

# Lantern of Knowledge Secondary School

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

**Inspection dates** 24–26 November 2015

**Overall effectiveness** **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Adequate

## Summary of key findings for parents and pupils

### This is an outstanding school

- Pupils make outstanding progress in nearly all subjects. The majority make more than expected progress in both English and mathematics.
- The strong sense of community, harmony and respect within the school reflects the school ethos and aims of leaders and governors to develop well-rounded citizens.
- Teaching, learning and assessment are outstanding because of the continuous feedback provided in lessons and the detailed tracking of pupil performance.
- Pupils' conduct is exemplary. They exhibit excellent attitudes to their learning and engage fully in lessons.
- The spiritual, moral, social and cultural development of pupils is outstanding. They have an excellent understanding of the world around them and make a positive contribution to their community.
- Parents value the detailed real-time communication they receive from the school. The school engages them in all aspects of their child's education, including their next steps and in ensuring their online safety. They are overwhelmingly supportive of the school.
- Pupils feel safe and value the care they receive. They readily support and look after each other. They say incidents of bullying are non-existent.
- The well-structured curriculum achieves a successful balance between Islamic and secular subjects.
- Governors, leaders and parents are not complacent and are passionate about the continued improvement of the school. High levels of achievement have been sustained over a number of years, and current assessment information indicates this is set to continue.
- Leaders have been diligent in ensuring full compliance with the independent school standards.

### 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.

## Full report

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

- Ensure pupils have more opportunities to develop their scientific skills through more regular practical activities.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- Leaders and governors are ambitious for the school. They have an unwavering commitment to their aim of developing pupils to be considerate, reflective and mature British Muslims who make a significant and positive contribution to their community. All members of the school community, including parents, share this vision. The school's actions achieve this aim.
- The small size of the school means staff know the pupils very well. Strong relationships throughout the school lead to a climate in which learning can flourish. This leads to outstanding levels of achievement in nearly all areas of the school.
- The school has managed changes in staffing well, and those new to the school receive an appropriate induction and speak highly of the ongoing support they receive. The recent appointment of an assistant headteacher with sole responsibility for teaching and learning provides much-needed additional capacity to the leadership team. This is already having some impact; monitoring and support are now more regular. Coaching is tailored to the needs of individual staff, and staff report that this has improved their practice. The school has an appropriate plan for the deployment of this new assistant headteacher and recognises the need for this to be monitored carefully through the course of the year.
- Leaders use a detailed system based on the national standards of teaching to assess the performance of teachers, and this identifies future training needs. The comprehensive programme of training ensures staff have an up-to-date awareness of issues relating to safeguarding, including preventing radicalisation and extremism.
- The curriculum combines Islamic and secular subjects well. The proportion of time allocated to Islamic studies diminishes as pupils move through the school; in Year 11, study focuses solely on the national curriculum. All pupils study a broad and balanced curriculum, including geography, Arabic, calligraphy, business studies and computing. Some of the most-able pupils also supplement this curriculum by studying statistics and further science courses.
- The school's work to promote the spiritual, moral, social and cultural development of pupils links naturally to the aims of the school and is highly effective. Leaders, governors and parents are right to be proud of it. The Islamic part of the curriculum allows pupils to gain a deep and detailed understanding of this faith. In-depth study of other world religions, including visits to a range of different places of worship, adds to pupils' spiritual development. The school has forged a purposeful partnership with a local church, a Catholic boys' school and a local community group founded on increased harmony. Pupils speak with pride about their faith, and are accepting and understanding of those with other beliefs and lifestyles, even when they are at odds with the central teachings of their own faith. Leaders are diligent in providing a range of different viewpoints about various issues and pupils are encouraged to develop their own thinking and views.
- A wide range of activities and visits develop pupils' understanding of democracy, the rule of law, the arts and sport. These include visits to the Houses of Parliament, the Royal Courts of Justice, museums, art galleries and theatres. The timing of these trips aligns with teaching topics in the classroom, and pupils link their experiences to their learning. They learn about equality within the curriculum, and this links to the ethos of harmony. These actions show that the school prepares pupils for life in modern Britain well. Pupils have a good understanding of other faiths and beliefs, and respect the laws of this country; as one pupil put it, 'we choose to live here'.
- Parents are overwhelmingly in support of the school. They value the strong ethos, the religious character, and high expectations of the school. They are extremely positive about the way in which the school engages with them. Communication is carried out in real time; parents receive text messages about any events, positive or negative, during the school day. The formal reports provided to parents are very detailed and yet concise, and parents in all year groups have an individual meeting with the school about future careers and destinations annually. The school also provides training for parents on issues such as e-safety. All of these elements combine to mean parents are fully involved in the education of their child.
- **The governance of the school**
  - The governors of the school use their skills well to challenge and support leaders. Regular formal reports from the headteacher supplement more informal and frequent communication between the governing body and the school. This means governors have an accurate view of a range of different aspects of the school. They are ambitious for the school and do not shy away from demanding improvement. They help set clear, well-defined targets for future development.
  - Governors are right to be proud of the way in which the school develops pupils into well-rounded,

confident and mature individuals. Governors are passionate about increasing harmony in the local and wider community through a celebration of commonality rather than a mere tolerance of differences.

- Governors monitor the quality of teaching carefully and are not afraid to tackle underperformance. They monitor and evaluate the performance of the headteacher each year in a simple and clear way. They were correct in their view of the need for additional capacity on the leadership team, and increased its size accordingly. Plans are in place to develop this further in the future, although this is a function of finance.
- The arrangements for safeguarding are effective. Leaders are diligent in their approach to ensuring pupils are safe; clear and comprehensive procedures support this. Regular training for staff, governors and parents helps keep pupils safe both in school and at home. For example, parents are clear about how the bespoke training arranged by the school has increased their awareness of risks associated with the internet and modern communications. The school checks carefully any visitors to the school to ensure they do not promote any extreme views or pose a risk to pupils' well-being. The school has a positive relationship with the local authority and regularly utilises training opportunities.

## **Quality of teaching, learning and assessment** **is outstanding**

- High-quality teaching, learning and assessment in the school leads to outstanding academic outcomes.
- The size of the school leads to small class sizes. This, combined with high standards of behaviour and positive relationships, means teaching is highly personalised. Teachers know their pupils very well. Those staff who have been in the school for a number of years know the prior learning of the pupils; each subject has one teacher. In lessons, teachers continuously check understanding and are able to clarify quickly any misconceptions and tell pupils how they can extend their learning.
- Pupils' attitudes to their learning are very strong. They are attentive and engaged in their learning. They are able to consider quickly information provided by the teacher and have the confidence to pose well-thought-out and structured questions. This curiosity demonstrates a real thirst for knowledge that extends beyond the classroom. For example, during a visit to the school by the reverend of the local church, pupils questioned her as to why Christians eat turkey at Christmas.
- Teachers have strong subject knowledge and a detailed understanding of examination specifications. They are able to convey their passion for their subject well. Key terminology is emphasised and links to other aspects of the curriculum such as spiritual, moral, social and cultural development are made frequently.
- The school tracks pupils' achievement in detail at key points in the year, and uses this to inform any subsequent support for individuals. Governors set challenging targets and these filter down through the school. The main targets are based on pupils making more than expected progress in all subjects. This aspiration is justified given that in nearly all subjects the very large majority make expected progress. The small size of the school means support is quick, highly personalised, and effective.
- Some changes in staffing have had a slight destabilising effect on teaching in geography. Leaders and governors have identified this, and the support in place is showing impact; the quality of teaching over time in this area is good and improving. In science, there have been four different teachers in post in the last academic year. The school has managed this well and within the school's financial constraints; teaching has sustained high levels of achievement in the subject. However, this turbulence has had a negative impact on the number of practical activities carried out within the subject. This limits the development of some key skills in science. Leaders recognise this to be the case and acknowledge that this has been a symptom of difficulties in staffing.
- There is little variation in the quality of teaching, learning and assessment across subjects; strong teaching and ongoing feedback leads to strong academic outcomes in nearly all areas. Variation in teaching in different key stages is limited, and is a function of the size of the cohort in a particular year group. For example, the current Year 11 is very small in comparison to other groups in the school, and this leads to an even more personalised approach to teaching, akin to a tutorial.

## **Personal development, behaviour and welfare** **is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- The curriculum, including Islamic studies, coupled with a range of extra-curricular activities, including

those with the 'Salaam Peace' organisation, help to develop pupils' self-confidence and self-awareness. Pupils have a mature approach to their learning and value the support and care they receive in lessons and around the school, and they readily support one another.

- Pupils readily share their views and are respectful of the views of others. The ethos of the school underpins this. During meetings with inspectors, pupils reflected their view that differences between religions and lifestyle choices did not mean they were wrong; they were clear on their own view and understanding of other viewpoints.
- The school promotes healthy eating during lunchtimes; pupils are not permitted to bring fizzy drinks or sweets into school. A structured programme of two hours of physical education per week meets pupils' needs and helps increase fitness and develop stamina.
- The close-knit community within the school means pupils are well cared for and safe. The pupils talk about a sense of 'brotherhood', whereby older pupils willingly support their younger peers. They cited this as the reason why bullying is non-existent; pupils care about each other and such behaviour is at direct odds with their beliefs and values. Pupils were aware of how to stay safe and of several different types of bullying. Information about the risks linked to the internet is delivered through computing lessons, and pupils have a detailed understanding of how to protect themselves online. For example, pupils were able to define phishing and identify other online risks.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves well and are respectful of staff, visitors to the school and each other. When walking to the local sports ground for lessons or break, pupils' behaviour is calm and ordered.
- Leaders track the behaviour of every pupil meticulously. Leaders produce and act upon reports for each pupil that detail what type of misbehaviour occurred on which day of the week and in which lesson. The school informs parents immediately of any misbehaviour or conduct issues via text message. The school has high expectations of behaviour and seemingly small issues, such as not having a pupil diary signed, are recorded. The approach of leaders and engagement with parents means instances of poor behaviour or misconduct are very rare. Parents value the high expectations and standards of behaviour at the school.
- Risk assessments of trips and visits are appropriate and well recorded. The school is quick to react to any risks identified in the main building.
- Attendance has improved steadily over a number of years and is in line with the national average. Punctuality has improved during the same period and almost no pupils are deemed to be persistently absent.

### Outcomes for pupils are outstanding

- The attainment and academic progress made by pupils in the school is significantly above the national average and has been so for many years.
- The provisional results for 2015 indicate that 82% of pupils gained five or more GCSEs including English and mathematics. This is a fall from the 100% achieved in 2014, and corresponds to three pupils not achieving the national benchmark.
- From a range of different starting points, pupils consistently make outstanding progress. In 2015, provisional assessment information shows 100% of pupils made expected progress in mathematics, and 82% did so in English. The proportion of pupils making more than expected progress in English is significantly higher than the national average. In mathematics, 71% of pupils made more than expected progress; this is more than double the national average. In other subjects such as science, Arabic and citizenship, pupils replicated these impressive levels of academic progress. Analysis of the performance of current year groups indicates a similar pattern, and historic information about attainment shows these outcomes are the norm.
- Leaders analyse the progress of different groups within the school. The high levels of progress and attainment mean there is no significant variation; all make equally outstanding progress. These academic outcomes mean the academic needs of pupils, including the most able, are met.
- The school has a clear and measured approach to providing information and guidance to pupils and their parents about next steps in their education or working lives. A number of external speakers give assemblies focused on their profession. Pupils gain a greater understanding of other opportunities

available to them after leaving the school during the annual visit to the 'Skills London' careers event. During Key Stage 4, pupils benefit from independent and impartial advice provided by a careers officer from the local authority. Each year, parents have individual meetings with the school to discuss the aspirations and next steps of their child. Parents value this support and attention to detail. Destinations of pupils are tracked well and all pupils progress on to further education, employment or training.

## School details

<b>Unique reference number</b>	132848
<b>Inspection number</b>	10007479
<b>DfE registration number</b>	320/6501

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.

<b>Type of school</b>	Muslim secondary
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	90
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Lantern of Knowledge Educational Trust
<b>Chair</b>	Imran Sidyot
<b>Headteacher</b>	Abdullah Keekeebhai
<b>Annual fees (day pupils)</b>	£3,000 per annum
<b>Telephone number</b>	0208 539 5183
<b>Website</b>	<a href="http://www.lanternofknowledge.org.uk/">http://www.lanternofknowledge.org.uk/</a>
<b>Email address</b>	<a href="mailto:Info@lanternofknowledge.org.uk">Info@lanternofknowledge.org.uk</a>
<b>Date of previous inspection</b>	21–23 May 2013

## 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 with special educational needs or disabilities. The school receives no additional funding for disadvantaged pupils.
- The last standard inspection of the school in May 2013 found the overall effectiveness of the school to be adequate. An emergency inspection carried out in January 2015 found the school to be fully compliant with Parts 2 and 3 of the independent school standards.
- Pupils study a balance of Islamic and secular subjects and all undertake a number of GCSE subjects in Year 11, including English, mathematics, science and geography.
- The ethos of the school is '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'.
- The current headteacher took up post in September 2013, shortly after the last standard inspection. The previous headteacher is now a governor of the school.
- The school does not use an off-site unit or any alternative provision.

## Information about this inspection

- Inspectors visited a wide range of lessons in all year groups. In total, 13 lessons were visited during the course of the inspection and nearly all of these were carried out together with members of the school's leadership team.
- Inspectors spoke to a number of pupils during the course of the inspection. These included structured discussions with small groups of boys, and informal discussions during the three days of inspection. Inspectors met the leaders, other staff, and the proprietors of the school. The inspection team carried out a tour of the school to evaluate aspects relating to health and safety.
- Inspectors scrutinised a wide range of documentation including information linked to attendance, behaviour, teaching and learning, assessment, performance management, safeguarding, recruitment practice, development plans and minutes of meetings of the governing body. They also evaluated the school's own assessment of its performance.
- Inspectors met with all teachers to gather their views. They considered the responses by parents to questionnaires, including Parent View. Inspectors also met with two groups of parents to gain more information about their views of the school. They also considered a small number of responses to a point-in-time survey of pupils carried out by Ofsted at the end of 2014.

## Inspection team

Sai Patel, lead inspector

Her Majesty's Inspector

Martin Roberts

Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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