

Leicester International School

1 Woodhill, Leicester, Leicestershire LE5 3JB

Inspection dates

16 May 2018

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(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- At the previous inspection, the school did not provide up-to-date careers guidance in an impartial manner to pupils receiving secondary education. The new headteacher arranged for secondary pupils to receive impartial careers advice. All secondary pupils were taken to the Skills Show at the National Exhibition Centre in Birmingham. However, the proprietor closed the secondary provision in February 2018.
- The school no longer provides education for secondary pupils and therefore the requirement to meet the paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii) within standard 2(2) are no longer applicable.
- Standard 2(2) is now met.

Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(g)

- At the previous inspection, teachers were not planning learning activities to meet the needs of all pupils. Teachers were not using assessments of pupils' abilities to set suitably challenging activities, particularly for the most able, and enable pupils to make good progress. Teachers did not deliver well-planned lessons and they did not have high expectations of the quality of work that pupils should complete in the lessons.
- Following the inspection, leaders planned to deliver training for staff to enable them to meet pupils' needs more effectively and to improve the quality of teaching. In addition, leaders planned to put in place a new assessment system to track pupils' progress and identify any underachievement, so that intervention could be put in place.
- The quality of teaching and learning has not improved quickly enough since the previous inspection. Although the new headteacher has put in a new assessment framework, teachers are not using the information from the assessments to inform their planning and enable pupils to make good progress.
- Teachers set work that is too easy for many pupils, particularly in mathematics. Tasks do not help pupils to develop their knowledge or skills. Teachers do not demonstrate good subject knowledge and understanding. Teachers' subject knowledge in mathematics is not good enough. Consequently, pupils' mathematical reasoning skills are not developed because teachers do not know how to teach this aspect of mathematics.

- Lesson are not well planned. In history, pupils do not have the opportunity to show what they have learned or how their knowledge has developed. They do not make good progress in this subject. In an English lesson, pupils were asked to write poetry. However, they were confused by the teacher's instructions to write the poetry using sentences. Pupils did not have the necessary understanding of rhythm or how to structure a poem. Consequently, the poems were not of a good standard.
- The most able pupils are not challenged well enough. There are very few opportunities for pupils to develop their knowledge and skills because they are set the same work as other pupils for the vast majority of the time. Most-able pupils told me that they find work in mathematics too easy, even when they have been given some more challenging work. Teachers do not have a comprehensive knowledge of the abilities of the pupils in their classes.
- Leaders have not ensured that teachers demonstrate good subject knowledge and understanding in all subjects, particularly in mathematics. This requirement was met at the previous inspection but is now unmet.
- Leaders have not met the requirements in paragraphs 3(a), 3(c), 3(d), 3(e) and 3(g).
- Standard 3 is not met.

Paragraph 3(h)

- At the last inspection, leaders had not ensured that staff applied the behaviour policy consistently. Following the inspection, leaders planned to undertake a full review of the behaviour systems.
- Most teachers are now following the behaviour policy and most pupils are behaving well. The headteacher has introduced a new school council to encourage pupils to take more responsibility around the school. Pupils enjoy school and have great respect for their teachers.
- This requirement in paragraph 3(h) is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a)

- At the previous inspection, the safeguarding arrangements were not effective. Leaders had not kept detailed records of the actions they had taken in response to concerns about pupils. In addition, leaders had not worked well with parents or external agencies. Staff were also unaware of the actions they should take if they have a concern about a pupil. Following the inspection leaders planned to review all safeguarding policies.
- Leaders have undertaken training with the local authority to ensure that two members of staff are designated leaders for safeguarding. In addition, leaders have worked with another school to develop their safeguarding procedures in school. Leaders have also provided safeguarding training for parents, informing them of the different signs of abuse.
- Leaders and staff know what actions they should undertake if they have a concern about a pupil. The records where concerns have been reported are detailed and demonstrate that leaders have taken prompt action in response to a concern. Furthermore, they have remained vigilant to pupils' welfare to ensure that pupils continue to remain safe. Leaders have worked closely with parents and carers to keep pupils safe.

- All staff attended a full-day training on safeguarding at the start of the academic year and have received further training throughout the school year. They are knowledgeable about the possible signs of abuse, for example, neglect or female genital mutilation. They know who they should contact if they raise a concern about a pupil's welfare. Staff are fully aware that safeguarding is the concern of everyone, not just the leaders.
- The school's safeguarding policy is comprehensive and follows the latest government guidance on safeguarding. It is available on the school's website.
- Leaders have taken prompt and effective action to address the safeguarding concerns at the previous inspection.
- The requirements in paragraph 7(a) have now been met.
- Standard 7 is now met.

Paragraph 9, 9(b)

- At the last inspection, staff did not apply the school's behaviour policy consistently. Pupils' behaviour was judged to require improvement. The school planned to review the implementation of the behaviour policy.
- Staff and pupils are aware of the behaviour policy and most staff implement the policy effectively. Pupils are given verbal warnings if they misbehave. If pupils continue to misbehave, then they may lose their breaktime or face detention. There are also reward charts to celebrate good behaviour and pupils can earn privileges such as extra golden time or breaktime. Pupils respond well to the policy and most behave well in lessons. However, there are a very few occasions when pupils shout out in lessons and disrupt the learning of others.
- The requirements in paragraphs 9 and 9(b) have now been met.
- Standard 9 has now been met.

Paragraph 16, 16(a), 16(b)

- At the previous inspection, the staff did not undertake thorough risk assessments for school visits. Leaders planned to implement a risk assessment policy.
- The new headteacher has produced a document to give advice for staff to complete detailed risk assessments for school visits. A risk assessment policy is in place. Staff identify appropriate potential hazards and put in control measures to reduce risks when writing risk assessments. As a result, the risk assessments are now thorough and the risk assessment policy is being implemented effectively.
- The requirements in paragraph 16(a) and 16(b) have now been met.
- Standard 16 is now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(1), 18(2), 18(2)(e), 18(3), 21(3), 21(3)(a)(viii), 21(4)

- At the time of the last inspection, leaders had not completed all the necessary checks to check the suitability of staff. Leaders planned to obtain overseas checks on staff who have lived or worked abroad and to maintain a single central record.
- All the required checks, including the overseas checks, have now been completed and are recorded on the school's single central record. The school's recruitment files are

well organised and contain the relevant evidence to show the checks have been completed.

- Leaders have ensured that all the required checks have been completed on new members of staff.
- The requirements in paragraphs 18(1), 18(2), 18(2)(e), 18(3), 21(3), 21(3)(a)(viii) and 21(4) have now been met.
- This standard is now met.

Part 5. Premises of and accommodation at schools

Paragraph 25

- At the previous inspection, the proprietor had not ensured that the Woodhill premises were of an appropriate standard to secure the safety and well-being of the pupils. Leaders planned to install better security at the entrances.
- The proprietor has still not ensured that the Woodhill site is safe and secure. Not all the locks on the entrances are secure. In addition, the grass play area contains rocks and rubble that make the surface uneven and unsuitable to play on.
- The proprietor has not addressed the issue of site security with enough urgency. In addition, the play area contains too many trip hazards.
- The requirement in paragraph 25 has not been met. The standard has not been met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the previous inspection, leaders did not have an accurate view of the quality of teaching. Leaders had not regularly checked if pupils were making good progress. Leaders had not ensured that all staff applied the school's behaviour and marking policies. Leaders had not implemented an effective system to manage the performance of teachers, or provided effective training to help staff improve their classroom practice. The proprietor had not put in place an effective structure of governance to hold the school's leaders to account for the quality of the school's provision.
- Following the previous inspection, the school's action plan was rejected. School leaders have produced a new development plan. However, for many actions in the development plan, there are no success criteria by which leaders can judge if their actions have been successful or not. The success criteria included for other actions are too vague.
- Also, following the previous inspection, governors planned to appoint a new headteacher and a new designated leader for safeguarding. Leaders said that they would develop governance through training.
- The proprietor has appointed a headteacher following the previous inspection. The new headteacher has also been trained to carry out the role of deputy designated lead for safeguarding. The designated lead for safeguarding has continued in her role following the previous inspection. The proprietor has not put in place an effective structure of governance. The proprietor has not checked well enough to find out if the school is improving. The proprietor has not held school leaders to account for the quality of the school's provision, or set performance management targets for the headteacher.

- The new headteacher has a more accurate view of the strengths and weaknesses of teaching, and that it needs to improve. However, leaders have not put in place effective training to improve teaching. For example, leaders recognise that teachers do not plan to meet pupils' needs effectively. However, this continues to be a weakness in the quality of teaching. Leaders do not regularly check that pupils are making good progress. School leaders have not scrutinised pupils' work since the start of the academic year. The headteacher has carried out one lesson observation for each teacher to check the quality of teaching. The areas identified for improvement following the observations were not precise enough and consequently there has been no marked improvement in the teaching or in pupils' progress.
- The headteacher has put an assessment system in place for teachers to record their teacher assessments and test results in English, mathematics and science. However, leaders have not checked if the teachers' assessments are accurate. Consequently, leaders cannot be sure that the assessments reflect the pupils' learning. Furthermore, information from the assessments is not used to identify gaps in pupils' learning and inform teachers' planning, so that pupils can improve their skills and knowledge.
- The headteacher has introduced performance management for teachers. Teachers are assessed against the teacher standards. However, the areas for development for each teacher are vague and there are no success criteria by which leaders can judge if the teachers' performance has improved. Consequently, the performance management of teachers is still not effective.
- The headteacher has introduced a marking policy. Some teachers are using the school's marking policy to assess pupils' work. Pupils have a good understanding of the symbols used by staff to help them improve their work. However, the policy is still not used consistently.
- Leaders have ensured that the new behaviour policy is being used most of the time. Consequently, most pupils are well behaved. However, there are still occasions of low-level disruption in lessons with pupils shouting out answers.
- Leaders have not improved the quality of leadership and management effectively. As a result, weaknesses remain in the quality of leadership and teaching, and in the progress that pupils make.
- The requirements in paragraphs 34(1), 34(1)(a) and 34(1)(b) have not been met.
- Standard 34 has not been 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, as set out in the annex of this report. 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 now meets the following requirements of the independent school standards.

- The proprietor ensures that teaching at the school utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3, 3(h))
- The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7, 7(a)).
- The proprietor ensures that the written behaviour policy is implemented effectively (paragraph 9, 9(b)).
- The proprietor ensures that the welfare of the pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(b)).
- Ensure that, in the case of any member of the teaching staff for whom, by reason of that person living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State (paragraphs 18(1), 18(2), 18(2)(e), 18(3), 21(3), 21(3)(a)(viii), 21(4)).

School details

Unique reference number	134905
DfE registration number	856/6019
Inspection number	10054060

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	Other independent school
School status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Number of part-time pupils	None
Proprietor	Mr Nizam Hussein
Headteacher	Mrs Khadijah Gulamnabi
Annual fees (day pupils)	£1,850
Telephone number	01162 515345
Website	www.lisch.org.uk
Email address	nizam.hussein@lisch.org.uk
Date of previous standard inspection	4–6 July 2017

Information about this school

- Leicester International School is an independent Islamic school.
- The school now provides full-time education for pupils aged five to 11 years. The school stopped educating secondary-school pupils in February 2018. The primary-school pupils moved from the Beal Street site to the current Woodhill site after February half term 2018. The school no longer uses the Beal Street site. The changes to the age range and to establish Woodhill as the school's main site are still subject to the approval by the Department for Education.
- The Woodhill site would be suitable to educate up to 80 primary aged pupils, if the proprietor addressed the issues related to the site security and the uneven play surface.

- There are no pupils who have special educational needs and/or disabilities.
- The school's previous standard full inspection took place on 4–6 July 2017.
- A new headteacher was appointed in August 2017.

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 that 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 first progress monitoring inspection following the school's standard inspection on 4–6 July 2017.
- Following the previous inspection, the DfE required the school a statutory action plan. Ofsted evaluated the action plan on 21 December 2017 and rejected the plan.
- The inspection was conducted without notice.
- The inspector met with the headteacher, the proprietor, the two designated leads for safeguarding, a group of pupils and members of the teaching staff. The inspector observed lessons and scrutinised pupils' work. The inspector looked at documentation related to safeguarding. He checked the school's single central record and the school's systems for recruiting staff. The inspector reviewed the school's development plan information related to pupils' attainment and progress. The inspector also toured the school site with the headteacher.

Inspection team

Martin Finch, lead inspector

Her Majesty's 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 un-met 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;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

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; and

Standards that were met at the previous inspection but are unmet at this inspection

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

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