

Lantern of Knowledge Secondary School

3 October 2016

30–36 Lindley Road, Leyton, London E10 6QT

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(b)(i), 2(1)(b)(ii), 2(2)(h), 3(b), 3(h), 3(i) and 3(j)

- The school uses commercial curriculum plans and online resources for all national curriculum subjects. Teachers adapt these materials for the different ages, aptitudes and needs of all pupils. During the previous academic year, leaders engaged an external adviser to provide training for staff in effective lesson planning and techniques for assessing pupils' work. As a result, activities are now set at the correct level so that they match pupils' abilities.
- All teachers of national curriculum subjects have time set aside each morning to plan their lessons and assess pupils' work. The headteacher and deputy headteacher hold regular discussions with teachers about their lesson planning. Advice and guidance are given and staff are held to account for the quality of their teaching and pupils' progress. Their plans carefully set out the development of pupils' understanding of British values across all subjects. In addition, subject leaders have prepared their own subject overviews, detailing how pupils learn about individual freedom, the rule of law and the basis on which laws are made and applied.
- In 2016, almost three quarters of pupils in Year 11 achieved five or more grades A* to C at GCSE. Nevertheless, leaders are aware of the need to ensure that all pupils, particularly the most able, make the best possible progress.
- During the inspection, the inspector and the headteacher visited three classes and toured the school premises. Pupils were taking part in a range of creative and academic work that included Arabic, citizenship and science. An appropriate range of activities was available to enable pupils to develop self-confidence, independence and an ability to think for themselves, and to work conscientiously in their studies.
- Positive working relationships enable pupils to feel safe and secure in seeking advice and guidance from staff, when required. Pupils are polite towards each other, staff and visitors.
- Schemes of work for citizenship include activities that develop pupils' ability to distinguish between right and wrong and what it means to be a British Muslim. The citizenship programme also helps pupils to understand the benefits of taking personal and social responsibility for their behaviour and actions.
- The school's accessibility policy makes a strong commitment to providing equality of opportunity for all pupils. In discussion, one pupil told the inspector that, 'Our religion tells us that everyone is equal. Although same-gender marriage is not part of our religion, we are taught to respect all different kinds of relationships.'
- The school's accessibility improvement plan includes a commitment to making reasonable adjustments to accommodate the needs of pupils who have disabilities.

- The school meets all the requirements for this part.

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

Paragraphs 5(a), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi) and 5(b)(vii)

- The school is committed to promoting the values of 'peace, tolerance and harmony'. Its ethos and curriculum encourage pupils to participate in society so that they become respected British citizens. Pupils are proud of their faith and their views were encapsulated by one pupil who commented that he particularly liked the school because it places a 'strong emphasis on our religion'.
- The personal, social, health and economic (PSHE) and citizenship courses develop pupils' ability to distinguish between right and wrong, and to take the consequences of their actions. These courses also provide opportunities to develop pupils' confidence and self-esteem and to show care and compassion for others.
- The school has developed fruitful relationships with the local community. For example, pupils regularly take part in the borough's annual 'spring clean' of the streets of Leyton. They also make and distribute Christmas cards to their neighbours and in winter they provide hot meals for the homeless in the local community. In addition, older pupils run homework clubs and supervise younger ones at prayer and during lunchtime.
- Leaders have produced a detailed overview of the school's provision for fundamental British values and pupils' spiritual, moral, social and cultural development. The overview shows that pupils have many opportunities across the curriculum to appreciate and respect the diversity of people from different backgrounds, traditions and cultures, both globally and in the local community. It also shows where pupils will develop an understanding of civil law, public institutions and services in England. For example, pupils have visited the Houses of Parliament, the Royal Institute of British Architects and the Victoria and Albert Museum.
- As this is a faith school, the teachings of Islam and other faiths are regularly discussed and pupils take part in activities to increase their understanding of other communities. For example, pupils spoke very positively about their participation in the local Three Faiths Forum, whereby they had the opportunity to work closely with a local Catholic Boys' school, a local church and its minister. Visits to the Jewish Museum in Camden and the Gurdwara in Bow provide further opportunities for pupils to celebrate cultural and faith differences.
- The proprietor and senior leaders go to great lengths to ensure that every pupil has the opportunity to learn and to achieve well. Pupils explained that during Friday assemblies, festival days and citizenship lessons, staff place great emphasis on the equality of each human being. Leaders explained that staff are very open and clear in dealing with issues surrounding age, disability, marriage, race, religion, sex and sexuality.
- Through the student council, pupils learn about the democratic process and have brought about many improvements to the school. For example, as a result of their suggestions, the policy for issuing the merit/misbehaviour ticks was modified. Pupils also had the self-confidence to suggest and design their new school uniform. The success of these initiatives is a tribute to the very positive and productive relationships, based on trust and mutual respect, between adults and pupils.
- The school meets all the requirements for this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10 and 14

- The leaders and governors have created a strong safeguarding ethos in the school. They take safeguarding very seriously, which is demonstrated by the very careful attention given to all pupils. For example, at the staff briefing each morning, pupils' needs are discussed in order to check whether they are displaying any signs that they might need early help, especially those who face challenging circumstances.
- The headteacher and deputy headteacher have been trained at the correct level for designated safeguarding leads. The school's safeguarding policy reflects the Department for Education's most recent guidance, 'Keeping Children Safe in Education' (September 2016). Leaders have ensured that the school follows the local authority's protocols for making safeguarding referrals, and that effective risk assessments are in place for a range of activities.
- All appointed staff have completed the required safeguarding training, including training in the 'Prevent' duty. Staff can demonstrate the impact of training on their work. For example, they are aware that they must personally report to the police a disclosure that female genital mutilation (FGM) has been carried out. The headteacher monitors the effectiveness of teachers' understanding and practice of safeguarding procedures through his weekly one-to-one discussions.
- The school's code of conduct and behaviour policy, including the policy for merits/misbehaviour and detention, are published in the 'Student planner 2016–17'. The intention is to 'create a learning environment where young people feel safe, enjoy and learn'. These behaviour policies are focused on pupils achieving the highest levels of personal conduct.
- There is an appropriate range of rewards and sanctions to promote positive attitudes to learning and behaviour. Rights and responsibilities of pupils as British citizens are taught and discussed, emphasising that respect, appreciation and tolerance are central elements of both Islamic and British traditions. Pupils are good humoured, polite and respectful towards each other, staff and visitors. Pupils were well supervised at all times, including in lessons and when gathering for prayer.
- Behaviour logs are analysed regularly in order to spot trends and make suitable interventions as necessary, so as to minimise dangers to the well-being of staff and pupils.
- The school's anti-bullying policy is comprehensive and sets out clear expectations for staff, parents and pupils, with respect to managing all types of bullying. Pupils reported that there were no incidents of bullying because 'we are a small school and know each other well'. Pupils reported that there are very clear and graduated systems for dealing with any incidents of misbehaviour and that there was always a trusted adult whom they could speak with if they had a problem.
- The school meets all the requirements for this part.

Part 6. Provision of information

Paragraph 32(1)(c)

- Policies for anti-bullying, behaviour and safeguarding are up to date and are published on the school's website.
- The school's safeguarding policy reflects the Secretary of State's most recent guidance, 'Keeping Children Safe in Education' (September 2016) and 'Working Together to Safeguard Children' (March 2015).

- The school's website meets statutory requirements.
- The school meets all the requirements for this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1)(a), 34(1)(b) and 34(1)(c)

- Senior leaders have an excellent understanding of their respective roles and responsibilities. They provided the inspector with a range of evidence to show that the school regularly monitors pupils' cultural and personal development across a range of subjects.
- Leaders have effective monitoring procedures in place to ensure that staff meet the school's expectations in meeting the needs of all pupils.
- Leaders actively promote the well-being and safety of pupils. There are suitable and up-to-date policies for safeguarding, behaviour and the prevention of bullying (September 2016). These documents provide effective guidance in supporting pupils' behaviour and applying sanctions and rewards consistently.
- The proprietor, governors and school leaders have the skills and expertise required for their roles. They have ensured that all the independent school standards are consistently met and that pupils' welfare is safeguarded.

Compliance with regulatory requirements

The school meets 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. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	132848
DfE registration number	320/6501
Inspection number	10021226

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	Muslim secondary school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	116
Number of part-time pupils	None
Proprietor	Lantern of Knowledge Educational Trust
Chair	Imran Sidyot
Headteacher	Abdullah Keekeebhai
Annual fees (day pupils)	£3,100
Telephone number	0208 539 5183
Website	www.lanternofknowledge.org.uk
Email address	info@lanternofknowledge.org.uk
Date of previous standard inspection	24–26 November 2016

Information about this school

- The Lantern of Knowledge Secondary School is located in the Leyton area of east London. It is a small independent Islamic school for boys and opened in 2006. The school caters for pupils from 11 to 16 years.
- The school is the only school in the Lantern of Knowledge Educational Trust. The trustees of this are the proprietors of the school.
- The vast majority of boys are from a Black African or Asian heritage. There are no pupils who have special educational needs and/or disabilities or an education, health and care plan. The school receives no additional funding for disadvantaged pupils.
- The school was last inspected in November 2015, when its overall effectiveness was judged to be outstanding.
- The school does not provide any off-site education.
- There were no responses to the Ofsted online survey (Parent View).

- Pupils study a balance of Islamic and secular subjects and all take a number of GCSE subjects in Year 11, including English, mathematics, art, geography and science.
- The ethos of the school is reflected in its aim 'to produce well-educated and mature young men, who possess the knowledge and skills to succeed in their lives, and who make positive contributions to society in general.'

Information about this inspection

- This inspection was carried out by Ofsted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.¹
- The inspection was commissioned by the Department for Education following a complaint received about safeguarding, pupils' behaviour and the promotion of fundamental British values.
- The inspector was asked to report against the requirements contained within parts 1, 2, 3, 6 and 8 of the independent school standards.
- The inspection was carried out without notice.
- The inspector toured the school site with the headteacher and visited three classrooms and observed pupils lining up to attend prayers. He met with the headteacher and the chair of governors. He also reviewed key documents and policies, including those related to safeguarding, behaviour and the school's facilities.

Inspection team

David Scott, lead inspector

Ofsted Inspector

¹www.legislation.gov.uk/ukpga/2008/25/contents

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