

# Al-Ihsaan Community College

1 Kamloops Crescent, Leicester LE1 2HX

## Inspection Dates

21 February 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

*Paragraph 2(1), 2(1)(a), 2(2)(a).*

- At the previous monitoring inspection, inspectors found that pupils had limited opportunities to develop their creative and aesthetic education. They made little progress in art, the only creative subject in the curriculum. There was no provision in the curriculum for pupils to study technological subjects.
- Leaders have taken action to address these weaknesses. Now, pupils in Years 7 to 10 have dedicated time each week to study art, design and technology. As well as art, pupils in these years now study textiles and food technology.
- Leaders have devised a coherent scheme of work for each technology subject. They are in the process of setting up a suitable kitchen area for practical work in food technology. Leaders have recruited additional specialist teachers to support the implementation of the curriculum plans.
- During the autumn term, pupils have received theory lessons about nutrition in food technology, and they made and designed cushions and brooches. Pupils have explored the work of Van Gogh and produced art work using his techniques. Pupils are making better progress in technology subjects now because lessons are carefully planned and there are clear objectives to measure pupils' progress.
- The standards in this part are now met.

*Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(i).*

- The standards in this part were deemed met at the previous standard inspection in June 2015. However, during this monitoring inspection, the inspector discovered, and leaders acknowledged, that a personal, social, health and economic education (PSHEE) curriculum has not been implemented. PSHEE is not taught to pupils in a coherent way.
- Pupils showed a lack of understanding of a range of personal and social issues. For example, they have not received age-appropriate guidance to help them manage their emotional and mental well-being. They are unclear about how they may lead happy and healthy lives.
- Pupils have not had opportunities to understand and appreciate the range of

relationships and lifestyles that exist in British society.

- As a result, pupils are not prepared well for the opportunities, responsibilities and experiences of life in British society. This connects to a number of the standards in Part 2 of the independent school standards that were also found to be not met at this inspection.
- The standards, therefore, in this part are not met.

*Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii).*

- At the previous monitoring inspection, inspectors found that pupils did not receive enough information to help them to make informed choices about their future. There was very little impartial careers advice and guidance available.
- Leaders have made a concerted effort to improve the careers education for pupils. They have enlisted the support of a local professional careers guidance organisation. Pupils in Year 11 have received one-to-one support and advice from professional careers advisers, which they have valued.
- Pupils in Years 8 to 11 attended a careers fair at the NEC, Birmingham, which they found very informative. Some girls said they believed that their eyes were opened to different jobs and professions about which previously they had no knowledge, such as engineering. The pupils felt that they had the freedom to pursue any career they choose. For them, no career path was closed off because of their gender. This represents a significant improvement in pupils' perceptions from the previous monitoring inspection.
- Almost all Year 11 pupils have attended open evenings at the local colleges. They have completed their personal statements with the support of their teachers during tutor time. The library is now well stocked with a range of literature about different jobs and careers, including apprenticeships.
- All pupils in Year 10 have the opportunity to undertake two weeks of work experience. Work placements include work in a local pre-school and in a furniture shop.
- The standards in this part are now met.

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

*Paragraph 5, 5(b), 5(b)(i), 5(b)(iii).*

- Inspectors found at the previous monitoring inspection that pupils had few opportunities to mix with people from different faiths and backgrounds. Pupils rarely visited other places of cultural interest outside the school or received visitors to the school.
- Some pupils have undertaken visits to other places, such as the local progressive synagogue. Some pupils have also participated in raising money for charity, organised by the mosque attached to the school. However, these experiences have provided limited opportunities, especially for younger pupils, to really gain self-confidence and understanding of those living and working in the locality and in society.
- While leaders have enrolled the pupils into an inter-faith games event next term and a football tournament this term, pupils do not have any other opportunities to mix with people, including their peers from different faiths and backgrounds, outside the school.

- The standards, therefore, in this part are not met.

*Paragraph 5(b)(v).*

- Inspectors found, at the previous monitoring inspection, that pupils had few opportunities to learn about other faiths and cultures.
- Teachers have broadened pupils' knowledge understanding of other religions since the last monitoring inspection. Pupils have a sound, basic knowledge of some of the key features of the main religions practised in this country. Religious education (RE) lessons have encouraged pupils to research and draw out similarities between Judaism, Christianity, Hinduism and Islam.
- Pupils have visited a progressive synagogue in the locality and received a presentation from a sister from a local Franciscan Order. From these experiences, pupils have gained first-hand experiences of Christian and Jewish customs and religious practices.
- Pupils are encouraged to understand and appreciate the festivals of other religions during assemblies, such as Diwali and Christmas. Pupils show tolerant and respectful attitudes towards other faiths and cultures.
- The requirements for this part are now met.

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

*Paragraph 7, 7(a), 7(b).*

- At the previous monitoring inspection, inspectors found that the school had not created a culture whereby pupils felt safe to raise concerns. In addition, there were few opportunities for pupils to learn about how to stay safe.
- Leaders have implemented an effective strategy to develop pupils' confidence and trust to confide in the adults in the school. Pupils now say confidently that there are a number of teachers they would go to if they had a problem.
- However, pupils with whom the inspector spoke were very unclear about what other routes they could take to report a problem or a worry outside the school. Nearly all pupils spoken with were not fully aware of national helplines for children such as Childline or the NSPCC and their contact details. The school had not provided them with this information.
- Pupils have received a brief presentation in an assembly about female genital mutilation from a research student. Some discussions were held about the issues in tutor time after the event but no further work on this issue has occurred to deepen pupils' understanding of the dangers of this practice. In particular, pupils are unaware of how to report any concerns they may have about female genital mutilation, other than tell a teacher. There are no posters or information around the school about this matter. Leaders are not sure if those pupils who did not attend the assembly were informed.
- Pupils have received some guidance to help them keep safe on the internet as a result of a dedicated internet safety day and during their information, communication and technology (ICT) lessons. However, the school has not explicitly dealt with the safeguarding issue of sexting.
- Pupils have also discussed some of the dangers and issues around extremism and

radicalisation with their teachers during tutor time, although there is no clear programme of study in place to ensure that these issues are taught effectively. Similarly, none exists for the teaching of other dangers and threats to pupils' safety such as forced marriage and honour-based violence. Consequently, pupils show very little knowledge and understanding of these matters other than what they have picked up themselves.

- The school has a safeguarding policy, which complies with statutory guidance and is published on the school website and available to parents. However, the school has not implemented its safeguarding policy effectively or promoted the welfare of pupils sufficiently, by not having a clear programme of study to help pupils to keep safe. As a result of a poorly implemented safeguarding policy, pupils are unsure about important matters affecting their safety and they are unclear as to the various ways they can report their concerns.
- While leaders have begun to engage with other professionals and parents, including the police, to support their safeguarding culture, the policies and practices have not yet been implemented effectively.
- The standards in this part are not met.

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

- Inspectors found at the previous monitoring inspection that the risk assessments in relation to the science laboratory and staff supervision of pupils at lunchtime had not been implemented effectively.
- Leaders have devised a risk assessment and monitoring log for the science laboratory, which is monitored by the headteacher each day. However, these risk assessments were found to be ineffective, as numerous hazards were seen in the science laboratory which were not recorded on the monitoring form.
- The inspector discovered a bottle of bleach on the shelf, within easy reach of pupils. Also, a cupboard containing a range of minerals and other chemicals for use in experiments was left unlocked during a science lesson. The inspector noted that the disorderly state of the room, which was littered with paper and boxes, presented a potential fire hazard.
- The pupils are supervised well during lunchtimes. The senior teacher in charge was aware of potential hazards in the pupils' play area.
- However, the requirements for these standards remain unmet.

## Part 5. Premises of and accommodation at schools

*Paragraph 29(1), 29(1)(b).*

- Despite the standards in this part being met at the last standard inspection in June 2015, the inspector found that pupils rarely went outside to play during their free time.
- This is because the local park is the designated outdoor play area for the pupils. It has proved too difficult for leaders to ensure the adequate health and safety of pupils, including their supervision during the walk to and from the school. Most of the staff work on a part-time basis and so there are normally insufficient staff available at lunchtimes to supervise the pupils in the park and in the school.

- While leaders assured the inspector that plans are in place to provide an outside play area on the school grounds in the near future, these remain at the planning stage and pupils have not received their entitlement to enjoy outdoor play.
- These standards are not met.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c), 34(2).*

- The previous monitoring inspection found that the standards for leadership and management were not met. There were a number of unmet standards relating to the quality of education, the spiritual, moral, social and cultural development of pupils and the health, welfare and safety of pupils. The leadership of the school was also uncertain, as the headteacher had been absent for some time.
- Leaders have taken effective action to meet some but not all of the previously unmet standards. A clear leadership structure is now in place and a headteacher has been appointed.
- Leaders have improved the range and provision of the curriculum for pupils and they have implemented a suitable careers, advice and guidance programme. They have developed pupils' understanding of faiths and cultures other than their own. However, they have not ensured that pupils receive suitable PSHE. Pupils show little understanding of the range of relationships and lifestyles in modern Britain, as these issues have not been discussed. There are still few opportunities for pupils to mix with others, especially their peers, from different backgrounds. Consequently, pupils are not effectively prepared for the opportunities, responsibilities and experiences of life in British society.
- Leaders have not ensured the welfare, health and safety of pupils. While there is a policy in place and published on the school's website, which adheres to statutory guidance, it is ineffective because there are limited plans in place to enable pupils to keep themselves safe. Pupils do not have adequate knowledge and understanding of the range of threats to their safety and how they may prevent or report them. Pupils' safety is not promoted well, as risk assessments are not implemented effectively. Leaders do not, therefore, actively promote the well-being of pupils.
- Leaders have not ensured that pupils play outside regularly, as they should.
- At the start of the inspection, leaders had not ensured that all required information about the school was available on the school's website. In particular, there was no up-to-date safeguarding policy, the headteacher's details were incorrect and the previous monitoring inspection report was not published. By the end of the inspection, these omissions from the website were rectified.
- The governors have undertaken a range of activities to strengthen governance. For example, they have reconstituted and they have made more visits to the school to gain first-hand evidence about the school's progress. They have also sought advice from an external consultant and attended a governors' training session run by the Association of Muslim Governors to improve their understanding of their responsibilities and their knowledge of independent school standards.

- However, governors have not held the school leaders to account sufficiently, as they were not aware of the continued numerous failings of the independent school standards. School leaders have not devised sufficient management systems to monitor and evaluate how well they are meeting all the independent school standards. Leaders' knowledge and understanding of the requirements of the independent school standards are weak.
- The standards in this part are not met.

## 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.

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

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

- The proprietor must ensure that the curriculum enables the effective preparation of pupils for the opportunities, responsibilities and experiences of life in modern Britain (paragraph 2(2)(i)).
- The proprietor must ensure that the standard about the spiritual, social, moral and cultural development of pupils at the school is met by actively promoting principles that enable pupils to develop their self-knowledge, self-esteem and self-confidence (paragraph 5, 5(b) and 5(b)(i)).
- The proprietor must ensure that the standard about the spiritual, social, moral and cultural development of pupils at the school is met by actively promoting principles that 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 (paragraph 5, 5(b) and 5(b)(iii)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and that appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
  - demonstrate good skills and knowledge appropriate to their roles so that the independent school standards are met consistently
  - fulfil their responsibilities effectively so that the independent school standards are met consistently
  - actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

- The proprietor ensure that a written policy on the curriculum is supported by appropriate plans and schemes of work, which provides for PSHEE which:
  - reflects the school’s aims and ethos
  - encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- The proprietor has not ensured that suitable outdoor space is provided to enable pupils to play outside (paragraph 29(1) and 29(1)(b)).

**The school now meets the following independent school standards**

- The proprietor has ensured that the curriculum:
  - gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(1), 2(1)(a) and 2(2)(a))
  - provides pupils with access to accurate, up-to-date careers guidance that is presented in an impartial manner, which enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraph 2(1), 2(1)(a), 2(2)(e), 2(2)(e)(i), (ii) and (iii)).
- The proprietor has ensured that the standard about the spiritual, social, moral and cultural development of pupils at the school is partially met by actively promoting principles that further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v)).

## School Details

Unique reference number	136823
DfE registration number	856/6006
Inspection number	10030821

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	Independent day school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	42
Number of part-time pupils	0
Proprietor	Al-Ihsaan Community College
Chair	Mr Lukmon-Akim Kadara
Headteacher	Mr Bashir Mohamed
Annual fees (day pupils)	£1,560
Telephone number	0116 216 1494
Website	<a href="http://alihsaancollege.org">http://alihsaancollege.org</a>
Email address	<a href="mailto:admin@alihsaancollege.org">admin@alihsaancollege.org</a>
Date of previous standard inspection	15–18 June 2015

### Information about this school

- Al-Ihsaan Community College is an independent Muslim day school for boys and girls aged from 11 to 16 years old. To date, it has not had any male pupils on roll.
- The headteacher started at the school in September 2016.
- The school was registered in 2011 for up to 80 pupils.
- There are no pupils who have special educational needs and/or disabilities.
- One pupil is in the early stages of acquiring English. Most but not all pupils are of Somali heritage.

- The school offers the national curriculum for key stages 3 and 4 alongside Islamic studies.
- The school does not make use of alternative provision.
- The school's last standard inspection was 20 June 2012. The most recent progress monitoring inspection was 14 June 2016.

## 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 second monitoring inspection of the school and it was conducted without notice.
- The school received a progress monitoring inspection on 14 June 2016 and its action plan, to address the unmet standards, was evaluated on 29 November 2016. The action plan was judged to require improvement.
- The inspector held meetings with the headteacher, a senior teacher in charge of administration, who is also the designated safeguarding leader, and two members of staff. Two groups of pupils were interviewed representing pupils from key stages 3 and 4. The inspector also met with two representatives of the governing body. A range of school documentation was examined, including the careers, safeguarding and curriculum policies, risk assessments and monitoring records. The inspector scrutinised pupils' work and visited all classrooms with the senior teacher.

## Inspection team

Zarina Connolly, lead inspector

Her Majesty's Inspector

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