

Inspection of Al-Islamia Institute for Education

5–7 Evington Street, Leicester, Leicestershire LE2 0SA

Inspection dates: 12–14 November 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Previous inspection grade

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils like coming to school. Most arrive on time and attend regularly. Pupils get on well together. They respect their peers. Teachers help pupils to become their 'best selves'. Pupils are proud of their school and their identity as Muslims.

Pupils say that school is a happy place. They form strong friendships. Pupils feel safe and looked after. They told us that they have an adult they can talk to if they have any concerns. Most pupils behave well. They appreciate the rewards they get as part of the 'star' scheme. However, leaders have not ensured that safeguarding is effective.

Pupils understand different types of bullying. Bullying is rare. If it does happen, pupils know that adults will resolve any issues quickly.

Pupils study a range of subjects. They enjoy being creative and they like physical education lessons. Pupils achieve well in some subjects, particularly mathematics and science. However, in other subjects they do not learn as well. Some pupils do not take enough pride in their work.

Pupils enjoy discussing issues that affect them. For instance, they recently debated the impact of their use of plastics. They do not have enough chances to become involved in the wider community.

What does the school do well and what does it need to do better?

The relationship between school leaders and the governors has broken down. Governors do not support leaders or check on their work to improve the school. They do not carry out any of their legal duties, for instance in relation to safeguarding. Leaders' practices and procedures for keeping pupils safe are not effective. Leaders' improvement plans do not focus on what needs to get better.

Leaders and governors do not fulfil their legal duties under The Equality Act 2010. They do not teach pupils to respect people who are of a different sexual orientation or people who change their gender.

The quality of education is not good enough. Some staff do not understand how pupils should use phonics to help them read better. Pupils' reading books are not always matched closely to their reading skills. Many pupils told us that they enjoy reading. However, the choice of books available to them is limited. Teachers do not encourage pupils to explore different types and styles of books.

Teachers' subject knowledge is better in some subjects than others. Leaders have made improvements in mathematics and science. Teachers' curriculum plans in these subjects are logical and follow a clear sequence. Pupils can recall their previous knowledge and build on it. They also apply their learning to different situations. Pupils enjoy these subjects and achieve well. However, some science resources are out of date.

In other subjects, including history and geography, the curriculum planning is less effective. Teachers do not know what they want pupils to learn or in what order. Pupils' understanding in these subjects is not as secure as it could be. The curriculums in these subjects lack ambition. They do not include specific subject knowledge and do not help pupils gain a detailed understanding of the topics.

The curriculum for personal, social, health and economic (PSHE) education is not well planned. Leaders do not check closely enough how well teachers deliver the curriculum. Pupils learn about healthy lifestyles. For example, Year 6 pupils know how to look after their mental health. Year 2 pupils understand that there are 'good places and bad places' people can touch their bodies. However, pupils cannot remember their previous learning well enough.

Teachers' expectations of the quality of pupils' work are not always high enough. Some pupils do not take pride in their work. Their work is poorly presented and sometimes unfinished. Teachers do not insist that pupils use spelling and grammar accurately.

Leaders are not sure that they have identified all pupils with special educational needs and/or disabilities (SEND). This means that some of these pupils may not get the help and support they need.

Pupils benefit from a range of experiences, including a visit to the National Space Centre. They understand how people manage their disabilities. For instance, they learned about visual disability as part of National Braille Week. Pupils learn about different faiths in the local community. They know that they have a right to say what they think, as long as they respect others' views. There are too few opportunities for pupils to mix with other children in their local community or for them to contribute to the local community or wider society.

Leaders have not ensured that the independent school standards are met in full. There are unmet standards relating to the quality of education, the provision for pupils' spiritual, moral, cultural and social (SMSC) development, safeguarding, the premises, the provision of information and complaints.

Leaders look after the school premises well. They have not provided a suitable medical room for pupils to use if they feel unwell.

The school's complaints policy does not give parents and carers enough information about how they can make a complaint. For example, it does not include specific time limits for each stage of the complaints process. The policy does not tell parents how to take their complaint further if they are not happy with how school leaders have responded to their concerns.

The school's admission register is not up to date. For instance, it does not include all pupils in Year 1. Leaders have not ensured that every pupil has the correct information recorded.

Leaders have not ensured that the school meets schedule 10 of The Equality Act 2010. They do not have an accessibility plan in place.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not take the right actions or make the best decisions to keep pupils safe. Any records of concerns they have about a pupil are brief and not kept securely. They do not know how to reduce the risks a pupil might face.

Leaders do not get help from experts to stop a concern becoming more serious. If a pupil stops coming to school, leaders do not make sure that the local authority knows quickly enough, before leaders take the pupil off the school's roll.

Leaders do not carry out all of the necessary recruitment checks.

What does the school need to do to improve?

(Information for the school and proprietor)

- The proprietorial board does not carry out its role effectively. It must ensure that the school consistently meets all of the independent school standards.
- The school has no effective system of governance. Governors do not provide challenge and support to leaders. Governors should fulfil their responsibilities and hold leaders to account.
- Leaders and governors do not understand or fulfil their legal duties regarding safeguarding. They do not check safeguarding procedures well enough. They should ensure that they manage all aspects of safeguarding effectively.
- Leaders must take timely action if they have concerns about the welfare of a pupil. When needed, they should seek support for the pupil from external agencies. Leaders must contact the local authority quickly when a pupil is no longer attending school, before they take the pupil off the school's roll.
- Leaders and governors do not meet the requirements of The Equality Act 2010. They must ensure that pupils are encouraged to show respect for all of the protected characteristics, in particular sexual orientation and gender reassignment.
- Some staff are not confident in teaching pupils how to use phonics to help them read. Leaders must make sure that all teachers understand and have the skills to teach phonics successfully.
- Some subjects do not set out clearly what pupils should learn and when. Pupils do not learn as well in these subjects as they do in mathematics and science. Leaders must put detailed plans in place and provide staff with training for subjects such as history, geography and PSHE education.

- Leaders are not confident that they have identified accurately the needs of pupils with SEND. Leaders must ensure that all staff are able to identify pupils with SEND so that all of these pupils get the support they need.
- The quality of pupils' written work is inconsistent. Teachers must encourage all pupils to take pride in their work. They must ensure that all pupils use their spelling and grammar skills accurately.
- Pupils do not have enough opportunities to gain experiences in and beyond the local community. Leaders must provide pupils with more chances to meet other children in the local area and to become involved in the wider community.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	135390
DfE registration number	856/6020
Local authority	Leicester
Inspection number	10078677
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Number of part-time pupils	1
Proprietor	Al-Islamia Institute for Education Trust
Chair	Haroon Makda
Headteacher	Zubair Kola
Annual fees (day pupils)	£1,700
Telephone number	01162 515101
Website	None
Email address	info@alislamia.org.uk
Date of previous inspection	2–4 February 2016

Information about this school

- The school is an Islamic independent day school.
- The school is registered to provide full-time education for pupils aged two to 11 years old. At the time of the inspection, there were no pupils between the ages of two and four years.
- There is another provider on the same site for children aged two to four years. This school, which is owned by the same proprietorial body, is registered separately. It was not inspected as part of this standard inspection.
- There are no pupils with SEND who have an education, health and care plan.
- The school does not use the services of any alternative providers.
- The school's last standard inspection took place on 2–4 February 2016.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher. The headteacher is also a member of the proprietorial board. No other members of the proprietorial board were available to meet with us during the inspection.
- We looked in detail at four subjects: reading, mathematics, science and PSHE education. We met with the curriculum coordinator, visited lessons, listened to pupils reading, looked at pupils' workbooks and met with pupils and teachers.
- An inspector met with the coordinator for the provision for pupils with SEND.
- We observed the behaviour of pupils at playtime and lunchtime and spoke with pupils informally.
- We took into account the 18 responses to Ofsted's online questionnaire, Parent View. There were no responses to the staff survey or the pupil questionnaire.
- We reviewed a range of documentation, including the school improvement plan, leaders' self-evaluation of the school's performance, curriculum plans and information concerning pupils' attendance and behaviour.
- The lead inspector met with the headteacher to discuss safeguarding. We also spoke with staff and pupils about safeguarding. The lead inspector looked at documentation relating to safeguarding, the school's system for recruiting staff and the school's single central register.
- During the inspection, the lead inspector spoke with a member of the local authority's education welfare service.
- We checked the facilities of the school site against Part 5 of the independent school standards.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty's Inspector

Gary Nixon

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) 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;
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) 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;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
- 32(3) The information specified in this sub-paragraph is-

- 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
 - 33(c) sets out clear time scales for the management of a complaint;
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
 - 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is-
 - 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
 - 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
 - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
 - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
 - 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
 - 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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