

# Leicester Community Academy

2 Overton Road, Leicester, Leicestershire LE5 0JA

## Inspection dates

23–25 January 2018

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an inadequate school

- The delivery of the curriculum is unlawfully discriminatory and is in breach of the Equality Act 2010, as girls have the opportunity to study art but boys do not.
- The school's narrow curriculum and insular ethos mean that pupils are ill-prepared for life in British society. There is inappropriate reading material in the boys' library that does not encourage respect for women.
- The trustees do not hold the headteachers to account well enough for the standard of education. The proprietor does not provide equal support and challenge to the leaders of the girls' and the boys' sections, respectively.
- The trustees and the headteachers have not ensured that all of the independent school standards are met.
- The arrangements for safeguarding are ineffective. Some staff do not have a clear understanding of their safeguarding responsibilities.
- There is no coherent school improvement plan to show how the school will improve and how leaders will judge if their actions have worked.
- The quality of teaching is inadequate. Teaching, learning and assessment are of unequal quality in the girls' and boys' sections of the school. This results in girls and boys making uneven rates of progress in different subjects.
- Teachers do not challenge the stereotypical views of women that some boys express.
- The school's assessment system is confused. Pupils do not know how well they are doing in their different subjects.
- Teachers do not set the appropriate work to meet the needs of pupils of different abilities.
- A small minority of boys do not treat their teachers with respect.
- Pupils do not make consistently good progress in English, science or history.
- Careers guidance for pupils is weak. Pupils are not well prepared for the next steps in their education, employment or training.

### The school has the following strengths

- Pupils are knowledgeable about different religions. There are some opportunities to visit different places of worship and learn about different faiths.
- Pupils attain highly in mathematics.
- The proportion of pupils who attain a strong pass in both GCSE English and mathematics is above the national average.

## **Compliance with regulatory requirements**

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Improve the leadership and management in the school and take urgent action to:
  - ensure that the school consistently meets all the independent school standards
  - end the school’s unlawfully discriminatory practice of strict segregation by sex (although not taken into account in this inspection when determining the judgements, it will be taken into account following September 2018 – see the ‘Information about this school’ section below)
  - ensure that the proprietor holds leaders properly and equally to account for the quality of education that the school provides
  - enable all staff to fully understand their responsibilities to safeguard pupils
  - complete all of the suitability checks by ensuring that all new staff have an enhanced check from the Disclosure and Barring Service
  - ensure that both male and female members of the leadership team complete safer recruitment training and take part in the recruitment and selection of all new appointments
  - enable more members of staff, including female members of staff, to complete appropriate first aid training to assist pupils who are sick or injured
  - inform the local authority promptly when pupils leave the school and have not been admitted to a new school, to help safeguard pupils
  - check that all staff complete the attendance registers using the correct codes for absence
  - implement the health and safety policy effectively by checking that the health and safety requirements for the building are met by listing all the chemicals used in the school and storing them correctly, and by having appropriate safety catches fitted to the windows on the top floor
  - include on the school’s development plan appropriate milestones and success criteria to enable the trustees to hold the headteachers and other staff to account
  - inform staff of the school’s priorities for improvement so that they understand their role in improving the school
  - monitor and track the progress that pupils make across the curriculum by focusing on the progress that pupils make when evaluating the quality of teaching
  - improve the curriculum so that it provides equally for girls and boys by enabling the boys to study creative and aesthetic subjects
  - enable the girls to have access to a library that is well stocked with appropriate materials to develop their reading skills and enjoyment of reading
  - provide more opportunities for pupils to work with pupils from other schools and to contribute more to their local community in order to enable them to be better prepared for life in British society

- remove all inappropriate reading material from the boys’ library which does not encourage respect for women
- develop a scheme of work for personal, social, health and economic education that enables pupils to become confident citizens and play a full part in British society
- implement effective impartial careers guidance to ensure that pupils are well informed about their next steps, and evaluate the impact of this guidance.
- Improve the quality of teaching and raise pupils’ outcomes by:
  - using the pupils’ starting points to set appropriate work and enable pupils of all abilities to make good progress
  - developing pupils’ writing by ensuring that pupils include appropriate detail in their English and history tasks
  - developing pupils’ speaking and listening skills
  - developing pupils’ scientific skills through providing more opportunities for pupils to carry out investigations
  - ensuring that the assessment system accurately records the pupils’ attainment and progress and is understood by all teachers, pupils, parents and carers
  - providing more science resources to enable pupils to carry out investigations and to further develop their scientific skills
  - informing parents in the pupils’ annual reports how well their child is achieving in the different subjects.
- Improve pupils’ personal development, behaviour and welfare by:
  - encouraging respect for women by ensuring that the boys understand that men and women are equal and may play equal roles in society, and ensuring that all teachers consistently and robustly challenge unlawfully discriminatory views about women
  - ensuring that all pupils are respectful to staff and are well behaved in the classrooms
  - increasing the range of activities that pupils participate in during physical education lessons
  - ensuring that there are high expectations for the quality of presentation in pupils’ workbooks
  - increasing the range of extra-curricular activities pupils can access to support their personal development
  - improving the physical environment and ensuring that resources encourage and inspire learning.

**The school must meet the following independent school standards:**

- The proprietor must ensure that appropriate schemes of work are in place and implemented effectively (paragraphs 2, 2(1)(a)).
- The proprietor must ensure that the policies, plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty

and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 2, 2(1)(b)(ii)).

- The proprietor must ensure that the curriculum gives pupils a linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and reactive education (paragraphs 2(2), 2(2)(a)).
- The proprietor must ensure that the school provides a plan to show how it covers the teaching of personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act<sup>1</sup> (paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)).
- The proprietor must ensure that the pupils receive accurate up-to-date careers guidance, presented in an impartial manner, enabling pupils to make informed choices about a broad range of career options (paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)).
- The proprietor must ensure that pupils are better prepared for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
- The proprietor must ensure that pupils make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3, 3(a)).
- The proprietor must ensure that the teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraphs 3, 3(b)).
- The proprietor must ensure that teachers provide lessons which are well planned and use effective teaching methods (paragraphs 3, 3(c)).
- The proprietor must ensure that teachers show a good understanding of the aptitudes, needs and prior attainment of the pupils and that these are taken into account in the planning of lessons (paragraphs 3, 3(d)).
- The proprietor must ensure that teachers use classroom resources of a good quality, quantity and range (paragraphs 3, 3(f)).
- The proprietor must ensure that the teaching at the school does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 3, 3(i)).
- The proprietor must ensure that teaching does not discriminate against pupils contrary to Part 6 of the Equality Act 2010 (paragraphs 3, 3(j)).
- The proprietor must ensure that the school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 5, 5(a)).
- The proprietor must ensure that pupils 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 (paragraphs 5, 5(b), 5(b)(iii)).
- The proprietor must ensure that principles are actively promoted that encourage pupils to

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<sup>1</sup> The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 5, 5(b)(vi)).

- The proprietor must ensure that arrangements to keep children safe are implemented effectively (paragraphs 7, 7(a), 7(b)).
- The proprietor must ensure that the health and safety policy is implemented effectively (paragraph 11).
- The proprietor must ensure that the first aid policy is implemented effectively (paragraph 13).
- The proprietor must ensure that the attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that all the suitability checks have been completed for all members of the teaching staff and the results put on the school's single central record (paragraphs 18, 18(2), 18(2)(d), 18(3), 21(3), 21(3)(a)(v)).
- The proprietor must ensure that the premises, the accommodation and the facilities provided are maintained to a standard such that, so far as is reasonably practicable, the health and safety and welfare of pupils are ensured (paragraph 25).
- The proprietor must ensure that the leaders have the knowledge and skills to make sure that all of the independent school standards are met consistently, fulfil their responsibilities effectively and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The trustees and headteachers have not ensured that all of the independent school standards have been met consistently. There are a number of unmet standards relating to the curriculum, the quality of teaching and the health, welfare and safety of pupils.
- Leaders have not obtained all the required checks for all new members of staff to certify that they are suitable to work with children. Furthermore, leaders have not ensured that a member of staff with the accredited training for the safe recruitment of staff has been on all the selection panels for new staff. Leaders have not closely followed the government's guidance for recruiting and appointing new staff.
- The school does not prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society. The school's narrow curriculum does not ensure that all pupils have a good understanding of their opportunities in British society and the fact that those opportunities are equally open to men and women.
- Some resources at the school undermine the fundamental British values. Inspectors found a book in the boys' library which had views about the role of women (in a marriage) that do not encourage respect for women. The book stated, for example, 'There are others (women) who refuse to bear a child even after they complete their studies on the pretext of work and a career. At that time, the husband has no recourse except to divorce his wife.' More worryingly, the book condoned violence towards women by their husbands if the wife was deemed not to be fulfilling her duties.
- Another quotation from the book contains more inappropriate and incorrect information: 'Many husbands ask their wives to use contraception devices immediately after marriage so they can enjoy them. This is detrimental for the wife because it is medically proven when a woman who has never given birth uses contraceptive pills, she is at risk of becoming barren for the rest of her life.' Since such material is freely available to the boys, there is limited opportunity to provide a balanced view or correct false information.
- The delivery of the curriculum is unlawfully discriminatory and is in breach of the Equality Act 2010. The school does not provide equally well for girls and boys. While girls have the opportunity to study art, boys do not. Boys told the inspectors that they would like to study creative and technical subjects.
- The boys have access to a well-appointed library. The girls are not allowed to use this library because it is located in the boys' section. The girls do not have a library of their own. Reading books for the girls are limited and stored in a filing cabinet inside a classroom. The girls cannot access the books if there is a lesson taking place in the classroom. The arrangements for access to reading books are less favourable for girls than boys and are therefore unlawfully discriminatory, contrary to the Equality Act 2010.
- Pupils say that they are taught to respect others. In reality, the school's insular ethos does not allow them to put this respect into practice. There are very few opportunities to meet with pupils from other schools or visit places within their local community to develop pupils' social skills and enhance their cultural learning. This means that they are not well prepared for life in British society.

- There are no extra-curricular opportunities provided by the school to enhance pupils' development.
- The physical education curriculum for boys and girls is too narrow and pupils participate in a limited range of sports. The science resources are very limited and pupils do not have the opportunity to participate in investigations and further develop their skills.
- In the girls' section, leaders have made some attempts to enliven the learning environment. For example, there is attractive artwork on the walls. In the classrooms, posters act as learning aides for grammar and spelling. By contrast, the boys' section is dull and uninspiring.
- Girls' cultural development is stronger than that of the boys. Girls have the opportunity to learn about artists and visit museums. Boys do not have the same opportunities. The fact that boys are denied opportunities for cultural development which are offered to girls is unlawful discrimination, contrary to the Equality Act 2010.
- The careers guidance is not effective. The school has taken both boys and girls to a careers fair and asked for an independent consultant to start working with pupils on possible career paths. However, this work is not well developed and pupils rely on their parents for advice to inform them of the options available after they have left the school. Leaders have not evaluated the effectiveness of their careers guidance.
- The school development plan is weak. The plan does not contain milestones or success criteria by which leaders can judge if actions taken have been successful or not. Furthermore, the staff do not know the content of the plan or how the school is trying to improve.
- The arrangements to manage the performance of staff are not equal in the two sections of the school. In the girls' section, leaders regularly observe the teaching and provide teachers with formal feedback and points to improve on. The teachers in the boys' section do not receive such feedback.
- Support and challenge for leaders are not equally balanced across the two sections of the school. Leaders told the inspectors that the proprietor spends more time with male members of staff and with the leaders of the boys' section than with the female staff and headteacher. This means that the proprietor cannot hold leaders to account equally well.
- Where the headteachers do check the quality of teaching, they do not evaluate whether teachers are helping pupils to make good progress. As a result, teaching is not improving quickly enough to ensure that all pupils are making good progress.
- Leaders do not have a scheme of work for personal, social, health and economic education. Leaders say that some of this work is taught through other subjects but have not checked that the curriculum is covering all the areas well enough or monitored the teaching of the other subjects closely enough to ensure that it is taught effectively.
- Pupils have some opportunities to visit other places of worship. They have visited a synagogue, a gurdwara, a church and a Hindu temple. Pupils are knowledgeable about other religions as well as their own.

## **Governance**

- The trustees do not hold the headteachers or staff to account well enough for the



progress pupils make. The trustees hold an annual meeting to discuss school matters but the headteachers are not invited to that meeting.

- The school development plan is not used to help improve the school and very few people are aware of what is in the plan. The plan did not address the school's strengths and weaknesses. The trustees do not provide a clear strategic direction for how the school will improve.
- The chair of the trustees states that the school is committed to teaching pupils the importance of respecting others. However, the trustees have not ensured that the school fulfils this commitment because there are too few opportunities for pupils to meet with people of other faiths and of none.
- The chair of the trustees had not informed the Department for Education that the age range of the school has changed from five to 16 years to 11 to 16 years. This is a breach of registration requirements.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- The safeguarding policy is published on the school's website and reflects the government's latest guidance. Staff have signed to say that they have read the policy. However, some staff do not have a good enough understanding of how to respond to concerns raised. For example, some staff did not understand their legal responsibilities if they suspected a pupil was at risk of female genital mutilation.
- Leaders have not ensured that there are enough people who have appropriate first aid training to supervise activities in school or while on educational visits. Currently, no female member of staff has appropriate first aid training, despite the fact that only female members of staff accompany girls on educational visits. This compromises the school's ability to keep pupils safe.
- The headteacher of the girls' section has received training in safer recruitment practices. However, she does not sit on interview panels when the school appoints staff to the boys' section. No male member of staff has completed this training.
- The health and safety checks on the building are not as robust as they should be. Windows on the upper floor are not fitted correctly with locks, and there is no inventory of dangerous chemicals to enable leaders to know that they are all stored safely.
- Leaders do not understand their duties to inform the local authority when a pupil is admitted to or has left the school. They do not check whether the pupil has been admitted to another school. This places pupils unnecessarily at risk. Steps were taken during the inspection to check on the whereabouts of pupils who had left the school, but this is not routine practice.
- Staff do not consistently use the correct codes in the register to ensure that there is an accurate record of a pupil's absence.

## Quality of teaching, learning and assessment

## Inadequate

- Teaching, learning and assessment are of unequal quality in the girls' and boys' sections of the school. This means that, in different areas of the curriculum, girls and boys make uneven rates of progress. For example, there are no opportunities for boys to study art or develop their creative talents. Boys told the inspectors that they would like to study creative and technical subjects. The fact that boys are denied the choice to study art subjects them to a detriment and is less favourable treatment in comparison to how the girls are treated. This is unlawful discrimination, contrary to the Equality Act 2010.
- Not all staff understand the school's assessment system well enough. Furthermore, the assessment system does not give an accurate picture of how well the pupil is achieving. The annual written reports to parents focus very much on a pupil's efforts and not their progress in each subject.
- Learning does not build on the pupils' knowledge to enable them to make better progress. In an English lesson, pupils learned about the different techniques used to persuade people to agree with a particular point of view. However, the tasks set in the lesson did not challenge the pupils to use these techniques well enough to enable pupils to improve their writing or debating skills.
- Teachers do not enable pupils to develop their speaking and listening skills. Teachers accept mostly very short answers to questions and do not consistently develop the pupils' own thinking. For example, during a lesson about the British Empire, two pupils discussed the issue of racism. They were not encouraged to explain their views to help answer the question posed.
- Pupils do not have enough opportunities to conduct scientific investigations or analyse results of investigations in order to identify possible trends and write appropriate conclusions.
- Teachers demonstrate good subject knowledge. For example, in a mathematics lesson, pupils in Year 7 were confident in solving questions involving algebra. Teachers support the pupils well if they find the work difficult.
- In the majority of classes, pupils enjoy warm and supportive relationships with their teachers.
- Pupils enjoy the opportunities to discuss and debate issues of social justice with their teachers. For example, in a citizenship lesson, the pupils showed curiosity about topics such as homelessness and the teacher's questioning promoted a lively discussion.
- Some teaching encourages pupils to think for themselves. For example, pupils have discussed the possible reasons why there is youth crime and why there is an Education Act. Pupils show good insight into the topics discussed. One pupil said, 'It is important that children go to school because it gives you knowledge and opportunities.'
- Teachers set regular homework which supports the pupils' learning in lessons.

**Personal development and welfare**

- The school's work to promote pupils' personal development is inadequate.
- Teachers do not sufficiently challenge stereotypical and belittling views about women in lessons. Boys do not have their misconceptions corrected by teachers. As a result, the school fails to encourage respect for women.
- The school's programme of careers education does not prepare pupils adequately for the challenges and opportunities that are open to them. All the girls in Year 11 have a place at college but staff have not done enough to prepare them for the challenges of joining mixed-sex provision.
- In the girls' section, displays celebrate diversity and the fact that women have equal opportunities to men in British society. Such important messages are undermined, however, by the fact that the boys' library contains written material which does not encourage respect for women.
- Moreover, the boys' section contains no such displays about diversity and equal opportunities. The potential to develop the boys' understanding of such matters is thus further diminished.
- The school environment is lacklustre and uninspiring. This is particularly so in the boys' section. In the girls' section, artwork, posters and displays of pupils' work enhance the classrooms and corridors.
- Pupils do not take enough care when they are presenting their work. They do not consistently take enough pride in their work.
- Pupils' physical development is not promoted well enough. Pupils of both sexes play very few sports, mainly football and basketball. Pupils would like to participate in more sports, for example volleyball and swimming.
- Pupils say bullying is rare. They have a good understanding of cyber bullying and know the dangers of communicating online with people whom they do not know. All pupils say they can talk to a member of staff if they have a concern.
- Pupils know the importance of respecting others but have very limited opportunities to practise this respect. The school does not do enough to foster good relations between people who share a protected characteristic and those who do not. A few boys made stereotypical and inaccurate comments about women but these views were not challenged by staff.
- Pupils have had the opportunity to listen to the police about the dangers of knife crime. They are also aware of the dangers of radicalisation and extremism and of becoming groomed by gangs.

**Behaviour**

- The behaviour of pupils requires improvement.
- A minority of boys are disrespectful to teachers in lessons. Furthermore, this slows their progress. In some lessons, pupils who shout out can dominate the discussions and, as a

result, other pupils do not have the opportunity to share their views or answer questions.

- Too many pupils have been repeatedly late for school, which resulted in 29 fixed-term exclusions for one day in the last academic year. In the current academic year, no pupil has received a fixed-term exclusion for being repeatedly late for school.
- Pupils' attendance is good. It is above the national average for all schools. Very few pupils are persistently absent.
- The majority of pupils are respectful to all adults and the school is calm and orderly. Most pupils are keen to learn and teachers readily support them.

### Outcomes for pupils

### Requires improvement

- On some measures, pupils attain more highly than national averages. However, given their starting points, this does not represent good progress. Leaders have not tracked the progress of pupils from their starting points to know if they have made good progress or not.
- Pupils do not achieve as well in English and science as they do in mathematics. Too few pupils attain the highest grades in English. This is because they do not have enough opportunities to write detailed answers to make better progress or understand how to achieve the highest marks. In 2017, the vast majority of pupils scored a standard pass (grade 4), with the highest grade attained being a grade 6 in GCSE examinations.
- Girls have fewer opportunities to read widely and for pleasure, due to more limited resources.
- Boys and girls make uneven rates of progress in different subjects. For example, boys do not achieve as well as girls in English. Overall, the quality of the teaching for boys is not as good as the quality of teaching for girls.
- Attainment in history is consistently low. Pupils' weaker writing skills contribute to their low attainment. Current work shows that pupils do not have enough opportunities to use sources of evidence to support their answers to historical questions.
- The most able pupils do not attain as well in science as they do in mathematics. Pupils do not have enough opportunities to develop their scientific thinking through conducting investigations.
- Pupils make strong progress in mathematics and attainment is higher in this subject than nationally. All pupils who took GCSE mathematics last year achieved a strong pass (grade 5) or higher. Just under half of the cohort attained a grade 7 or 8.
- The proportion of pupils who achieved a standard or strong pass in both GCSE English and mathematics is above the national average.
- In key stage 3, girls develop good skills in art. Pupils have studied abstract art and created their own pictures. One pupil sketched a pile of books with an open book on top, depicting a clean new page. Her emotive theme was 'Don't look back'. There is no artwork by the boys because art lessons are not offered to boys.

## School details

Unique reference number	132781
DfE registration number	856/6014
Inspection number	10035674

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	Community Islamic school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	87
Number of part-time pupils	0
Proprietor	Leicester Educational Trust
Chair	Ahmed Abdul Hai Dadipatel
Headteachers	Sumayya Pathan and Imran Tai
Annual fees (day pupils)	£1,680
Telephone number	01162 741 626
Website	<a href="http://www.lcis-darularqam.org.uk">www.lcis-darularqam.org.uk</a>
Email address	<a href="mailto:info@lcis-darularqam.org.uk">info@lcis-darularqam.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Leicester Community Academy was established in August 2016. It is an independent Islamic faith school for pupils aged 11 to 16 years. It is owned by Leicester Educational Trust and run by a board of trustees. Prospective pupils are required to undertake an admissions test.
- The school operates a policy of strict segregation by sex. The building is on two floors. The girls are educated on the ground floor and the boys are educated on the first floor. There are separate entrances for each sex. Boys and girls have different starting and finishing times and do not mix at break or lunchtimes. The school uses local parks for

breaktimes and the Spence Street Sports Centre for physical education. However, boys and girls are not allowed to mix during these breaktimes. As a result, pupils of the opposite sex are not allowed to mix while at school. The school's website states that there is 'no mixing of the pupils at the secondary level'.

- This policy of segregation by sex causes the pupils a detriment as they are denied the choice to socialise with the opposite sex, and the educational benefits of doing so. In 2017, the Court of Appeal affirmed that strict segregation by sex in schools is direct discrimination contrary to the Equality Act 2010. Following this judgement, the Secretary of State for Education has stated that schools which segregate by sex should be given time to cease the practice. Therefore, the school's policy of segregation has not been taken into account in this inspection when determining the judgements. We intend to write to the Secretary of State and to suggest that he commissions a further inspection of the school in or after September 2018. Following September 2018, we will take any ongoing breach of the Equality Act 2010 arising from segregation into account in relation to key inspection judgements made.
- The school has one headteacher for the girls' section and one headteacher for the boys' section.
- There are 42 girls and 45 boys currently on roll.
- The school does not use any alternative provision.
- No pupils have special educational needs and/or disabilities.
- This is the first full independent school inspection since the school opened.
- The pupils are mainly from the local Muslim community. There are a wide range of cultural backgrounds represented, including Indian, Pakistani and Somali.

## Information about this inspection

- Inspectors observed 18 lessons or parts of lessons. Inspectors looked at pupils' work and listened to some pupils read.
- The school was closed for lessons during the first day and a half of the inspection because teachers were meeting with parents individually to discuss the progress of the pupils.
- The inspectors met with the headteachers, the chair of the trustees and groups of teachers.
- Inspectors spoke with groups of boys and girls and observed pupils at breaktime.
- Inspectors also undertook a tour of the school with the headteachers to view the school premises.
- Inspectors took into consideration the six responses to the staff survey and the one response to the Ofsted free-text service to parents. There were too few responses to Parent View for the views to be published.
- The inspectors scrutinised the school's development plan, information about pupils' attainment, curriculum documentation, headteachers' analysis of the quality of teaching, and policies and records about how the school keeps pupils safe.

## Inspection team

Martin Finch, lead inspector

Her Majesty's Inspector

Deirdre Duignan

Senior Her Majesty's Inspector

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