

In reference to the Leicester Community Academy draft inspection report, we wish to raise a complaint regarding certain inaccuracies that the report highlights. They are as follows:

1. (Page 7) **Boys and girls have different starting and finishing times.**

This is incorrect. Girls and Boys start at 8:45am and their school day ends at 14:00pm.

2. **The curriculum does not provide equally for girls and boys.**

It is factually incorrect to state that the curriculum does not provide equally for girls and boys as the subject choices related to the curriculum is not determined by gender. There are minimal differences in the curriculum provided to both girls and boys. The obvious difference being Art. All other subjects that are undertaken by both boys and girls is the same. The initial registration inspection that was carried out in 2015 did not raise an issue with Art being absent from the boy's curriculum. Had the issue been raised then, as a school we would have incorporated Art into the boy's curriculum. As it happens, since the most recent inspection, Art has now been introduced into the boys' curriculum.

3. (Page 7) **The school's narrow curriculum and insular ethos mean that pupils are ill prepared for life in British Society.**

We strongly contest this statement. Despite the absence of a PSHE scheme of work, the school provides a broad and balanced curriculum in order to encourage pupils to be an active citizen in British Society. British Values are promoted within the curriculum through Citizenship, Religious Studies mainly. Regular assemblies have been carried out to further prepare students for life in British Society.

Topics relating to experiences in a British society, opportunities and responsibilities as a UK citizen, equality between men and women are taught in a number of their lessons. For example the pupils in their History lessons looked at Crime and Punishment laws/ British laws, and how they evolved over time, which in turned introduced more acceptances towards British individuals.

In Citizenship, pupils looked at topics on laws and justice system, liberty and freedom, children's rights, human rights versus British law and cultural and religious expectations and practices. The school has made an active effort to bring respected professionals into the school to promote British Values amongst our students. This again was further recognised in the 2015 registration inspection but has been completely disregarded in the most recent inspection.

4. **There is inappropriate reading material in the boys' library that are derogatory towards women, contrary to fundamental British values and unlawfully discriminatory.**

We believe the statement to be contextually misleading. There was ONE book found in a library that consists of thousands of books. Furthermore, the book in question was not available to students to loan out as it had not been issued a unique reference number. The school aims to take a stringent approach in ensuring that inappropriate material does not end up in the hands of any pupil. The library offers a range of books of varying genres for students to benefit from. Sadly it seems the emphasis has been placed on this one book which was not even available for loan. The report fails

to acknowledge the positive aspects of the library and instead chooses to focus on the one negative aspect and in doing so, portrays an extremely misleading image to the general public. We are almost certain that if one was to walk into a public library they would find literature which would be contrary to fundamental British values. Furthermore the views mentioned in the book are not held by any individual in the school, had the inspectors asked teachers or pupils on their view on marriage, contraception, role of women, they would have found the book having no influence on the pupils or teachers.

Since such material is freely available to the boys, there is limited opportunity to provide a balanced view or correct false information.

There is an honest opportunity to provide a sensible and balanced view on any incorrect information by the experienced and knowledgeable members of staff.

5. The proprietor does not provide equal support and challenge to the leaders of the girls' and the boys' section respectively.

This statement is contrary to the actual facts. Consistent support is given to both head teachers equally. The proprietor is available for support to both the girls and boys departments. Both head teachers are fully aware and can categorically state that the Proprietor is always available to liaise with (via personal meetings, over the phone or by email) on a daily basis. The female head teacher works very closely with all members of management including the Proprietor and she is in regular contact throughout the academic year to discuss all school matters. The Proprietor's support has been unequivocal to both headteachers and both departments. Both head teachers are equally answerable at Leicester Community Academy. With what justification have Ofsted made such a statement?

6. 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.

Student progress is mainly observed through half-termly assessments. These allow teachers to monitor each pupil's progress effectively. Teachers markbooks show the level at which a student has started and the rate at which s/he is progressing. To state that the school is 'making uneven rates of progress in different subjects' is to assume that the same rate of progress should be made in EVERY subject. The majority of students whether in public or private education are naturally going to be strong in certain subjects and slightly weaker in others. To expect equal progress in ALL subjects from EVERY student is absurd.

7. Teachers do not sufficiently challenge the 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.

To make a judgement on an entire school, based on a statement made by an individual is largely unfair. The boys are taught the importance of respecting women in Citizenship, Religious Studies and also in assemblies. Being a faith based school of the Islamic faith ensures that all our pupils are taught to show women the utmost respect. To disrespect women completely goes against both

fundamental Islamic and British values. The report fails to take into consideration the views of the majority of boys. Had Ofsted chosen to ask the boys to explain their views on women, they would have drawn a more positive and accurate judgement in how the school teaches respect for women. This also goes against the school's ethos and undermines it. All pupils are taught to respect every individual regardless of gender, race or culture. This is also evident when the girls head teacher is shown respect from the secondary boys as and when they are in contact with her during the school day. Furthermore, the fact that the teacher challenged the view of the individual at a later stage would have gone unnoticed due to the limited duration spent by the inspector in the lesson.

8. Pupils do not make consistently good progress in English, Science and History.

As mentioned earlier, progress can be monitored through various assessments. Teachers' markbooks show starting levels for each pupil. Students assessment results every half term / term, allow teachers to monitor progress. The majority of results have shown good progress. This is further supported by the statement made in the report whereby it states that 'the proportion of pupils who attain a strong pass in both GCSE English and Mathematics is above the national average'. The report fails to highlight the positive strides made by the school in a number of other subjects at GCSE level.

9. Careers guidance for pupils is weak. Pupils are not well prepared for the next steps in their education, employment or training.

Careers advice is provided to pupils regularly. Professionals from various companies and the police force have been brought in to give careers guidance to all pupils. Furthermore, the school has worked closely with Wise Origin College in order to provide advice on further education apprenticeship schemes. Trips have been arranged to the 'The Skills Show' at the NEC. Despite this, the report fails to consider the provision of careers guidance.

10. 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.

This statement fails to understand the system the school has in place. The girls have used the upstairs hall on numerous occasions for assemblies, workshops, GCSE exams etc. Just as the upstairs hall is available for the girls to use for various activities, the same can be said for the library. To assume that the girls are 'not allowed' to use the library is factually incorrect. The reasons for having a separate library downstairs was for convenience purposes. To make it seem that the school is purposely discriminating by making access to reading books less favourable to girls is unacceptable.

(Page 8) 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.

In whichever way the books are stored, the girls have a wide range of reading books in the book cabinets from authors such as Shakespeare, Reeve, Morpurgo, Priestly and Orwell. There are no lessons in the classroom where the books are stored after 10:30am, and the library is open after

break. Therefore it is incorrect to state that the girls cannot access the books. Girls have very easy access to a wide range of books during the school week.

11. (Page 12) 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.

All pupils at Leicester Community Academy are taught to have a voice and they are all heard. Louder pupils may at times dominate class discussions, however all pupils are given an opportunity to express their views verbally or orthography.

12. The annual written reports to parents focus very much on a pupil's efforts and not their progress in each subject.

In addition to the annual reports, the school holds parents day to discuss the pupils progress of each subject. Class work, assessments are shown to parents to help them understand their child's progress.

13. (Page 9) 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, for example. This compromises the school's ability to keep pupils safe.

All staff members have been asked to complete the online first aid training. In addition, leaders make sure there is a first aider on their educational visits, ensuring all pupils are safe.

In light of the above points, it would be unfair and incorrect to judge the school as inadequate in certain key areas. We believe that the report would clearly portray a false impression of the school to the general public as it chooses to focus on a few isolated incidences (i.e. the one literature book found in Boys Library, and the segregation between Boys and Girls), in order to draw generalised conclusions. It is all too easy to put a negative spin on the alleged discriminatory practices of ANY organisation (including Ofsted), based on what is deemed to be apparent.

For example, the current inspection consisted of two main inspectors. Assuming that none of the inspectors practice the Islamic faith, it would be highly erroneous to pass a judgement that suggests that Ofsted unlawfully discriminates on religious grounds by not including an inspector of the Islamic faith when inspecting an Islamic organisation.

Therefore to pass a judgement that implies that the school participates in discriminatory practices based on the segregation aspect and a couple of isolated incidences is deeply offensive and one which goes against the fundamental Islamic and British values of everyone associated with the school.

Furthermore, the insular manner in which the inspection was conducted, has sadly resulted in a report that has almost completely disregarded the many positive contributions made by all those associated with the school since its registration in 2015.