

Inspection of Al-Ihsaan Community College

1 Kamloops Crescent, Leicester LE1 2HX

Inspection dates: 12–14 November 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils are proud of their school and its ethos. They like the school's family feel and say they are 'like sisters'. Pupils are polite and well behaved. They conduct themselves sensibly most of the time. They make visitors feel welcome and are keen to engage with them.

Pupils say that they feel safe and are well cared for. They believe that there is no bullying at the school. They are confident that if there were, it would be sorted out quickly.

Teachers do not have high enough expectations of what pupils can do and achieve. Pupils are keen to learn but are let down by poor teaching in some subjects.

Pupils do not have enough opportunities to develop their talents, skills and interests. They appreciate the limited extra-curricular activities and are proud of the past success of their football team. They are looking forward to the basketball tournament. Opportunities to promote their physical development are limited. Pupils do not get outside enough. Members of the student council have brought about changes. Older pupils appreciate changes in the school uniform and the plan to introduce swimming lessons. All pupils are involved in fundraising for the school library and charities.

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

Governors and senior leaders do not understand their roles and responsibilities. The systems for leading and managing the school are not effective. Many procedures and policies are not clear and are not fit for purpose. Senior leaders do not always know what the school's policies include.

Senior leaders are not bringing about the much-needed improvements. They have drawn up an improvement plan but are not putting this into place. Governors do not monitor the plan rigorously. They do not hold senior leaders to account. Senior leaders do not have a realistic view of the school's weaknesses. Governors and senior leaders have limited capacity to improve the school.

Leaders have not established a secure culture of safeguarding.

The quality of education is poor. Senior leaders have not ensured that curriculum plans are ambitious. Subject leaders have started to develop subject plans. Some subject plans were created during the inspection. These do not set out clearly what pupils should learn and when they should learn it. Leaders have not made sure that the subject plans show the steps in learning that pupils need to make.

Many teachers have low expectations of what pupils can do and achieve. Teachers do not provide enough challenge and too many pupils underachieve. Pupils want to

learn but are being let down by a poor curriculum and poor teaching. Senior leaders are not supporting teachers to develop a well-designed curriculum.

In a few subjects, teachers demand more of pupils. When this happens, pupils respond positively. They relish the opportunity to deepen their thinking and learning in religious education (RE). They enjoy their learning in science, especially when they get to do practical work.

Pupils are proud of their work and are careful to present it well. They respond to their teachers' feedback to improve their work. They underachieve in many subjects because the curriculum is not demanding enough.

Staff help develop pupils' spiritual and moral learning. For example, pupils learn about different religions and visit different places of worship. They explore environmental issues. Pupils learn about different artists and study classical literature. This supports their cultural development. Staff do not provide many opportunities to develop pupils' interests and talents. There are few trips or visitors to school.

Leaders and governors have not ensured that the independent school standards are fully met. There are unmet standards related to the quality of education. The criteria used to assess pupils' work in key stage 3 are not appropriate. The standard relating to the provision for pupils' spiritual, moral, social and cultural development is not met. There are too few opportunities to promote respect for others, paying particular regard to the protected characteristics. There are further unmet standards relating to safeguarding. The school's health and safety policy is not fit for purpose. Leaders do not carry out all the actions that the policy states they will. The policy does not cover all of the aspects of health and safety which it needs to. It has not been reviewed in a timely fashion. Leaders did not provide the inspectors with all of the requested information. They did not provide inspectors with a record of complaints. There are therefore unmet standards in relation to the provision of information and the manner in which complaints are handled. Leaders did not provide inspectors with an accessibility plan. The school does not meet schedule 10 of the Equalities Act 2010.

Safeguarding

The arrangements for safeguarding are not effective.

Attendance registers are not accurate. Leaders have not acted with enough urgency and concern to check on the safety of those pupils who are absent or may have left the school. They have not informed the local authority quickly enough to make sure that pupils who may have left the school are safe.

Staff have received safeguarding training. However, not all of them know the procedures they should follow if they have any worries about a pupil. Leaders have not ensured that all relevant pre-employment information is stored on the single central record. This was put right during the inspection.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not established a culture of effective safeguarding. Pupils' attendance records are not accurate. Leaders do not see the link between absence from school and pupils missing education, and potential safeguarding concerns. Leaders need to make sure that pupils' attendance is accurately recorded. They need to establish rigorous systems to check on those pupils who are absent and may have left the school.
- The proprietor and governors do not fulfil their statutory and leadership responsibilities. Many aspects of the school's management systems, policies and procedures are not effective. Those who are responsible for the school need training to know and understand their roles and responsibilities. They should establish coherent and effective leadership and management systems, policies and procedures that relate to all aspects of the school's provision and outcomes.
- The curriculum is not planned well. Leaders have not ensured that all subject plans are complete. Subject plans are not coherently sequenced across the year and for all year groups. Leaders should ensure that all subject plans are ambitious, progressive and sequenced to enable all pupils to know more, do more and remember more over time.
- Teachers' expectations of what pupils can do and achieve are too low. Leaders need to ensure that all teachers plan learning that is ambitious and challenging for all pupils, so that all pupils are enabled to achieve as well as possible in all subjects.
- The provision for pupils' personal development is too narrow. Leaders need to provide a broader range of opportunities that prepare pupils well for the next steps in their education and life in modern Britain.

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

School details

Unique reference number	136823
DfE registration number	856/6006
Local authority	Leicester
Inspection number	10094057
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	23
Number of part-time pupils	0
Proprietor	Abdinasir Mohamed
Chair	Abdulbasid Brawe
Headteacher	Abdinasir Mohamed
Annual fees (day pupils)	£2,280
Telephone number	01163 651345
Website	www.alihsaancollege.org
Email address	info@alihsaancollege.org
Date of previous inspection	3–5 October 2017

Information about this school

- The school is an independent Islamic day school for boys and girls aged 11 to 16. To date, there have been no boys on roll.
- The school is subject to a restriction on admissions and is currently restricted from admitting pupils. There are no Year 7 pupils on roll.
- The school is registered to provide full-time education for 80 pupils. The number of pupils on roll has fallen from 37 since the previous inspection. The school currently has 23 pupils on roll.
- There are no pupils with special educational needs and/or disabilities.

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 proprietor, who is also the headteacher.
- We were not able to meet with governors as they were not available during the inspection.
- We undertook deep dives into science, mathematics, physical education, citizenship and personal, social, health and careers education. We met with the lead teacher for each of these subjects, visited lessons, examined pupils' work and met with pupils.
- On the third day of the inspection, we considered other subjects. These included English, Islamic studies, art, drama, history and RE.
- The lead inspector checked the school's single central record. We met with the designated safeguarding leader, who is also the headteacher, and looked at safeguarding records. We met with staff to discuss safeguarding and their understanding of the school's systems for keeping pupils safe.
- We toured the school site to check the school's compliance against Part 5 of the independent school standards.
- We reviewed a range of documents. These included the school's improvement plan, policies and attendance records.
- The headteacher did not send Ofsted's letter to parents and carers to inform them of the inspection. Parents were not informed of the online survey, Parent View. The views of parents were therefore not considered.
- An additional inspector checked on the school's compliance with the restriction order placed by the Department for Education. The school is meeting the demands of the restriction order.
- No responses were received to the staff and pupil surveys.

Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

Stephanie Innes-Taylor

Her Majesty's 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.
- 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;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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)(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.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 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 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(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
 - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;
 - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers.
- 32(3) The information specified in this sub-paragraph is:
 - 32(3)(c) particulars of the policy referred to in paragraph 2;
 - 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; and
 - 32(3)(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.

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(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.

Schedule 10 of the Equality Act 2010

- Arrangements to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010 are not met.

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