While there has been substantial progress made in meeting many of the standards, leaders are still failing to promote the well-being of pupils by protecting them from harm. Therefore the standards for this part remain unmet.

Schedule 10 of the Equality Act 2010

- The school did not have an accessibility plan under schedule 10 of the Equality Act
- The school now has an accessibility plan. While the plan meets requirements, it would benefit from including more information about the proposed impact of the plan for pupils.

Statutory requirements of the early years foundation stage

Ensure that the statutory requirements of the early years are met, specifically the safeguarding and welfare requirements that apply to the whole school.

In section 3 of the statutory requirements, providers must ensure that the designated persons for child protection receive suitable and regular training to equip them for their role (paragraph 3.5).

In addition, if the school has concerns about children's safety or welfare, then they must notify the appropriate agencies in a timely fashion and document it accordingly (paragraph 3.7). Leaders must ensure that the school building is sufficiently well maintained and complies with health and safety legislation (paragraph 3.54).

- Provision in the early years was inadequate due to unmet standards in relation to children's safety and well-being.
- The improvements to the maintenance and hygiene of the early years' area are complete. The area is now clean, well-maintained and attractive.
- The weaknesses in the recording and management of safeguarding concerns that apply to the whole school mean the requirements of the early years foundation stage remain unmet.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the full range of subjects taught (paragraphs 3, 3(a)).
- Ensure that teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons across the full range of subjects taught (paragraph 3(d)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school by ensuring that where the school has concerns about the safety of a pupil, such concerns are documented thoroughly and rigorously (paragraphs 7, 7(a)).
- Ensure such arrangements have regard to any guidance issued by the Secretary of State

(paragraph 7(b)).

- Maintain an accurate admissions register in accordance with the Education (Pupil Registration) (England) Regulations (paragraph 15).
- Leaders must ensure that the welfare of pupils at the school is safeguarded and promoted by ensuring that risk assessments for school trips adequately identify the risks associated with the particular activity (paragraphs 16, 16(a)).
- Take appropriate action to reduce the specific risks associated with each school trip (paragraph 16(b)).
- Leaders must demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, particularly those that relate to protecting pupils from harm (paragraphs 34(1), 34(1)(a)).
- Leaders must fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).
- Leaders must actively promote the well-being of pupils by protecting them from harm, by ensuring concerns about child protection are documented thoroughly and rigorously (paragraph 34(1)(c)).
- The proprietor must ensure that the statutory requirements of the early years are met, specifically the safeguarding and welfare requirements that apply to the whole school. Section 3 of the statutory requirements: providers must ensure that the designated persons for child protection receive suitable and regular training to equip them for their role (paragraph 3.5). In addition, if the school has concerns about children's safety or welfare, then they must notify the appropriate agencies in a timely fashion and document it accordingly (paragraph 3.7).

Inspection team

Sandra Hayes, lead inspector

Her Majesty's Inspector

Philip Harrison

Her Majesty's Inspector

Information about this school

- Leicester Islamic Academy (LIA) was opened in 1982 by the LIA Trust who are the proprietors. The proprietors are also responsible for LIA Gems, which is a separate nursery provision, and the Madani secondary schools in Leicester.
- The chair of the governing body, who is one of the trustees, is based at the site shared by Madani Boys' School and Madani Girls' School.
- The early years provision is part time and operates separate morning and afternoon sessions.
- The school is registered for 400 pupils between the ages of three and 11.
- There are too few pupils who have special educational needs and/or disabilities for their achievement to be reported on separately.
- The school operates a madrasa after school for children from the ages of three to 11.

School details

Unique reference number	120335
Inspection number	10018787
DfE registration number	856/6007

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Islamic School
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	329
Number of part time pupils	33
Proprietor	LIA Trust
Chair	Mr Hussein Suleman
Headteacher	Mrs N Shakir
Date of previous school inspection	7–9 October 2015
Annual fees (day pupils)	£1,700
Telephone number	0116 270 5343
Email address	admin@lia.uk.net

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