

Lantern of Knowledge Secondary School

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

Inspection dates

15–17 January 2019

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that the school has made sustained improvement over time. Not all the independent school standards are met.
- Leaders have not ensured that all information available to pupils is appropriate. Inspectors found an example of inappropriate literature in the school library. The book's contents are disrespectful towards gay people and women.
- Teaching is not consistently strong because teachers' expectations of what pupils can achieve, particularly in key stage 3, are not high enough.
- The key stage 3 curriculum is not well developed. It does not provide pupils with sufficient stretch and challenge.
- Pupils do not have enough opportunities to develop their extended writing skills across the curriculum.
- Not enough higher-attaining pupils get the top grades in their GCSE examinations. The most able pupils are not challenged consistently well.
- Teachers do not routinely use assessment information effectively to identify the next steps in pupils' learning. Therefore, pupils' progress is too variable in Years 7 to 9.
- Teachers are not consistently effective in promoting the use of correct grammar and punctuation in different subjects.

The school has the following strengths

- Parents are very supportive of the school.
- Most pupils achieve well in English and mathematics by the end of Year 11.
- Pupils' behaviour around the school and in lessons is good. They are respectful of each other and adults. Pupils feel safe in school.
- Notwithstanding the inappropriate literature found in the school, there are many positive aspects of the school's provision for developing pupils' spiritual, moral, social and cultural development.

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.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management, by:
 - reviewing how the library and other resources are managed and maintained, to ensure that regular checks are made on the appropriateness of texts and who has access to the library and its resources
 - ensure that all staff recognise inappropriate literature, the reasons for why it is unacceptable and understand their responsibility to report its presence and remove it immediately
 - ensuring that actions identified in the school improvement plan are evaluated on a regular basis so that leaders and governors can carefully measure their impact
 - making sure that the professional development programme for teachers is carefully thought through and meets their specific needs for becoming more effective practitioners
 - further developing the key stage 3 curriculum so that it provides greater depth, stretch and challenge for all pupils.
- Improve the quality of teaching, learning and assessment, and therefore pupils' achievement, by ensuring that:
 - all teachers have high expectations of what pupils can achieve, especially in key stage 3 and for higher-attaining pupils in key stage 4
 - teachers routinely use assessment information effectively to identify the next steps in pupils' learning and adapt their teaching accordingly
 - pupils are provided with good opportunities to develop their extended writing skills in different subjects
 - pupils use correct grammar and punctuation in their written work.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and governors have not ensured that the independent school standards are met consistently.
- On the first day of the inspection, a book which contained text that contradicted British values was found in the library. Leaders and staff were not able to provide inspectors with an explanation as to how the book came to be in the library. There was no school stamp on the inside cover.
- The book's contents promote violence and intolerance towards groups protected by law. An excerpt from the book states 'Homosexuals advocate a view of human relationships that is at odds with the natural order and stability of human society. Tolerating homosexuality and promiscuity means encouraging them and pushing more and more people to practice them.' Another excerpt states 'A person who is married and commits adultery, and who either confesses or whose act is proven, pays for it with his life.'
- Leaders are currently working on the right priorities, based on the areas for improvement identified in the previous inspection. However, not enough progress has been made since the last inspection to sustain the school's improvement. Although the school's improvement plan identifies appropriate actions, it lacks success criteria and key steps for checking the progress made. As a result, leaders are not able to evaluate the full impact of their actions in a systematic and convincing way.
- Leaders have an overgenerous view of the school's performance. Systems are in place to monitor the quality of teaching and its impact on pupils' learning, but weaknesses remain. Too often, shortcomings in teaching and learning have not been addressed sufficiently, especially in key stage 3.
- Teachers have access to professional development opportunities which have contributed to some improvement in teaching and learning. However, this has not yet secured good outcomes for the most able pupils in key stage 4 and many pupils in key stage 3.
- Pupils study a reasonable range of subjects in key stage 3, although the curriculum is currently not well developed in this phase. Leaders are currently exploring ways in which the key stage 3 curriculum can be enhanced to best meet the needs of the higher-attaining pupils. There is no flexibility in key stage 4, with all pupils following the same curriculum. This includes business studies, computer science and geography, which pupils say they enjoy learning.
- Teachers and leaders positively promote pupils' spiritual, moral, social and cultural development. For example, in lessons pupils are taught to value and acknowledge the similarities and differences they have with others. The school's curriculum and ethos develops pupils' knowledge and understanding to accept and respect others. However, the presence of the inappropriate book in the library undermines this work because it contradicts the values being promoted in lessons.
- Leaders have been creative in their approach to improving provision for physical education. They have commissioned expert coaches to teach pupils a wide range of

sports on a weekly basis at the local leisure and sports centre. During the inspection, Year 10 pupils enjoyed learning to play rugby by developing their evasion and movement skills.

Governance

- Governors have not checked that leaders have thorough and effective systems in place to ensure that pupils are not exposed to inappropriate literature. Although the inspection recognises there have been improvements in how the school is governed generally, the capacity to maintain improvements over time has not been secured.
- Governors visit the school regularly to check the information that they receive from the headteacher. For example, they talk to staff and pupils about their work. However, they do not review the impact of the school improvement plan as thoroughly as they should.
- The chair of the governing body uses the regular academic information he receives from leaders to hold them to account. For example, he has challenged school leaders to raise the achievement of pupils who join the school with above-average attainment in English and mathematics.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's designated safeguarding leaders carry out their roles efficiently. They know what to do when staff raise child protection concerns, and appropriate action is taken in a timely manner. All staff have undertaken appropriate online or face-to-face training to enable them to spot any signs of abuse. Arrangements for recruiting staff and making appropriate checks are now more organised and thorough.
- Leaders and governors have been proactive in working closely with the local authority to train all staff in the 'Prevent' duty and develop their understanding of the practical implications. Pupils receive useful information that supports them to make informed decisions about their own safety. They receive particularly strong guidance about how to keep themselves safe online and when using social media.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is variable across the school. Teaching in key stage 3 is less effective than in key stage 4 and has not secured consistently positive outcomes for pupils over time.
- Some teachers' expectations of what pupils can do are too low, and they do not plan work which is challenging enough. This is particularly the case in key stage 3, where assessment information is not used well to identify the next steps in pupils' learning. Leaders are taking action to ensure that teachers have higher expectations of what pupils can achieve, but these have not yet had sufficient impact. Teachers challenge pupils more routinely in key stage 4 and there is a strong focus on preparing pupils for the rigours of the GCSE examinations.
- Teachers' planning for the most able pupils is inconsistent. Where teachers have high expectations of what the most able can achieve, they plan learning that challenges them and stimulates their curiosity. Where expectations are lower, teachers do not provide the

most able with the consistent level of challenge required for them to achieve the higher grades.

- Pupils have limited opportunities to develop their extended writing in different subjects. Teachers do not consistently focus on developing pupils' spelling, punctuation and grammar; therefore, it is common to find pupils repeating the same technical mistakes in their writing. Teachers do far more to develop pupils' speaking skills; pupils are regularly required to express their ideas and understanding in a range of subjects.
- Teachers use assessment effectively in key stage 4, where there is a strong focus on preparing pupils for external examinations. They use good examples to help pupils understand how to improve their work. Regular assessment supports pupils to understand their current level of attainment and what they need to do next. In contrast, assessment in key stage 3 is less well developed. Consequently, pupils demonstrate limited understanding of how much progress they are making and what they need to do in order to improve.
- Teachers show good subject knowledge and are enthusiastic in their interactions with pupils. Little time is wasted in lessons and pupils enjoy very positive relationships with members of staff.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. In the previous inspection of 2017, the school was found not to be tackling stereotypical view of people with protected characteristics skilfully enough. On this occasion, inspectors found an inappropriate publication in the school library which leaders were unable to account for. This puts pupils at risk of exposure to radical and extremist ideas.
- Despite leaders' inability to account for why an inappropriate book was in the library, inspectors were satisfied that improvements have been made to the school's work regarding personal development and welfare. Inspectors spoke to a large sample of pupils. In these discussions, pupils were able to talk confidently about their improved understanding about the active promotion of British values and their understanding of the protected characteristics.
- Pupils who spoke to inspectors had good knowledge and understanding of the protected characteristics. They talked sympathetically about the serious identity issues that some people might experience and hence feel the need to change their gender. They confidently discussed the social problems that couples in a same-sex partnership might face, demonstrating awareness of negative stereotypes. As one pupil remarked, 'They are our fellow human beings and should be treated with respect.'
- Pupils are taught how to keep themselves safe in a variety of situations, such as when using the internet. Pupils know about local risks, especially gangs and knife crime, as a result of engagement with their local police Safer Schools Officer. They know how to reduce personal risk by, for example, 'not loitering alone after school' and 'keeping a low profile'. They are well informed on road safety.

- Pupils feel well supported by staff and know that they can talk to an adult if they are worried about something. They also value the availability of the suggestion/worry box that sits in the corridor.
- Pupils have a good understanding of different types of bullying and say that any bullying is extremely rare. Overwhelmingly, parents agree that their children are safe and well cared for at school.

Behaviour

- The behaviour of pupils is good. In lessons, around the school and when walking to the local leisure centre, pupils are well-behaved and sensible.
- Older pupils show much care and consideration for their younger peers. Most show admirable self-discipline and a level of maturity beyond their age.
- Pupils are polite and well-mannered towards each other and to adults. Pupils are confident in engaging in discussions with visitors and are eager to share their positive views about the school.
- Leaders work closely with parents and pupils to reinforce the importance of good attendance. This is especially the case for those pupils who go on extended leave with their families. As a result, overall attendance has been sustained in line with the national average.
- Adults have high expectations of pupils' behaviour. Disruption to learning in lessons is rare. Occasionally, however, some pupils can lose interest in what they are doing and become a little restless.

Outcomes for pupils

Requires improvement

- The attainment of the majority of pupils when they join the school is broadly average. However, there are some pupils whose attainment in English and mathematics is above average when they join Year 7. By the end of Year 11, too many of these able pupils underachieve and do not obtain the top grades in their GCSE examinations.
- Work in pupils' books shows that standards in subjects at key stage 3 are generally below what is expected for pupils of that age. Subjects such as English, science, art and geography, for example, are not taught in sufficient depth. As a result, pupils do not develop good skills and understanding across the curriculum in Years 7 and 8.
- Leaders have introduced new assessment systems in key stage 3 and so were unable to compare the progress currently being made in key stage 3 to previous cohorts. Inspection evidence indicates that there is variability in the rates of progress for pupils in different subjects across all year groups.
- Pupils do not have enough opportunities to develop their writing skills across the curriculum. Pupils get lots of practice in analysing characters in texts, for example 'The Ghost of Christmas Yet to Come' in Charles Dickens' novel, 'A Christmas carol'. However, there are insufficient opportunities for pupils to develop their creativity and build their stamina through sustained writing.

- Pupils generally make strong progress in key stage 4, where senior leaders and teachers work in partnership to drive improvements. This can clearly be seen in areas such as English, mathematics, science, Arabic and citizenship. Information provided by leaders also suggests that progress is improving in some subjects in which there were lower outcomes last year. This is particularly the case in geography, where there have been improvements to teaching brought about by the implementation of focused plans.
- Whatever their starting point, pupils make consistently strong progress in Hifdh (memorisation of the Koran). This is because expert teaching provides good-quality feedback which pupils put into practice straight away. All pupils make good progress in developing their recitation skills; many are successful in memorising the whole of the Koran by the end of Year 10.
- Pupils receive suitable careers education and guidance, especially in key stage 4. This equips them with the knowledge and confidence to make informed decisions about their next steps. Consequently, year on year, almost all pupils go on to further education to study a broad range of academic courses.

School details

Unique reference number	132848
DfE registration number	320/6501
Inspection number	10068029

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 category	Independent school
Age range of pupils	10 to 16
Gender of pupils	Boys
Number of pupils on the school roll	107
Number of part-time pupils	0
Proprietor	Lantern of Knowledge Educational Ltd
Chair	Imran Sidyot
Headteacher	Abdullah Keekeebhai
Annual fees (day pupils)	£3,000
Telephone number	020 85395183
Website	www.lanternofknowledge.org.uk
Email address	a.keekeebhai@lanternofknowledge.org.uk
Date of previous inspection	12–14 December 2017

Information about this school

- The school is located in a single building in Leyton, in the London borough of Waltham Forest. It has been open since 2006 and caters for boys aged 10 to 16 years. The school does not use additional provision for any of its pupils. However, it does use the nearby Leyton Sports Ground for outdoor breaks and physical education.
- The trustees of Lantern of Knowledge Education Ltd are also the proprietors. There is only one school in the trust.

- Nearly all pupils are of a Black African or Asian heritage. There are no pupils with special educational needs and/or disabilities. The school receives no additional funding for disadvantaged pupils.
- The aim 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 last full inspection of the school took place in December 2017. It was conducted with no notice on the advice of the Department for Education. The school was subject to two emergency inspections prior to that, in which a number of the independent school standards were found not to be met. However, in the December 2017 inspection all the independent school standards were deemed to be met. The school's overall effectiveness at that inspection was judged as requires improvement.
- The current inspection was announced to the school.

Information about this inspection

- Inspectors carried out observations across all year groups, some jointly with senior leaders. They looked at pupils' work and asked them about their views of the school.
- Inspectors held discussions with over one third of pupils to explore their understanding of British values and the protected characteristics as defined in the Equality Act 2010. They also held discussions with senior leaders and seven members of the teaching staff.
- Inspectors attended an outdoor break session at Leyton Sports Ground and observed a physical education lesson there on the third full day of the inspection.
- Inspectors also held discussions with the chair of the governing body and a new trustee. Telephone conversations were held with the 'Prevent' duty coordinator from the local authority and the school's link Safer Schools Officer.
- Inspectors scrutinised documents relating to safeguarding, school improvement planning and the tracking of pupils' achievement.
- Inspectors considered 11 responses to the online survey, Parent View, along with 13 responses to the staff survey and written responses from parents. In addition, a meeting with six parents was held on the third day of the inspection.
- The inappropriate book found was entitled 'Islam the natural way', by Abdul Wahid Hamid and published by MELS, London 1989 (reprinted 1990 and 1995).

Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

Sarah Murphy-Dutton

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

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
 - 34(1)(c) actively promote the well-being of pupils.

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