

# London Islamic School

18–22 Damien Street, London E1 2HX

**Inspection date**

5 May 2023

**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) and 3(c)*

- At the previous progress monitoring inspection in November 2022, leaders were considering increasing the time allocated to teaching English, mathematics and science to pupils in Years 7 and 8. They had not made any changes to curriculum thinking in these subjects and had not identified the specific knowledge and skills they intend pupils to learn over time. Leaders had drawn up a planned programme of professional training for staff. However, they had not identified the key subject-specific training that staff needed in order to develop their curriculum understanding. Leaders had increased the time allocated in the curriculum for reading. They were in the process of determining how to identify appropriate texts for pupils to read.
- Leaders' post-inspection action plan stated that one additional lesson of English, mathematics and science had been timetabled each week for pupils in Years 7 and 8. It also said that leaders had introduced plans to ensure that teachers were aware of the key knowledge and skills to be taught to pupils. The action plan outlined leaders' direction to teachers to review their subjects and produce 'I can' sheets to identify and assess the key content that pupils need to know in different subjects. Leaders provided evidence of a draft reading list and books that they intended to purchase. Overall, the action plan's success criteria were too vague. There was insufficient consideration of how leaders will measure the quality of their work and whether pupils are knowing and remembering more of what they are learning.
- This inspection found that the time devoted to each of the areas of learning in the secular curriculum for pupils in Years 7 and 8 is now suitable. However, leaders and teachers have still not developed their curriculum thinking and schemes of work. They have not identified the specific knowledge and skills they want pupils to learn in each subject over time. The 'I can' statement banks continue to be a work in progress. Leaders have organised a programme of professional development for all staff. However, its focus is too general. Leaders have still not put in place the key subject-specific training that staff need in order to develop their curriculum understanding. They are in the process of linking up subject teachers with teachers of the same subject in another

school to facilitate collaboration and learn from each other.

- Pupils said they appreciate the additional time devoted to independent reading. However, leaders have not followed through with their plans to assess pupils' reading skills or to buy a range of suitable reading books, including to support weaker readers.
- Overall, leaders and teachers still do not ensure that in every subject of the secular curriculum, pupils acquire new knowledge and know more and remember more of what they are learning.
- The independent school standards (the standards) checked in this part remain unmet.

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

#### *Paragraphs 7–7(b) and 32(1), 32(1)(c)*

- The previous inspection judged safeguarding to be effective. This inspection's routine checks on pupils' safety found that this continues to be the case.
- Leaders have ensured that the school's safeguarding policy and procedures reflect the latest statutory 'Keeping children safe in education' guidance. The policy is available on the school's website.
- Pupils feel safe at school. They spoke positively about the support they receive from their trusted adults.
- Leaders ensure that staff are regularly and effectively trained. The school's system for identifying and following up on safeguarding concerns is suitable.
- These standards continue to be met.

#### *Paragraphs 9–9(c), 11, 13, 14 and 16–16(b)*

- The school's suitable behaviour policy is implemented well. Pupils behave well. The few incidents of serious misbehaviour, and the sanctions imposed as a result, are suitably recorded. Leaders make proportionate use of suspension and permanent exclusion. In response to pupils' feedback, leaders are rightly working to refocus the school's behaviour points system more on rewarding pupils' positive behaviour and achievements than has been the case in the past.
- The school's health and safety, first-aid and risk assessment policies are implemented well. Leaders' arrangements to supervise pupils are suitable.
- These standards continue to be met.
- All the standards checked in this part continue to be met.

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

#### *Paragraph 34(1)–34(1)(b)*

- The previous inspection found that leaders and governors had not addressed the areas for development identified at the standard inspection in May 2022 with sufficient rigour and urgency.
- The school's action plan lacked detail. For example, the success criteria did not specifically consider the purpose and likely impact of the planned training for staff. Leaders had not fully considered how they would check the impact of their work on the unmet standards.

- This inspection found leaders have taken some suitable action since the previous inspection, such as increasing time devoted to the secular curriculum for pupils in Years 7 and 8. Leaders are seriously contemplating extending the length of the school day in order to broaden the secular curriculum further. For example, such a change would ensure that all pupils, including those in Years 9, 10 and 11, receive a broader secular education, including physical, creative and citizenship education. Leaders are also determining whether they should introduce a programme of extra-curricular clubs in order to provide pupils with more opportunities to develop their musical, sporting and technological talents and interests. Leaders said that they are committed to providing pupils with a wide range of reading books and staff with subject-specific professional training. These actions are likely to make a really positive difference for pupils. However, as has been reported previously, these proposed actions remain in the planning stages. Leaders acknowledge that they need to move from 'planning' to 'doing' with much greater urgency.
- The standard checked in this part remains unmet.

## **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.

## School details

Unique reference number	132797
DfE registration number	211/6390
Inspection number	10284343

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	Secondary school for boys of Islamic faith
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	135
Number of part-time pupils	None
Proprietor	Esha'atul Islam Board of Trustees
Chair	Guljar Alam
Headteacher	Abdulhadi Mamon
Annual fees (day pupils)	£3,200
Telephone number	020 7265 9667
Website	<a href="http://www.londonislamicschool.org">www.londonislamicschool.org</a>
Email address	<a href="mailto:info@londonislamicschool.org">info@londonislamicschool.org</a>
Date of previous standard inspection	8 to 10 February 2022

## Information about this school

- This is an Islamic secondary school for up to 150 boys aged 11 to 16.
- The school is located within the Esha'atul Islam Mosque in Whitechapel.
- The school had its last standard inspection in February 2022 when it was judged to require improvement and some of the standards were not met. The school's latest inspection was a progress monitoring inspection in November 2022 when inspectors again judged some of the standards to be not met.
- The school makes no use of alternative provision.

## 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 the school's second progress monitoring inspection since the standard inspection in February 2022. The inspection was conducted without notice.
- Since the school's first progress monitoring inspection in November 2022, leaders were asked to submit another action plan. Ofsted judged the school's action plan to be not acceptable and the Department for Education (DfE) rejected it in April 2023.
- The DfE requested that this second progress monitoring inspection consider whether particular standards in parts 1 and 8 are now met. In addition, in light of some concerns received, the DfE also requested that the inspector consider whether particular standards in part 3 continue to be met.
- The inspector met with members of the school's senior team, including the headteacher. The inspector held two meetings with groups of pupils. He considered a wide range of school documents, including policies, curriculum plans, safeguarding information and pupils' workbooks.

## Inspection team

James Waite, lead inspector

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

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

*Standards that were not met at the previous inspection and remain unmet at this inspection*

#### **Part 1. Quality of education provided**

- 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.

#### **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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023