

# Leicester Islamic Academy



## Primary School Prospectus 2007/2008

Primary Head : Mrs . N Shakir  
Chair of Governors : Abdul Haq

320 London Road  
Leicester, LE2 2PJ  
Tel: 0116 2705343



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Tel No. 0116-2705343  
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Dear Parents,

Assalamu alaikum,

On behalf of the Governors and Staff I would like to welcome you to Leicester Islamic Academy, Primary School.

I hope, as you read through our prospectus, you will learn more about the life and work of our school. We believe it is important to provide a happy, caring Islamic environment based on the Qur'an and Sunnah (traditions) of the Holy Prophet Muhammad (pbuh).

The dignity of each individual is respected while encouraging your child to be confident and excited about meeting new challenges and to strive towards excellence in all they do.

It is our belief that children should enjoy their school, find satisfaction in their achievements and realise their potential to the full.

The School endeavours to create tolerant individuals; we will aim to help your child respect and appreciate others, their cultural background, feelings, views and capabilities from an Islamic perspective.

During your child's life at our school we feel it is very important that home and school work closely together. Through a strong partnership we can share our expectations, develop understanding and celebrate your child's successes.

If at any time you wish to talk about your child's development or aspects of school life, please do not hesitate to contact me or a member of staff.

Wassalaam

Mrs. N. Shakir  
Primary Head Teacher

# The aims of Leicester Islamic Academy

- ❖ Leicester Islamic Academy is an Islamic School. It should, with the guidance from the *Qur'an* and *Sunnah*, foster Islamic teaching, practice and Ummatism (fellowship).
  
- ❖ The school should be an Islamic community in the fullest sense. Its members should be helped to achieve their ultimate goal – to worship Allah. It should be as concerned with the spiritual as with the material.
  
- ❖ The school should be part of the Muslim community as well as the wider society from which its pupils are drawn. It should see itself as an integral and formative part of the universal *Ummah* and should play a positive part in the life of its neighbourhood.
  
- ❖ The school will seek to free pupils from all prejudice and inculcate in them the universal values of equality and fairness.
  
- ❖ The school should prepare pupils for their lives as adults in an increasingly secular, materialistic and technological world. Its pupils should be capable of carrying the Islamic beliefs, practices and values as enshrined in the *Qur'an* and *Sunnah* into their everyday lives, and they should be equipped with the qualification and skills necessary to discharge their duties as Muslims.
  
- ❖ All pupils should be provided with a core of religious, social, linguistic, mathematical, scientific, technological, geographical, political, economical and physical knowledge and skills.

# Aims of Primary Department at Leicester Islamic Academy

**We aim to:**

Ensure the highest academic and social progress and achievement for each of our children-

**Through providing**

Inspirational teaching and learning experiences for every child which enrich and maximise all children's academic, creative, spiritual, aesthetic, physical, personal, moral and emotional development.

All children with a broad and balanced curriculum, which places emphasis on the development of excellent basic skills, and meets the requirements of the National Curriculum.

Effective and efficient management of the budget, resources and provision of staff development in order to secure the best value for all our children.

An ethos of inclusion throughout the school.

High quality teaching and learning experiences in ICT supported by the best ICT resources, which the school can afford.

**We aim for**

all of our children to be happy, enquiring and motivated learners, with a desire and confidence to learn and make decisions, and yet not to be afraid to fail.

**Through providing**

Opportunities in all curricular areas for our children to apply their skills to solve problems.

Opportunities for our children to take responsibility both in their learning and school life.

**We aim for**

all of our school community to have mutual respect, kindness and consideration for others and recognises and celebrate the variety of cultures, religions, languages, experiences, needs, views and personal attributes within our school community

**Through providing**

A working partnership with parents and developing collaboration within the whole school community.

Opportunities to develop an understanding of our belonging to a global community.

A welcoming atmosphere that encourages children, parents and the community to bring into LIA their diverse range of skills and experiences, which promote learning in our school.

Policies, guidance and role models which promote this aim.

**We aim for**

all our children to develop high self-esteem and understanding of the importance of choosing a healthy lifestyle.

**Through providing**

A positive environment for learning based on praise and reward, which reinforces every child's ability to work independently and collaboratively.

Regular opportunities for our children to exercise.

Encouragement to choose healthy lifestyle options.

Policies, guidance and role models which promote this aim.

# Organisation of Education at the School

Our school is a mixed Primary School for children between the ages of 3 and 11 years. The school is organised into three departments:

Foundation Stage (Reception and pre reception year)

Key Stage 1 (Infants)

Key Stage 2 (Juniors)

Our youngest children follow the DfES Foundation Stage curriculum.

In the Autumn after their fifth birthday children will join one of our Key Stage 1 classes and will follow the National Curriculum and Literacy and Numeracy frameworks.

Children are placed in class groups according to age. Wherever possible we try to arrange classes so that each class has an age range of one year. On occasions the number of children in a particular year group may make this impracticable.

## Admissions to the School



We encourage parents to register their children for school as soon as possible, but certainly by the time your child is two years of age.

Admission forms can be collected from the school office or requested by post by telephoning the office (0116-2705343).

Whether you are considering an admission into our Foundation Stage base or an admission at a later stage, the office staff would be very happy to take you around our school. Please contact the office if you would like to make an appointment.

Towards the end of the term before admission, parents are invited to an induction day to meet the Foundation Stage base and other school staff and to hear more about starting school.

For further details a welcome pack is available for children attending foundation stage.

# The Curriculum

## Foundation Stage

The Foundation Stage curriculum is based on the DfES (the Government's Department for Education) Curriculum Guidance for the Foundation Stage. It is made up of six areas of learning:

- ❖ Communication, language and literacy
- ❖ Mathematical development
- ❖ Knowledge and understanding of the world
- ❖ Physical development
- ❖ Creative development
- ❖ Personal, social and emotional development

Where it is possible all of these areas of learning are combined into topic based activities for the children. However, sometimes it is necessary to teach particular concepts in isolation, for example certain aspects of mathematics.

In line with the principles of the DfES guidance, all teaching and learning in the Foundation Stage classes are through play based activities. A variety of methods are employed to deliver the curriculum. Some activities are teacher led working in small groups; others are based on independent exploration; sometimes a teacher or nursery nurse will work with the whole class.

Children in the Foundation Stage will experience elements of the Literacy and Numeracy strategies for reception children. This will increase to a full Literacy and Numeracy hour during their final term in the Foundation Stage.

## Key Stages 1 and 2

From the time your child enters the infant department, up until he completes his GCSE examinations, the curriculum that is taught is based on the 'National Curriculum', also known as 'Curriculum 2000'. In Key Stages 1 and 2 the main subject areas are:

- ❖ Literacy
- ❖ Numeracy
- ❖ Science
- ❖ ICT (Information & Communication Technology)
- ❖ Islamic Studies

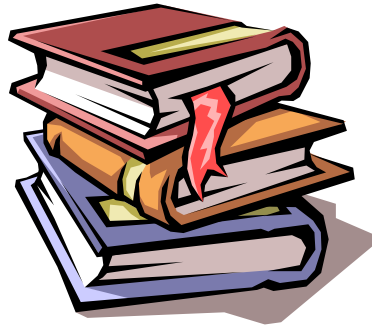
Children will also study:

Geography/History/Art & Design/Design & Technology (craftwork)/ Physical Education (games, gymnastics)/Personal, Social and Health Education

Teaching in all of these subjects is based on Government (QCA) schemes of work that provide a framework for continuity and progression for all pupils.

At Leicester Islamic Academy we believe that the most important subjects that are taught in school are English and Mathematics. In both Key Stages 1 and 2 they are taught as separate subjects and a daily-dedicated hour is spent on both Mathematics and English, which are known as the 'Literacy Hour' and the 'Numeracy Hour'.

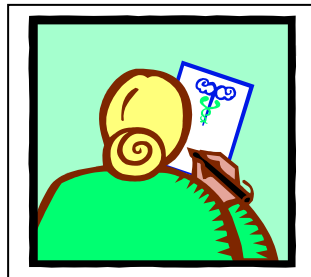
# Curriculum development



Regular meetings of the teaching staff are held to ensure continuity of curriculum content and method. The curriculum is regularly reviewed to assess its effectiveness and development takes place when necessary. Our staff frequently attend in-service training courses to keep abreast of developments in their particular fields. A Governors' sub-committee monitors these developments.

Any further information about the curriculum and its organisation throughout the school, is available from the Headteacher. This includes viewing documents such as the Educational Reform Act, policy statements from the LEA, DfES or school, or schemes of work.

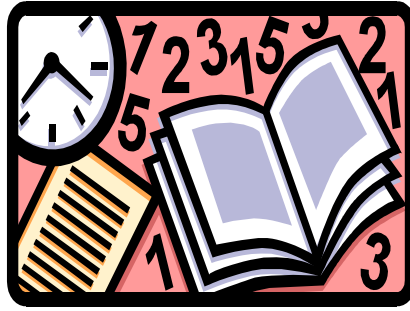
## The Literacy Hour



The Literacy Hour is made up of four separate parts:

- ❖ **The first fifteen minutes** is spent with the whole class teaching reading and writing skills, for example grammar and punctuation, through using a piece of text of a 'big book'.
- ❖ **The next fifteen minutes** is spent concentrating on word work or sentence work. For children in Key Stage 1 this is mainly about learning to read and spell using the sounds made by individual letters, or groups of letters (phonics). Older children will also work on more complex concepts relating to words and sentences.
- ❖ **In the next twenty minutes**, children work in ability groups (approximately five groups in each class). One or two groups each day will have a guided session, working with the teacher. Other groups will work independently or with a learning support assistant on other literacy related tasks.
- ❖ **For the final ten minutes**, the class gathers together in order to review and consolidate learning from that particular literacy hour.

# The Numeracy Hour



The Numeracy hour is also made up of different parts to each lesson.

- ❖ **In the first five to ten minutes** the whole class works on oral and mental mathematical skills, for example counting or mental addition.
- ❖ **The next thirty to forty minutes** contains the main teaching activity. After the teacher's input, the children work in groups, in pairs or individually on tasks planned at different ability levels.
- ❖ **During the final ten minutes** the whole class considers any problems or misconceptions they have had during the lesson and identifies the progress that they have made.

We try to make teaching and learning in Key Stages 1 and 2 as stimulating and interesting as possible through using a range of different teaching and learning methods.

Throughout the school we are committed to making the curriculum relevant and suitable to all children so that every child can reach their full potential.

## ICT



All classes have access to ICT facilities within the classroom **and is used as part of cross-curricular**

We follow the QCA scheme of work for teaching ICT in school. All classes in KS1 and KS2 have regular weekly timetable sessions in our computer suite. The suite contains computers, printers, a projector and a scanner. Children in the Foundation stage also use the suite.

# Islamic Studies



The aim of Islamic Studies course is to provide Islamic Knowledge, understanding and develop taqwa (God-consciousness) in all pupils in attendance. The Islamic Syllabus includes the following topics:

- ❖ Beliefs and Practices
- ❖ Morals and Manners
- ❖ Creation and the Environment
- ❖ Places of Worship

## PSHE



With the introduction to the national curriculum 2000, the importance of PSHE and Citizenship is re-emphasised.

'Personal, Social and health Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.'

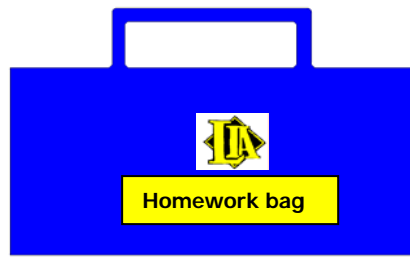
The 1988 Education Reform Act states that all children are entitled to receive a broad and balanced curriculum. It is vital that this curriculum prepares them to for the problems they will face in adult life.

Leicester Islamic Academy values PSHE and Citizenship and in Collaboration with I.S. and it gives pupils the chance to access these important areas:

- ❖ Children to recognise their own worth
- ❖ Children to become responsible for their own learning, working collaboratively with others
- ❖ Children to reflect upon their own experiences and learn form them
- ❖ Children to explore many Spiritual, moral, social and cultural issues
- ❖ Children to consider their responsibilities both as individuals and members of wider community
- ❖ Children to learn to acknowledge and respect differences and similarities between people

Central to all PSHE and Citizenship work is the enhancement of self-esteem.

# Homework



Homework refers to any work or activities which children are asked to do outside lesson time. At LIA homework is an essential aspect of learning and all pupils are set homework, which supports and reinforces their learning experiences. We set homework in order to promote good practices such as independent learning, research skills, study skills and self-discipline.

The Ofsted annual report noted, **'Homework is important at all stages in a child's education and used properly. It extends the challenge open to the pupil and ensures that teaching time is used to maximum effect'**. They also point out that there is evidence that pupils in the highest achieving schools spend more time in homework than pupils in other schools.

At LIA we emphasise the need for parents to encourage and help pupils to complete their homework.

## Assessment

Teacher assessment of each child's progress is an essential component of good teaching. We keep records of the progress of our children, which are passed on, to the child's next teacher and the child's next school.

We assess children's learning and development from the moment they start school.

Our assessment in school enables us to:

- ❖ Support curriculum planning based on each child's learning needs and differentiation is taken into account at all levels and in every area of the curriculum. Teachers may group pupils by ability to assist in targeting work to meet pupil's needs.
- ❖ Provide a baseline of achievements to date for each child against which future targets can be set and later achievement compared.
- ❖ Support the school's continuous quest for improvement by providing a measure of how well we are doing.
- ❖ Assist in the identification of children with special educational needs and both ends of the ability spectrum.

Children are assessed at the end of Key Stage 1 and Key Stage 2 using the nationally implemented Standard Assessment Tasks (SATs). The results of the most recent tests for which we have National figures are available.

# Behaviour

We believe that:

- ❖ School should be a happy, caring place where children can feel secure and untroubled
- ❖ Your child should be taught to have concern for others and their property
- ❖ We should encourage the feeling of community and responsibility

We place great emphasis on promoting positive behaviour through rewarding. We have a merit system in each of the classrooms where children are rewarded for good work and behaviour with merit stars which accumulate and lead to a certificate awarded in a big assembly at the end of each term.

At the beginning of the year each class creates their own set of rules for the classroom and whole school, which are displayed and followed through.

If a problem arises, your child is encouraged to discuss it with his class teacher, in the first instance. Unresolved problems are referred to the Head teacher, Deputy Head or another senior member of staff.

In the event of serious or persistent problems we believe that it is very important for parents to be involved, so that we can work together to bring about an improvement in behaviour.

More information about our approach to this issue is contained in our behaviour policy, which is available from the office.

## Collective worship and school assemblies

A new legislation was introduced by the government to allow faith schools to maintain their distinct religious character. All schools were invited to submit their proposals and we are pleased to inform parents that the LIA has been given a legal status it maintain its distinct religious character.

At LIA we have daily assemblies with a thematic approach, which focus on character development with emphasis on spiritual, moral and social issues.

We feel that assemblies are a very important time for our children to celebrate and share together and they play a significant role in building the sense of community within the school and the wider community.

At the end of each academic year we have a graduation ceremony for Year 6 and a whole school performance based on an Islamic theme. Last years theme on Mother was attended by over a hundred.

Sometimes our children perform for other organisations such as Age Concern, Ansaar and Douglas Bardo. This helps them to understand the wider community.

# Practical Details

## Attendance

### School day

	Reception	Morning Nursery	Afternoon Nursery
School begins	8.30 am	8.30 am	12.00 am
School ends	2.30 pm	11.00 am	2.30 pm



We are required to keep details attendance records giving reasons for any absences from school. Please make sure that you send a note to inform the class teacher as soon as possible, if your child will not be attending school for any reason. Any absence, which is unexplained, will be recorded as an unauthorised absence.

Children should not be on the school site earlier than ten minutes before the start of the morning session. Parents should ensure that their children are collected **promptly at the end of the day.**

## Holidays during term time

Parents can request to take their children out of school for a maximum of two weeks annual family holiday in a school year.

The children work very hard throughout the school year and if they miss any time from school it will affect their learning.

We ask all parents to carefully consider the impact that absence from school will have on their child's education before they make such a request.

# Illness

If your child seems unwell in the morning please do not send him to class, even if he/she is keen to come. The school day is demanding and if we have to contact you, or your nominated contact person, it is often time consuming as well as being distressing for your child.

**Please do not send your child to school if they have been sick during the night.**

Children who are well enough to come to school will be expected to go out at playtime and lunchtime and to participate in P.E. unless they have a fracture or serious ligament damage.

# Accidents

Accidents do happen from time to time in school. We are able to provide basic first aid. We will contact you immediately if the situation demands it. It is important you give us an emergency contact address and telephone number in the event that we need to contact you quickly. You will receive a letter or a member of staff will speak to you if your child injures itself during the day.

# Medicine

If your child is well enough to return to school but must continue a course of medicine, ointment, drops etc you must come into school to administer the midday dose yourself as members of staff are not allowed to give any medicines in school unless special arrangements are made for a chronically sick child. It is a good idea to have your child's sight and hearing tested before they start school to ensure they have the best start possible to school.

# Water

We recognise the medical dangers of dehydration as well as the considerable amount of research, which show that concentration levels are reduced when children are dehydrated.

In addition to the water available at school, we are happy for children to bring drinking water to school under the following guidelines:

Children can bring water to school in a bottle with a sports top.

All bottles must be clearly labelled

Only water can be brought to school

Water bottles cannot be refilled in school

The bottles must not be taken into the playground at break time, lunchtime or P.E.

Children who break the guidelines or behave irresponsibly with their water may have the privilege withdrawn.

## Fruit and milk

Children in the foundation stage are provided with milk unless there is a medical reason.

At Leicester Islamic Academy we have a healthy eating policy so for snacks we have fruit or cheese and crackers. Please let the teacher know if your child has any specific dietary requirements or allergies.

## Sweets and chocolate bars

We do not allow sweets in school. Please do not include them as part of your child's packed lunch, or as a treat for during the day except for Friday.

## In partnership with parents

We believe that regular consultation between home and school is of paramount importance in the education of your child.

If you ever have a concern about any aspect of your child's life at our school please make an appointment to speak to your child's teacher or the Head teacher. Class teachers are always busy and especially so at the start of the school day. It is often much easier for them to speak to you at the end of the day.

## Parents Evening

We arrange two parents evenings each year, in the Autumn and Summer terms. At each of these evenings you will be able to discuss your child's progress with the class teacher. These evenings are planned around ten minute appointments. If further discussion is necessary please make an appointment with the class teacher.

## Parental help in school

Parents who have a little spare time and a genuine interest in the work of the school are encouraged to come and help in a variety of ways.

Parents already assist in many areas including reading, outings and activities within the classroom. We are always grateful for any parental help and keen to add names of new volunteers. If you would like to come and help us, please contact the office or Mrs Shakir.

## Policies

The school has a comprehensive set of policy statements, copies of which can be obtained from the school. Parents are welcome to come in to the school to view these.

# THE LEICESTER ISLAMIC ACADEMY

## Admissions Policy

### **Purpose**

The governing body is responsible for the admission of all pupils.

The Admission Committee is obliged to admit pupils in the following order of priority:

- 1 Sibling of a pupil already attending the school and on the waiting list
- 2 Pupils on the waiting list

*Main ECM outcomes: Enjoy and achieve*

### **Who was consulted?**

In drafting this policy the governing body consulted with current parents.

### **Relationship to other policies**

This policy should be read in conjunction with the policies on equality, SEN and the curriculum, and should be reviewed annually.

### **Roles and responsibilities of Head teacher, other staff, governors**

The **Head teacher** will ensure that:

- pupils are admitted only in accordance with this policy
- where places are available, pupils are admitted in accordance with the agreed priorities.

All **staff** are expected to follow this policy when advising prospective parents and admitting pupils.

The **governing body** will ensure that:

- the admission arrangements are reviewed annually
- the admission arrangements are published in the prospectus and made available to parents and potential parents
- an admissions' register is kept up to date

### **Arrangements for monitoring and evaluation**

The number of pupils on roll and number and reason for unsuccessful appeals will be reported to the governing body each term with advice on any implications.

**Date established by governing body – July 2007**

**Date for full implementation – already in use**

**Date for review - Annual**

## **School Policies**

### **Complaints policy and procedure**

The school seeks to be a "listening school" and will do its best to enable parents to feel confident to raise issues and concerns with appropriate staff. We will try to resolve parents' concerns as informally and quickly as possible and always make clear what action, if any, is being taken.

To ensure that complaints are handled in a professional, but sensitive manner we have adopted the following procedures:

1. The school aims to work closely with parents. Parents who have any concerns or anxieties should in the first instance raise these with the class teacher. Kindly arrange for an appointment. If you are not sure who to approach, please ask the school office who will be able to help you. At this stage parents will have the opportunity to discuss and resolve the complaints on an informal basis. We find that nearly all concerns can be dealt with through discussion with the relevant staff.
2. Where the parents are not satisfied with the response to the complaint made in 1 above, then they should make an appointment to see the Head Teacher. The Head Teacher will make arrangements where the parents can discuss their concerns in confidence.
3. If the concern is still unresolved then parents can either write to the Headteacher or Chair of Governors, giving details of their concerns or complaints.
4. The Governors will make provision for a hearing before a panel appointed by them consisting of at least three people who were not directly involved in the matters detailed in the complaint.
5. The Governors will also ensure that, where there is a panel hearing of a complaint, one person will be independent of the management and running of the school; Parents will be allowed to attend and be accompanied at a panel hearing if they wish.
6. Provides for the panel to make findings and recommendations and stipulates that the complainant, Governors and Head Teacher, and where relevant, the person complained about, are given a copy of any findings and recommendations;
7. Provides for a written record to be kept of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing;
8. Provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 163 of the 2002 Act requests access to them.

### **Disabilities**

The Disabilities Discrimination Act came into force in September 2002. the LIA welcomes the Act and is willing to discuss with parents and other partners to see how the school could meet the challenges set by the Disability Rights Commission within the limited resources that the school has. We are still continuing to explore all options to see how the school premises could be made more accessible. A plan is in place to build a ramp in the Nursery entrance.

### **Anti-Bullying Policy**

Bullying can take many forms and includes name-calling, bad looks, making fun of someone, excluding anyone from a group activity, making threats and physical violence. All of this makes the people on the receiving end unhappy and miserable and can even ruin lives.

#### Guideline for dealing with bullying incidents

The school is striving towards a ZERO-TOLERANCE policy on bullying. In order to help us achieve this, everyone needs to be clear about the procedures, which are as follows:

1. A verbal warning from the teacher
2. Referral to the Form Tutor
3. Referral to the Head Teacher
4. A letter sent home as a record of the incident of abuse
5. A meeting with parents of guardians/carers
6. Possible exclusion after consultation between the Head and the Governors
7. Tutor informing the group of the exclusion
8. A meeting between the Head Teacher and the parents/guardians/carers before the student is readmitted.

The above will depend on the severity of the bullying. It is important to remember that, a) a bully feels that his/her voice had not been heard, and b) some bullies derive a sense of status or esteem from their actions. It is likely that they are not getting praise elsewhere. We need to distinguish between individual and group strategies and take care not to strengthen the group cohesion where group bullying has taken place.

It is of paramount importance that all sides to the affair are listened to and all parties write their own account of the incident.

Several members of staff are attending the National Programme for Specialist Leaders of Behaviour and Attendance to improve teachers' understanding of managing behaviour and attendance within Leicester Islamic Academy. This course will last for a year.

#### **Equal Opportunities**

The Leicester Islamic Academy believes in and is committed to creating an environment in which all members of the community are valued equally in respect of race, culture, gender, ability, religion, age, social class and lifestyle.

It is everybody's right to be treated equally, fairly and with respect.

Students should be given equal opportunity to achieve in all areas of the curriculum unimpeded by stereotypes of their 'natural' abilities.

It is our aim to equip all students with the understanding, self-esteem and respect for others that will lead them to recognise discriminatory philosophies and practices.

The Leicester Islamic Academy is committed to enabling all pupils to develop the knowledge, skills, understanding and confidence to:

- reach their full potential
- make informed and reasoned decisions
- develop awareness and respect for themselves and others
- actively participate in and contribute to, a changing society both within and beyond school.

## **Child Protection**

The Head Teacher is responsible for Child Protection. If a teacher or member of non-teaching staff becomes aware of a case of suspected child abuse, he/she is required to report the matter as soon as possible to the head Teacher. Full policy is available on request from the school. We have been on various courses on Child Protection and are going to continue with sessions organised by the Local Authority. An inset has been organised at the Madani High School in March 2008. This will help our teaching staff to understand and to deal with issues with regards to Child Protection.

## **Health and Safety**

It is the policy of the Governors, management and staff of Leicester Islamic Academy to provide and maintain a safe and healthy environment for all those affected by the activities of the school. Supervision, training and information is made available to ensure the aims of the policy can be met. Full policy is available on request from the school.

**The school has a number of other policies and parents are welcome to come into the school to view these.**