

# Lantern of Knowledge Secondary School

Independent school inspection report

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DCSF registration number	320/6501
Unique Reference Number (URN)	132848
Inspection number	345376
Inspection dates	9-10 March 2010
Reporting inspector	Israr Khan

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A<sup>1</sup> of the Education Act 2002, as amended by schedule 8 of the Education Act 2005<sup>2</sup>, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

Lantern of Knowledge Secondary School serves the educational needs of boys from the diverse Muslim communities of East London. It is housed in buildings in Leyton formerly used by the Salvation Army. The school first admitted students four years ago and now accepts the full secondary age range. There are now 81 students on roll aged from 11 to 16, none of whom has a statement of special educational needs. The students have a long school day whereby they access both Islamic and secular curricula. The Islamic curriculum covers a range of sciences as well as Islamic morals and manners. Nearly all subjects of the National Curriculum are also taught. The school aims 'to produce mature, well educated young people, who will become responsible citizens'. The school is operated by a charitable trust and is affiliated with the Association of Muslim Schools UK. The last inspection was in March 2008.

## Evaluation of the school

Lantern of Knowledge Secondary School provides a satisfactory quality of education and meets its aims. Students are provided with a broad, balanced and relevant curriculum. The quality of the teaching is satisfactory overall, with elements of both stronger and weaker practice. Assessment of pupils' work is satisfactory. However, its implementation and monitoring are not yet fully developed. Provision for students' spiritual, moral, social and cultural development is satisfactory and the school demonstrates a satisfactory standard of safeguarding and care for its students. The school has maintained its standards since the last inspection and complies with all of the regulations for the registration of independent schools except that relating to the standard and maintenance of its decoration.

## Quality of education

The quality of education and of the curriculum is satisfactory overall. The secular curriculum in Key Stage 3 is based on the National Curriculum programmes of study. In Key Stage 4, in addition to the Islamic curriculum, students undertake GCSE courses in English language and literature, mathematics, science, information and communications technology, Arabic, geography and citizenship. This will be the first

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

year that students sit GCSE examinations. Lessons on calligraphy and the art of reciting the Quran contribute to meeting the aesthetic dimensions of the curriculum.

The Islamic curriculum is satisfactory and students are able to study a broad range of Islamic sciences. Students spend most of the morning studying Arabic grammar, Islamic jurisprudence, beliefs, history, manners and morals, the lives of Prophets and the art of reciting the Quran. Over a third of the students only memorise the Quran during this time.

The school has a satisfactory programme for the development of students' personal, social and health education which it teaches through both the citizenship and Islamic curricula, with contributions from other areas of the curriculum.

Careers guidance is provided by the local authority and students are also given the opportunity to experience the world of work. This helps to prepare them for adult life. There are a few educational visits and the school is aiming to increase this provision in the near future. At present there are no extra-curricular activities organised by the school. There are no students assessed as having special educational needs and none of the students are at the early stages of acquiring English.

The quality of teaching and assessment is satisfactory overall. The school employs both qualified teachers and unqualified teachers who are working towards qualification. They have satisfactory knowledge and understanding of their subjects and plan their lessons taking account of students' previous learning.

Most teaching observed was satisfactory and students make satisfactory progress in their learning in both the secular and Islamic subjects. Students attain average standards in tests and examinations. In the most effective lessons teachers have good classroom management skills and use the good relationships they have built with students to ensure that good progress is made, as lessons are well planned and interesting. Work set is at a suitable level and teachers take into account the different levels of ability of students, seizing opportunities for discussion, debate and independent learning.

Lessons that are less successful are characterised by weak planning that contributes to a decline in the behaviour of students who are lively and boisterous. Sometimes well-planned lessons that should lead to good progress do not achieve their objectives as the classroom management skills of some teachers are not fully effective. Textbooks and resources to support students' learning are satisfactory.

The assessment policy is satisfactory, but the school rightly continues to develop its current systems of assessing students' work in both the secular and Islamic curricula. The monitoring of the implementation of the assessment systems is not yet sufficiently rigorous.

The memorisation of the Quran places significant demands on the attention span of those students who do not understand what they are reciting. Nonetheless, students make satisfactory progress with its memorisation.

## Spiritual, moral, social and cultural development of the students

The provision for students' spiritual, moral, social and cultural development is satisfactory overall.

The spiritual and moral development of students is good. Teachers provide excellent role models for students. Considerable emphasis is placed upon the spiritual and moral aspects of their education through the Islamic curriculum, daily prayers and assemblies. Students are taught the importance of living a life of high morals and clearly understand the difference between right and wrong. Respect for the law is strongly supported. The school has been involved in a number of events that have raised money for different charities, such as the continued support of tsunami victims in Indonesia and the feeding of the poor in Bangladesh.

Students' attendance is satisfactory. Their attitudes to learning are positive. The behaviour of some students, however, is very lively and boisterous and, whilst it can sometimes deteriorate, it is satisfactory overall. The school is aware of this problem and is considering strategies to deal with this issue in a positive manner. Annual neighbours' events are held where students distribute food to the local community.

Lessons on citizenship contribute well to helping students to understand what it means to be a British citizen. Their understanding of public institutions and services in England is also developed appropriately and this helps with their future economic well-being. Respect for their own and other religions and cultures is promoted strongly through the Islamic curriculum. The school has received a number of visitors from the Three Faiths Forum as well as local councillors that aids this development. The library contains a number of books on world religions and students are aware of the importance of showing respect to followers of all faiths and none.

## Welfare, health and safety of the students

Provision for the overall welfare, health and safety of students is satisfactory. Students are encouraged to stay fit, healthy and safe. The school carries out all appropriate checks upon staff prior to their appointment. Policies related to safeguarding and child protection meet current requirements and a designated member of staff has undergone the appropriate training. All other staff have also received training in child protection. There is an active anti-bullying policy and students know who to turn to if there is a problem. Regular fire safety checks are made and some members of staff are trained in first aid. Admission and attendance registers are maintained according to requirements. There is a satisfactory policy on the safety of pupils on educational visits and the school meets the requirements of the Disability Discrimination Act 2002.

## Suitability of the proprietor and staff

The provision for the safe recruitment of the proprietor, staff and volunteers fully meets the regulations, with a single central record securely in place.

## School's premises and accommodation

The school is housed in buildings formerly used by the Salvation Army and has converted them for safe and effective educational use. There is an adequate number of classrooms that are large enough to cater for the number of students using them. In addition, a small computer suite and library are available for students to use. At present, the school does not have suitable facilities for the practical teaching of science but uses the facilities of another local school. Physical education lessons are also taught through the use of local facilities. There is an adequate number of toilets and a room is also available for students who fall ill during the school day.

Whilst most of the school site is maintained in a satisfactory condition, there are some areas that are in need of refurbishment and decoration.

## Provision of information for parents, carers and others

Through a prospectus and a website the school provides parents with a full range of up-to-date and useful information. The school also prepares reports about the progress of its students and parents are invited to meetings to discuss this progress with their teachers. There was a low rate of response to the parental questionnaire but those that did respond were generally positive and supportive towards the school.

## Procedures for handling complaints

The school's procedure for handling complaints meets all requirements. The school reports that it has not yet received a formal complaint.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- ensure a satisfactory standard and adequate maintenance of decoration in all areas of the school (paragraph 5(q)).

## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- ensure that all staff are adequately trained to deal with the lively nature of students
- further develop its current system of assessing students' work and ensure a rigorous approach to monitoring its implementation
- ensure that students understand, as well as memorise, the Quran as they recite it.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			✓	
The behaviour of pupils			✓	

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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## School details

Name of school	Lantern of Knowledge Secondary School		
DCSF number	320/6501		
Unique reference number (URN)	132848		
Type of school	Muslim Faith Secondary		
Status	Independent		
Date school opened	1 September 2006		
Age range of pupils	11-16		
Gender of pupils	Male		
Number on roll (full-time pupils)	Boys: 81	Girls: 0	Total: 81
Annual fees (day pupils)	£2,400		
Address of school	30-36 Lindley Rd Leyton London E10 6QT		
Telephone number	020 8539 5183		
Fax number	N/A		
Email address	info@jamia.co.uk		
Headteacher	Mr Irfan Sidyot		
Proprietor	Lantern of Knowledge Educational Trust		
Reporting inspector	Israr Khan		
Dates of inspection	9-10 March 2010		