

Leicester Islamic Academy

320 London Road, Leicester, Leicestershire, LE2 2PJ

Inspection Dates

22 November 2016

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(d)

- At the previous monitoring inspection inspectors found that pupils did not make the progress they should in a range of subjects, across the school.
- In the early years teachers make good use of the assessments of children to plan learning activities on a daily basis. Teachers use parental input well to further develop children's progress. Children make good progress in this phase of the school.
- However, in key stage 1, the good level of development pupils made in the early years is not capitalised upon well by teachers. Pupils are often given work that is far below their capabilities.
- Where mixed age classes are taught, the progress of pupils is particularly slow. This is because teachers are not skilled at tailoring their teaching to meet the needs of the different abilities of pupils in the class. One boy sighed very loudly in a mathematics lesson, saying 'We did this in Year 1!' when faced with work he had clearly understood and done before.
- In key stage 2, a similar picture was seen by inspectors. Pupils' science workbooks, for example, showed that pupils are routinely asked to copy large pieces of text. For the most able, this exercise served no purpose in developing their knowledge and skills in science. For the least able, the vocabulary was too complex for them to understand. Consequently, pupils continue to make spelling errors in what they are asked to record.
- Pupils' progress across a range of subjects is inconsistent because not all teachers are ensuring that they understand pupils' previous knowledge, skills and abilities. Too frequently, inspectors observed teachers planning the same work for pupils to complete regardless of their age, stage or ability.
- While the standards the school achieved in the national tests at the end of key stage 2 are above the national average, the progress pupils make across a range of subjects is insufficient.
- The standards in this section remain unmet.

Part 3. Welfare, health and safety of pupils

■ *Paragraph 7, 7(a), 7(b)*

- At the previous monitoring inspection, leaders did not keep accurate records of pupils' concerns.
- The safeguarding policy is updated in line with the latest government guidelines and published for parents.
- However, leaders do not follow the school policy. Inspectors found that leaders have continued to keep poor records of pupils' concerns. First-hand statements were not properly dated and timed. There was also insufficient detail recorded about the circumstances. Leaders do not follow up concerns well enough to ensure the welfare of the pupils in their care.
- At least one referral to the designated officer at the local authority has not been made in a timely manner. Leaders were unable to account for the delay.
- Despite additional training and support from the local authority, leaders responsible for safeguarding have shown a lack of understanding of their roles, responsibilities and duties to keep pupils safe.
- These standards are not met.

Paragraph 15

- At the previous inspection, inspectors found that the information about pupils who had left the school was not recorded or followed up correctly. Registers of attendance were not kept correctly, causing confusion over the exact number of pupils on roll.
- Leaders have improved their systems to record and follow up pupils who have left the school. Records of these pupils are detailed. This information is also relayed to the local authority promptly.
- Leaders have developed an effective system to record and analyse pupils' attendance. The attendance records are kept accurately.
- The standard is now met.

Paragraph 16, 16(a), 16(b)

- At the previous monitoring inspection, leaders had not carried out effective risk assessments for school trips.
- Leaders have developed their risk assessments for all school trips well. The venue and the journey to and from the places visited are all considered carefully and the risks recorded meticulously. The risk assessment for one trip to Twinlakes (a farm), showed appropriate consideration of the risks associated with visiting a farm, including the dangers of possible bacterial infections. In addition, leaders considered the behavioural needs of certain pupils due to attend the trip and set out clearly how their condition would be managed effectively.
- Parents are requested to provide additional information about their children's medical needs for all trips. Staff prepare well for these types of trips because the range of risks are considered carefully and appropriate plans are drawn up.

- These standards are now met.

Part 8. Quality of leadership in and management of schools

Paragraph paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the time of the previous monitoring inspection, leaders were familiar with the independent school standards but they had not implemented those related to keeping pupils safe effectively enough.
- During this progress monitoring inspection, leaders had clearly developed some systems help keep pupils safe, namely, implementing effective risk assessments and maintaining the admission and attendance registers correctly. Leaders have met the standards in these areas as they have received effective support from external professionals.
- However, leaders' have not demonstrated that they understand their safeguarding responsibilities and duties well enough in relation to recording, monitoring and supporting pupils when concerns are raised about them. Parents cannot be assured that leaders will act in a timely manner to follow up and refer safeguarding concerns or keep accurate records of events.
- These standards are therefore not met.

Statutory requirements of the Early Years Foundation Stage

Paragraphs 3.5 and 3.7

- At the previous monitoring inspection, weaknesses identified in the recording and reporting of safeguarding concerns meant that the requirements of the early years foundation stage were unmet.
- Leaders remain weak in relation to their responses to concerns raised about pupils' safety and welfare. Leaders do not demonstrate sufficient knowledge and skills of their statutory duties to keep pupils safe.
- The welfare and safeguarding requirements of the early years foundation stage are not met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

- Teaching enables all 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, 3(a)).
- 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 (paragraphs 3, 3(d)).
- Arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a)).
- The proprietor must ensure that leaders and managers fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(b)).
- The proprietor must ensure that leaders and managers actively promote the well-being of pupils (paragraphs 34(1), 34(1)(c)).

The school now meets the following independent school standards

- An admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(b)).

School Details

Unique reference number	120335
DfE registration number	856/6007
Inspection number	10025444

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Islamic primary school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Number of part-time pupils	39
Proprietor	Leicester Islamic Academy Trust
Chair	Mr Hussein Suleman
Headteacher	Mrs Nasra Shakir
Annual fees (day pupils)	£1,700
Telephone number	01162705343
Website	http://lia.uk.net/
Email address	nshakir@lia.uk.net
Date of previous standard inspection	7–9 October 2015

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. This provision is inspected separately.
- 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 madrassa after school for children from the ages of three to 11.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was an unannounced progress monitoring inspection.
- At the time of the previous progress monitoring in May 2016, the school failed a number of independent school standards.
- Inspectors observed learning in lessons across the curriculum, in all key stages, including early years. They also evaluated pupils' workbooks across a range of curriculum areas. Inspectors spoke to pupils and heard them read during lessons.
- Discussions took place with senior leaders, governors, including the chair of the governing body, and teachers.
- There were insufficient responses to Ofsted's online questionnaire, Parent View, to be taken into account.
- Inspectors scrutinised and evaluated a range of school documents, including the school's information on the achievement of pupils, safeguarding and child protection documents, a range of policy documents, the school's admission and attendance registers, the single central record and risk assessments.

Inspection team

Zarina Connolly, lead inspector

Her Majesty's Inspector

Deirdre Duignan

Her Majesty's Inspector

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