

Inspection of Al-Islamia Institute for Education

5-7 Evington Street, Leicester, Leicestershire LE2 0SA

Inspection dates:

8 to 10 April 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils are proud of their school and are keen to recommend it to others. They say they feel safe and valued. In turn, they are welcoming and friendly to others. They live out the school's aim, 'to celebrate who we are and strive to become the best we can'. They work hard, behave well and play happily together.

The school's key aim is to provide an ambitious curriculum that is underpinned by a strong Islamic ethos. A culture of high expectations exists. Pupils achieve well academically. They also develop important personal attributes that set them up well for the next stage in their education. Pupils learn the importance of becoming a good citizen and living considerately and harmoniously alongside others. They make contributions to a local foodbank and raise funds to buy books for children's hospitals.

Pupils are enthusiastic about the opportunities the school offers to them. They cite the 'Eid party', ice-skating and school 'fun days' as some of their favourite events in the school's busy school calendar.

Parents are full of praise for the school. Many refer to the well-rounded education their children receive and say how happy they are to come to school each day.

What does the school do well and what does it need to do better?

The school has a well-planned curriculum in place across a broad range of subjects. The key knowledge that pupils need to know and remember is clear. The sequence of learning is well-considered. Over time the curriculum provides pupils with a rich understanding of each subject. For example, in history pupils in Year 5 gain a deep understanding of Ancient Greece. They use their well-developed knowledge to justify their choice for the most significant legacy left from this period of history.

Teachers show good subject knowledge. They follow the curriculum closely. They introduce pupils to subject-specific vocabulary. They regularly check that pupils remember prior learning. In lessons, they ensure that pupils who may struggle with new concepts get the help they need. However, their use of questioning to ascertain understanding is less effective. Too often pupils are not provided with sufficient time to consider their answers. There are limited opportunities for pupils to discuss their learning and practise the use of new vocabulary to explain their understanding.

The school has established clear systems for the identification of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are included in all aspects of school life. Staff are knowledgeable about each pupil and understand their needs. They use this knowledge skilfully to help pupils with SEND to progress through the curriculum well.

Reading is a priority for the school. Teachers deliver the school's chosen phonics programme with confidence. Pupils receive plenty of support if they need more help

to keep up when they are learning new sounds. Books are closely matched to the sounds that pupils know. As a result, pupils become fluent and enthusiastic readers. Pupils engage in a wide range of activities that promote a love of reading. They have 'book blanket' time where they choose books for themselves and for others. They participate in reading challenges and visit their local library every fortnight.

The school's personal development offer is rooted in the school's 'IKHLAS' (inspiration, knowledge, healthy living, leadership, aspiration and spirituality) character curriculum. This important work provides a strong basis for the positive characteristics that pupils develop. In addition to this, the personal, social and health education curriculum covers a broad range of topics in an age-appropriate way. Pupils learn the importance of healthy lifestyles and how to manage risk. Through 'UK parliament week' pupils learn about the purpose and value of fundamental British values. Since the last inspection leaders have ensured that pupils learn more about the beliefs of major world religions. Pupils discuss the festivals, places of worship and holy books of other faiths knowledgeably. They show respect for differences and can also identify the similarities between their own Islamic beliefs and that of others.

Leaders and staff stand 'shoulder to shoulder' to provide pupils with a positive start to their education. There is a strong sense of teamwork. Staff value the ways in which leaders show consideration for their workload and well-being. They enjoy working at the school and are proud to be a part of Al-Islamia Institute for Education.

The proprietor works closely with leaders to ensure that the vision for the school is realised. They fulfil their statutory duties. They hold leaders to account for the effectiveness of the school's arrangements for safeguarding pupils. They ensure that the independent school standards (the standards) are met. This includes compliance with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Teachers provide limited opportunities for pupils to discuss their learning. When teachers do question pupils, they are not given sufficient time to rehearse their answers to explain their understanding. As a result, pupils do not articulate a deep understanding of their learning, including the use of subject-specific vocabulary. The school should ensure that teachers provide sufficient opportunities for pupils to rehearse and explain their learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	135390
DfE registration number	856/6020
Local authority	Leicester
Inspection number	10342061
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Proprietor	Al-Islamia Institute for Education Trust
Chair	Haroon Makda
Headteacher	Zubair Kola
Annual fees (day pupils)	£2,340
Telephone number	0116 2515101
Website	www.alislamia.org.uk
Email address	info@alislamia.org.uk
Dates of previous inspection	1 to 3 March 2022

Information about this school

- The school is an independent Islamic day school.
- The school is based at 5–7 Evington Street, Leicester, Leicestershire, LE2 0SA.
- The school is registered for pupils aged two to 11-years-old. Pupils in the early years are educated on the same site by a separate provider. This setting was not inspected as part of this inspection.
- There are currently 87 pupils on roll. A small number of pupils have an education, health and care plan.
- The school does not use alternative provision.
- The school's previous inspection was in March 2022 when it was judged to be good.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and pastoral leader. The lead inspector met remotely with a representative of the proprietor body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector reviewed the school's curriculum for other subjects and listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered the views of parents through their responses to Ofsted's online survey for parents, Ofsted Parent View. An inspector met with parents at

the start of the school day. They also spoke to staff about their workload and well-being and reviewed responses to Ofsted's online survey for staff.

- The lead inspector made a tour of the school site and reviewed a range of documents, including those relating to health and safety, in order to check the school's compliance with the independent school standards.

Inspection team

Caroline Poole, lead inspector

His Majesty's Inspector

John Spragg

His Majesty's Inspector

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