

# Lantern of Knowledge Secondary School

30–36 Lindley Road, Leyton, London E10 6QT

**Inspection dates**

15 June 2017

**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

*Paragraphs 2(2), 2(2)(d)(ii), 2(2)(i) and 3(i)*

- The school has a curriculum policy in place which is supported by commercial schemes of work. Teachers use these effectively to plan weekly lessons.
- Teachers' planning takes account of the individual needs of pupils and there are regular opportunities for teachers to assess pupils' progress.
- The curriculum policy fails to highlight the Equality Act 2010.
- The school plans for a range of speakers to address pupils in school. However, pupils do not feel that they are provided with enough opportunities that help them to learn about people from other faiths and of a similar age on a regular basis. As such, they are not prepared effectively for the experiences of life in British society.
- The schemes of work and teaching in the school promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school does not meet the following standards in this part: 2(2), 2(2)(d)(ii) and 2(2)(i).

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- Opportunities for pupils to develop their self-esteem are secure. However, younger pupils were of the opinion that their views are not taken into account by the school's leaders.
- Pupils demonstrate a clear understanding of what is right and what is wrong when discussing moral issues.
- Pupils understand well the ethos of the school and its academic focus. They have taken part in workshops arranged by national organisations, including the Teenage Cancer Trust.

- School visits encourage a broad understanding of public services and institutions in England. For example, pupils in Year 7 visited the Houses of Parliament. The school has not made the most of this activity to develop pupils' learning. In discussions with inspectors, pupils were not able demonstrate an in-depth understanding of Parliament and its work.
- Discussions with inspectors show that pupils show respect in the observance of the Muslim faith, but have little understanding of other faiths. This is in spite of the fact that they wish for greater contact with young people from a range of backgrounds.
- Pupils in key stage 4 are able to talk about Britain's diversity but this is not well understood in Years 7 to 9.
- The school's policy on pupils' spiritual, moral, social and cultural (SMSC) development does not reference the Equality Act 2010.
- The school encourages respect for democracy by means of the school council, but the council has limited impact.
- Pupils in key stage 4 demonstrated a sound understanding of political issues and inspectors did not find any evidence to suggest that teaching promotes partisan political views.
- Pupils in key stage 3 are of the opinion that there are not enough extra-curricular activities.
- Examples of the opportunities offered to pupils in order to enhance the curriculum include several visits to the Victoria and Albert Museum, a Year 10 performance of 'Macbeth' and a Year 8 ceramic workshop.
- The school does not meet the following standards in this part: 5, 5(a), 5(b), 5(b)(v) and 5(b)(vi).

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a) and 7(b)*

- The school has a safeguarding policy on its website. However, the policy shown to inspectors and which was published on the school's website did not make consistent reference to the most recent guidance issued by the Secretary of State. This was updated at the request of the inspection team during the inspection. However, implementation of the updated policy has not been in place long enough to demonstrate its effectiveness.
- Staff received training on safeguarding in August 2016 during the week before the start of the summer term. Inspectors saw evidence that staff had signed a document to say that they had received, read and understood part 1 of the guidance 'Keeping Children Safe in Education' (September 2016). However, discussions with leaders and staff demonstrated that they do not understand the guidance.

#### *Paragraph 12*

- Inspectors found missing signage relating to fire evacuation. One section of the building on the upper floor had no signage whatsoever. The science laboratory did not have clear evacuation guidance signage on display. Some of the signage did not have the necessary information entered. This could compromise pupils' safety.

*Paragraph 16, 16(a) and 16(b)*

- Risk assessments for school activities are in place and these follow the guidelines set out in the overarching risk assessment policy. However, the potential risks identified within school are not accurate because they do not consistently reflect the current state of the premises. For example, a ladder, which inspectors were told was usually stored on a roof, was found to be accessible to pupils should they use the recreation courtyard.
- Fire risk and generic risk assessments are in place but they are not implemented on a day-to-day basis. Not all of the hazards noted by inspectors had been identified. These include the ladder in the school courtyard, the lack of fire safety signage and the placing of combustible materials in the vicinity of the fire exits. This compromises pupils' welfare.
- The school does not meet the following standards in this part: 7, 7(a), 7(b), 12, 16, 16(a) and 16(b).

Part 5. Premises of and accommodation at schools

*Paragraph 25*

- Although inspectors were not asked specifically to consider this part during the inspection, they toured the school building to consider the quality of the accommodation and the extent to which the health, safety and welfare of pupils are ensured.
- Inspectors identified a lack of day-to-day routine checking of the premises and identified potential risks to pupils.
- As stated in Part 3, not all of the necessary signage to enable appropriate evacuation in case of fire was in place, including in the science laboratory. During the inspection, the science laboratory was found to be unlocked and unsupervised by any member of staff, while chemicals were left on the worktops.
- Combustible materials, although not directly obstructing the fire exits, were close enough to present a hazard should they ignite in the event of fire.
- The school does not meet the following standard in this part: 25.

Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)*

- The school's complaints policy is made available to parents in writing and sets out clear timescales for the management of each stage.
- The policy invites parents to raise any concern on an informal basis before progressing to putting the complaint in writing. Arrangements for a formal hearing by a panel are clear and the membership of the panel allows for one person to be independent of the leadership and management of the school.
- The recording of formal complaints takes place. Inspectors reviewed a case study of a formal complaint made against the headteacher which was investigated by the chair of the governing body. This scrutiny showed that a detailed investigation had taken

place and that the complainant had been notified of the outcomes in writing.

- Although not a requirement, the school does not systematically record the number of complaints which are raised at the initial informal stage.
- The school meets the standard in this part.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- The school's leaders have not ensured that they know and check that they are compliant with all the independent school standards. As a result, they have not ensured that these standards are met consistently or that the well-being of pupils is actively promoted.
- The school does not meet the standard in this part.

## 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. Not all of the standards and associated requirements were checked during this inspection.

### The school does not meet the following independent school standards

- Ensure that the curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act (paragraph 2(2), 2(2)(d)(ii)).
- Ensure that the curriculum enables effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
- Ensure that the school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and encourages further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act (paragraph 5, 5(a), 5(b), 5(b)(v), 5(b)(vi)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7, 7(a), 7(b)).
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that the welfare of the pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and take appropriate action to reduce risks that are identified (paragraph 16, 16(a), 16(b)).
- Ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health and safety of pupils are ensured (paragraph 25).
- Ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; that they fulfil their responsibilities effectively so that the independent school standards are met consistently; and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

## School details

Unique reference number	132848
DfE registration number	320/6501
Inspection number	10038538

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	Muslim faith secondary
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	112
Number of part-time pupils	0
Proprietor	Lantern of Knowledge Educational Trust
Chair	Imran Sidyot
Headteacher	Abdullah Keekeebhai
Annual fees (day pupils)	£3,000
Telephone number	0208 539 5183
Website	<a href="http://www.lanternofknowledge.org.uk">www.lanternofknowledge.org.uk</a>
Email address	<a href="mailto:info@lanternofknowledge.org.uk">info@lanternofknowledge.org.uk</a>
Date of previous standard inspection	24–26 November 2015

## Information about this school

- Lantern of Knowledge Secondary School is located in the Leyton area of east London. It is a small independent Islamic school for boys and opened in 2006. The school caters for pupils aged 11 to 16 years.
- The school is the only school in the Lantern of Knowledge Educational Trust. The trustees of this are the proprietors of the school.
- The vast majority of boys are from Black African or Asian heritage. There are no pupils who have special educational needs and/or disabilities. The school receives no additional funding for disadvantaged pupils.

- The last standard inspection of the school in November 2015 found the overall effectiveness of the school to be outstanding. An emergency inspection was conducted in October 2016 following a complaint about safeguarding, pupils' behaviour and the school's promotion of fundamental British values. This inspection found that the school was compliant with the independent school standards that were checked.

## Information about this inspection

- This inspection was carried out by Ofsted 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.
- The Department for Education commissioned the inspection due to concerns about safeguarding, pupils' welfare, health and safety, and the promotion of fundamental British values.
- The inspectors were asked to report against the requirements contained within parts 1, 2, 3, 7 and 8 of the independent school standards.
- The inspection was conducted without notice and was quality assured by one of Her Majesty's Inspectors.
- The inspectors toured the school site with the headteacher and visited a number of lessons. They met with the headteacher and the chair and one other member of the governing body. They also reviewed key documents and policies, including those relating to safeguarding, pupils' spiritual, moral, social and cultural development and the school's facilities.
- There were no responses to the Ofsted online survey (Parent View).
- At the time of the inspection, pupils in Year 11 were on study leave.

## Inspection team

John Daniell, lead inspector

Her Majesty's Inspector

John Lambern

Her Majesty's Inspector



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