

**REPORT OF THE TRUSTEES AND
UNAUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2021
FOR
LEICESTER ISLAMIC ACADEMY**

SKM Chartered Accountants
Pegasus House
5 Winckley Court
Mount Street
Preston
Lancashire
PR1 8BU

LEICESTER ISLAMIC ACADEMY
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FOR THE YEAR ENDED 31 JULY 2021

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LEICESTER ISLAMIC ACADEMY
REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31 JULY 2021

The trustees present their report with the financial statements of the charity for the year ended 31 July 2021. The trustees have adopted the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019).

LEICESTER ISLAMIC ACADEMY

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 JULY 2021

OBJECTIVES AND ACTIVITIES

Objectives and Activities

The Mission Statement

Leicester Islamic Academy is an Islamic school and educational centre for the Muslim community. The very foundation of the school is based on the Qur'an and traditions (Sunnah) of the Holy Prophet Muhammad (PBUH). The school sees each pupil as being of equal worth and deserving of the school's best efforts. The school is committed to excellence. All its members are encouraged to realise their full potential and worth in order to take their place as responsible and contributing members of the wider society.

School Motto

Excellence Everyday

School Values

Honesty

Equality

Aspiration

Resilience

Thankfulness

Attendance

Intent

Leicester Islamic Academy ensures the best for all its pupils to enjoy learning and to attend school without missing a day. An action plan has been put into place: this is a working document, allows the analysis of attendance and punctuality.

Implement

This academic year 2018-19 implementation of a new school's Management system (SIMS) attendance registers has been an asset on tracking the daily attendance and punctuality. It also allows us to have regular updates on the following:

Authorised absence means that the School has either given approval in advance for a student of compulsory school age to be away, or has accepted an explanation offered afterwards as justification for absence.

Unauthorised absence is where the School is not satisfied with the reasons given for an absence.

Number of minutes each individual is late. This permits us to track the pupil every term and gives us a report which then can be shared with individual parents.

Attendance Data/reports can be printed for pupils with persistent absences allowing the Attendance office to arrange meetings with the individual parents.

This system is very beneficial as all this data was manually imputed by admin/attendance officer.

'**Session**' is a term related to the recording of absence data - every school day must have two 'sessions' (morning and afternoon) divided by a break for which attendance must be recorded.

Impact

At LIA we expect 100% attendance from all pupils including F1 and F2. Exceptions are made when children are unwell and we keep accurate records of attendance of pupils and these records are inspected by various agencies. Parents/Guardians must explain a child's absence from school by a letter, a phone call or by visiting the school in person. However, although as an Independent School there is no official EWO, LIA is in regular contact with The EWO Grace Mistry/Fiona Leavis. This has ensured all queries and concerns for any absences or leavers are passed onto the LA. Also updated regulations are passed on immediately.

Strategies for the promotion of Attendance:

- o Everyday Counts!
- o School starts with Attendance.
- o Our Attendance Target for this year is 96%.

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- o Certificates for 100% attendance for the individual.
- o Class certificate highest attendance of the week.
- o Letters sent to parents with their individual child/ren's attendance data if below expected percentage.

Average attendance for the academic year 2020/2021 (01/09/20 TO 09/07/21)

GROUP	% ATTENDANCE
Whole School	93.9
Yr1 - Yr6	94.0

Detailed attendance for the academic year 2020/2021
Group Analysis by Attendance Category

GROUP	% ATTENDANCE
Nur	94.4
Rec	92.7
Year 1	93.5
Year 2	96.9
Year 3	96.5
Year 4	90.5
Year 5	94.8
Year 6	91.0

Children on roll for the academic year

2020/2021	TOTAL
Aug-20	178
Sep-20	236
Oct-20	236
Nov-20	239
Dec-20	242
Jan-21	245
Feb-21	246
Mar-21	244
Apr-21	243
May-21	248
Jun-21	253
Jul-21	253

The curriculum development and progress

LIA aims to provide a broadly based and balanced curriculum.

LIA has implemented the National curriculum linked to the school's ethos. At LIA we cater for children from 3 -11. We promote Islamic, spiritual and moral values and preserve the ethos of the school and ensure the inclusion of all pupils. We aim to prepare pupils for their lives as responsible Muslim adults in the wider society. We also aim to educate all pupils to become successful learners, to work hard with sincerity, enjoy learning, pursue excellence and become life-long learners and achievers.

Children are taught to respect one another, themselves and the community. We have very high expectations of our children in terms of their behaviour and academic achievements. We reinforce high quality teaching through inviting visitors to the school and learning outside the classroom, by going on educational trips.

EYFS

The Early Years Foundation Stage (EYFS) at the school consists of Nursery (Foundation Stage 1) and a Reception (Foundation Stage 2). In this phase, the children follow the EYFS curriculum. The curriculum covers seven areas of learning. These are divided into Prime areas and Specific areas:

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Prime Areas

- o Personal, Social and Emotional Development
- o Physical Development
- o Communication and Language

Specific Areas

- o Literacy
- o Mathematics
- o Understanding of the World
- o Expressive Arts and Design

In all areas of learning, the Islamic ethos and values are implemented and promoted as are the British values. Additionally, children also receive a Religious Studies lesson and an Arabic lesson during their school week.

In the EYFS, the Fundamental British Values are promoted through every day activities. These are not separate lessons taught. They are implicitly embedded in the Early Years and have been so since September 2014. The fundamental British values are promoted by the EYFS curriculum and the Islamic ethos. These are linked to the areas of learning, particularly Personal, Social and Emotional Development and Understanding the World. Now they are being more explicitly expressed.

KS1/KS2

From Year 1 children are taught English, Maths, Science, History (including Islamic History), Geography, Religious Education, Arabic, Computing, Physical Education, Art, Design and Technology and PSHEE (Personal, Social, Health, Economic Education).

All lessons are underpinned with Islamic values and children are taught how to apply the academic knowledge within the Islamic framework in their daily life. The day begins with du'aas in the playground followed by recitation of the last 10 surahs of the Qur'aan in the classroom after registration. Children in the EYFS also have the opportunity to recite the last 10 surahs. Children memorise the hadith of the week and are given an opportunity to discuss current affairs.

Religious Education encourages pupils to develop a sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and the global community; thus enabling them to nurture self-respect, confidence and to raise their self-esteem. This will help permit them to integrate successfully in the multicultural society without compromising their Islamic Beliefs.

Personal and Social Education

PSHEE/SEAL (Social, emotional Aspects of Learning) curriculum revolves around 6 main topics which are taught each half term across the whole school. These topics are:

- o New beginnings
- o Getting on and Falling out
- o Say No to Bullying
- o Going for Goals
- o Good to be Me
- o Relationships
- o Changes

RSE pilot studies

We worked in collaboration with the AMS to deliver RSE pilot lessons across the Key stage 1 and 2, that have been planned according to the Islamic ethos

- o To emphasize to our children that in order to be a **Good Muslim You Need To Be A Good Citizen**. We encourage pupils to have respect for democracy. Through the ICE project, we actively promote fundamental British values.

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- o To demonstrate that young Muslims can become positive role models for the whole British community in the future.
- o To teach the qualities of tolerance, respect, love and the importance of these qualities in Islam.
- o To embed the understanding of citizenship values - that good citizens accept that all members of society are different and we have a responsibility to get along with one another despite our differences, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Fundamental British Values

The fundamental British values are as follows:

- o Democracy
- o Rule of Law
- o Individual Liberty and Mutual respect
- o Tolerance of those with different faiths and beliefs

The Fundamental British Values are actively promoted throughout the school and are included in our ethos. As an Islamic school, the Fundamental British Values compliment the values promoted by our Islamic teachings. The children are taught SMSC development (Spiritual, Moral, Social and Cultural) which is imperative in promoting the Fundamental British Values.

The school embodies democracy within its ethos and learning culture. Religious studies lessons promote respect and tolerance for other faiths and beliefs, non-beliefs and all fellow human beings.

The school embeds the importance of respect for fellow human beings, tolerate differences and to love all. ICE and Citizenship lessons promote the importance of individual liberty and the important of the rule of law, as do the school rules. The values developed at school, will equip children to demonstrate skills and attitudes that will allow them to contribute to life in modern Britain as a British Muslim Citizen. The Fundamental British Values and Islamic values are at the heart of all our teaching and learning.

Islamic values and fundamental British values are promoted in unison so that children may know that they are one and the same. The school teaches the children that Islam promotes unity among all communities and encourages the children to be proactive Muslims who engage within their society and communities for the common good of all of humanity. Through citizenship, children are encouraged to be proactive within their local and then eventually wider communities.

Additionally, at LIA, children have a good level of SMSC development (Spiritual, Moral, Social and Cultural). These are learnt through the promotion of the Fundamental British Values and Islamic Values and ethos of the school.

Physical Education

At LIA we recognize the importance of having both a healthy mind and a healthy body. Therefore, we introduced specialised sports coaching into the delivery of our PE curriculum. This has been a resounding success and both pupils and parents have reported an increased positive attitude towards sports activities. Alongside this we have included sports provision for all lunch times.

Holistic Learning and character development

This development plan was inspired by The Prince William Award.

The scheme was started by HRH Prince William The Duke of Cambridge KG KT Royal Patron. The Prince William Award aims to do just this - to develop children's personal skills and equip children with resilience.

"I believe that an individual's academic success, wellbeing and mental health depends not only on traditional qualifications, but on nurturing non-academic attributes like self-confidence, discipline and determination. It is not enough that someone is good at English and Maths if they cannot withstand the pressures that life throws up" (**HRH Prince William The Duke of Cambridge KG KT Royal Patron**).

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This was a scheme that we put into practice with our own resources and embedded this programme within our Physical Social Health Education (PSHE) and Social Emotional Aspects of Learning (SEAL) and Physical Education (PE). The character development values have been planned to link each one to the termly topics taught.

'Fabulous Friday' was launched in the academic year 2018-2019. This academic year 2019-2020 we have renamed it as Enrichment sessions. Children in KS2 are allocated to different sessions within the school. The fourth lesson on Friday the sessions take place. In term 1B children in KS1 have also been allocated to the different sessions within their area of learning.

The sessions are led by Teachers and Teaching assistants. Staff are chosen by their strengths, skill sets and passion in the different areas. The sessions are as follows:

Wow Walking, ECO School, Debate session, STEM session, Sewing, Art Craft, DT projects

These sessions include both practical and reflective learning, with classroom-based review through cross curricular subjects. The main aim is to permit our children to become resilient, confident and share their own skills by creating a school environment where children learn virtues that enable them to be changing mediators in their communities.

NOTE : Due to the restrictions during the Pandemic and following the government guidelines, the enrichment Sessions were delivered within the year group bubbles.

Working with Parents

We, at Leicester Islamic Academy firmly believe that education is a two-way system where school and parents work hand in hand to ensure that all children develop and achieve their best.

We have close links with parents where we keep them informed about school matters and their children's progress and life at school through homework diaries, parents' afternoons, assemblies and fundraising events.

- Class Dojo was set up to ensure parents were in direct contact with each class teacher and are updated on weekly basis on the happening in the classroom.
- We held Parent/Governor consultation meeting for RSE where parents can share their ideas and views with the proprietors.
- In November 2020 a target setting report was sent out to parents.
- In December 2020 virtual parent meeting was held for parents to be updated on set targets linked to the target setting report sent out to the parents earlier.
- Another remote parents' evening was held in March 2021.
- End of year target reports were sent to parents in July 2021

LIA Gems

In LIA Gems Nursery, we take children 0-5 years old. The Nursery has 3 rooms divided into a Baby Room which is 0 to 2 years. In this room it opens up a baby's learning experience which sets a strong foundation that they need to flourish through exploring and learning in an environment.

Toddler Room which caters for children aged 2 years to 2 1/2 years building on children's developmental journey, giving confidence and providing opportunities to support their learning.

The Pre School room supports children from 3 years to 4 years old. In this room we ensure learning is stretched further to develop independence, learning through first hand experiences, that supports individuals learning through their interests. In this room we prepare children for school by ensuring the curriculum is followed through which will be a stepping stone in readiness for school.

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Our excellent staff are all Level 3 qualified and understand that the management have high expectations of their performance to support all children according to age and stage of their development. All staff continuously take part in their professional development through in-house training. The new Early Years Foundation Stage Framework which was implemented last September 2021, consists of specific and prime areas embedded in an Islamic ethos which also is followed through the school. Each staff member is delicately and systematically chosen to suit the needs of each room and each individual child. LIA Gems Nursery provides a unique learning journey, sets foundations for children's care and education.

Currently we have embarked on training to get accredited a title of LIA Gems "Communication friendly setting" to be completed by March 2022.

LIA Gems have constructed and built a Forest School within our grounds, bringing the natural world into our learning Curriculum providing outdoor provision that supports and provides exploratory instincts to the children's learning.

Complaints procedure

There is an approved procedure for dealing with complaints. If parents have an enquiry or a concern, they are encouraged to contact the school so that the matter can be discussed with the Head Teacher. In the majority of cases most questions and anxieties can be dealt with in this way. However, if complaints cannot be resolved in this way, then the formal procedure involving the governors can be followed. A copy of the complaints procedure is available upon request and on our website.

For the academic year 2020-2021 we did not have any formal complaints.

Public benefit

The trustees have referred to the information contained in the Charity Commissions general guidance on public benefit when reviewing our aims and objectives and in planning our future activities.

Community Cohesion and Collaborative Work

We at LIA have always promoted respect for people belonging to all faiths and culture. We are pleased that the school continues to work effectively with the local community. We welcome volunteers from the community to work with children in the school and appreciate the help they provide. Parents and volunteers help with various activities such as reading, supporting class teachers, sports activities, school visits and with fund raising events.

Leicester Islamic Academy has established good relationships with educational institutions where we provide placement opportunities for work experience for students. We had placement students from Leicester college.

The Birmingham PGCE students have again been most welcome as this promotes the school's partnership with the wider community and the sharing of knowledge to enhance the growth of the school whilst promoting the children's attainment and progress.

Due to COVID we had no student placements from secondary school.

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ACHIEVEMENT AND PERFORMANCE

Early Years

Good level of development	2019
Reading Exp or Exc	83%
Writing Exp or Exc	72%
Number Exp or Exc	94%
Shape and Space Exp or Exc	94%
Overall GLD in 12 areas of learning	69% (71.8%)

Key

Exp: Expected

Exc: Exceeding

(): National

- **The GLD results for the Academic year 2020-2021 are not available due to the National lockdown. The Government suspended all formal assessments, however teachers used formative judgement data to plan next steps in order to close learning gaps due to the lack of face to face learning.**

Next Steps

- More fine motor control activities to get children ready to write e.g.: playdough, tweezers, threads and beads, pencil control practice.

- More pencil control activities to enhance letter and number formations.

- Continue with providing opportunities for writing/markings making not only limited to the writing/ literacy area. Eg: after constructing a model, provide children with labels for them to write about their model. Have construction plans on which children create a plan before constructing. At the finger gym: children to make models using playdough and label what they have made e.g.: A dog, a cat, a house etc.

- Teachers/ practitioners to scribe for children.

- Provide plenty of resources to encourage writing. These should be easily accessible for children. Provide colourful paper, sticky labels, post it notes, pencils, colour pencils, felt tip pens, white boards and markers etc.

- Daily Phonics lessons. DO NOT limit phonics to only phonics lessons. Apply phonics at every opportunity possible. Encourage children to read words and recognise sounds around them.

- Introduce intervention groups to close learning gaps in phonics, writing, reading and mathematics.

Phonics Test Year 1

	2019
Result	86%
National	91%
Greater Depth at LIA (Achieved above 87%)	79%

- **Our results, as seen above shows a steady increase in the children achieving expected marks in Phonics. This means we are making good progress to get the children exposed to reading as quick as possible. No data available for 2020/2021 due to the COVID-19 National Lockdown.**

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Next Steps

- To continue teaching systematic synthetic phonics so that children can consolidate and build up on their phonics knowledge
- To ensure the children who did not meet the expected phonics standard score get intervention to close their individual learning gaps
- Phonics workshops - for parents so that they can continue to help children at home
- Structured Phonics Phase groups - to work with children in small groups to cover their learning gaps and boost their confidence and phonics knowledge
- Quick 5minute fire questions on phonics every day before English lessons so that learning is continuous
- Weekly spellings to enhance their phonics knowledge and to monitor progress

Key Stage 1

	2018	2019	National 2019
Reading EXS	100%	96%	75%
S.P.A.G EXS	96%	100%	*
Maths EXS	64%	100%	76%

* KS1 SPAG Tests are not a national requirement. Therefore, no national average data is available.

Key

EXS: Expected standard

Note : No internal SATS took place during 2020/2021 due to the lockdown and isolation of whole class bubbles. However teachers continued doing formative and summative assessments to identify learning gaps

Next Steps

- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan interventions.
- A hands-on approach, more visual activities and learning through fun, has been introduced this year to ensure all pupils gain knowledge and a deeper understanding especially in English and Math
- Ensure that pupils working below the expected level in year 2 continue to receive support in all the areas that they are struggling with. In all the specific areas, learning gaps will be identified and teaching for these pupils will be tailored to suit their individual learning needs.
- Learning gaps identified will be used to inform future planning with a view to revisit areas of development needed to suit individual learning needs of children
- Visual aids, Interactive white board, Math and English games will be used as part of the hands-on activities

Key Stage 2

	2018	2019	National 2019
Reading EXS	85%	71%	73%
S.P.A.G EXS	93%	81%	78%
Maths EXS	93%	77%	89%

Key

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EXS: Expected standard

Due to National Lockdown, all formal assessments including KS2 SATs were cancelled however teachers used formative judgements to inform next steps in planning in order to close learning gaps.

Next Steps

SPEAKING AND LISTENING STRATEGIES

- o More opportunities provided to read books aloud and discuss them in shared and guided reading
- o Activities that extend pupils' expressive vocabulary- use of dictionary and thesaurus
- o Teachers modelling inference-by thinking aloud
- o Building in opportunities for pupils to present in whole school assemblies

READING COMPREHENSION STRATEGIES

- o Focus on using the strategies learnt in the Inset training for Raising Attainment in Reading
- o Starter and recall activities to assess prior knowledge
- o Use of structured questioning (Bloom's Taxonomy) to develop reading comprehension
- o Use of prediction to monitor understanding and clarify meaning
- o Summarising main parts of the text and interpreting in own words
- o Use of inference and deduction in shared and guided reading sessions to improve comprehension
- o Use assessment and revision to target and adapt teaching to pupils' needs

WRITING STRATEGIES

- o Clarify the audience and the purpose of the text for all writing genres i.e. poetry, story, play script, persuasion, information, instruction etc
- o Provide opportunities for themed WOW writing weeks across all year groups
- o Plan and draft for meaning and content before producing the final version
- o Peer assessment to make improvements and evaluate work
- o Proof read work- read out loud
- o Revise and edit against provided success criteria and pupil response to show application of next steps
- o Moderate writing to check areas for improvement
- o Use high quality structured interventions to help the low achievers
- o Provide extra booster sessions to make rapid progress

MATHS STRATEGIES

- o To continue to reinforce the CPA approach using available resources and strategies
- o To promote greater depth in Maths, incorporate reasoning and word problem activities in weekly lessons
- o Build children's confidence in solving problems using the RUCSAC method
- o Time table books to be used in KS2 to promote fluency in timetables
- o Conduct weekly arithmetic tests similar to the SATs to ensure children are familiar with the technique
- o Tailor intervention support to promote secure understanding for those that are struggling to grasp concepts

School Events

- o Internet safety assembly (Remotely with participation from the local MP)
- o World book day event
- o Black History week and assembly
- o Parliament workshop remotely for Year 5 and Year 6
- o Learning Experience week (Mental Well being)

School Trips

All school trips had to be cancelled due to the government guidelines during the pandemic. Classes had to be grouped in bubbles and staggered school start and end timings

CPD for School Staff

A termly CPD calendar is in place for the staff. This allows staff to be updated on any legislation changes and professional development needed according to the New Curriculum Framework.

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All training sessions are planned accordingly to the changes required, giving opportunities to members of staff to lead sessions as well as the Senior leads. We have introduced a 3 T's start to sessions- Teachers Top Tips, to share best practice and include all staff as trainers. This is important professional development.

All training either provided remotely or in key stage bubbles

- Continuous Safeguarding training
- Ofsted changes to the curriculum and deep dive inspection updates
- Classroom monitor training

o Senior leaders have shadowed the Head at Ofsted Briefings, Leicester Leaders meetings, good practice visits and the AMS Head Teacher meetings. This has developed their leadership skills and confidence.

FINANCIAL REVIEW

A summary of the financial results for the year is set out in the statement of financial activities on page 15 of the financial statements.

During the year, the fee and other direct charitable income increased by 7.7% to £750,618 (2020: £696,803) whereas voluntary income has reduced to £34,344 (2020: £408,440).

In addition, other incoming resources of £89,527 (2020: £173,491) has been generated during the year from provision of ethos services of £37,586 (2020: £29,996) and Government Grants of £51,491 (2020: £143,495). This has resulted in total incoming resources being reduced by 31.9% to £874,489 (2020: £1,284,595).

The fee income has primarily gone up as a result of increase in madressa fee income as well as early years funding whereas voluntary income has gone down due to nature of such income.

As a result of the above changes, Leicester Islamic Academy achieved an overall surplus of £50,917 (2020: £455,040) as set out on page 14 of the financial statements and the trustees continue to explore ways in which the Academy's assets can be better used to generate additional income to support core activities, as well as providing benefits to the local community.

FUTURE PLANS

Having successfully established the Voluntary Aided Secondary School, the trustees have made a unanimous decision to take the school from being an independent entity to a state-maintained school. Work is currently being carried out to achieve this goal.

In addition, the trustees are also actively planning to increase the number of students on roll with a view to increase its income.

Over the last few years, the school has been actively working to enhance the holistic development of all our pupils to fulfil the school's vision. Due to the pandemic the vision of introducing the Islamic studies curriculum as part of the school day was postponed to the academic year 2021/2022. Parents have been informed of the proposed change in timings and in fees

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

The Leicester Islamic Academy is a registered UK Charity and is governed by its Trust Deed executed on 8 December 1989 as amended by supplemental deeds dated 10 March 2002 and 21 November 2006.

It is an unincorporated charity and it was registered with Charity Commission of England and Wales on 20 March 1990 under charity number 702652.

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**REPORT OF THE TRUSTEES
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STRUCTURE, GOVERNANCE AND MANAGEMENT

Organisational structure

Leicester Islamic Academy was opened in 1982 by the LIA Trust and grew rapidly to become a large Muslim school catering for boys and girls between the ages of three to sixteen. In September 2007, the secondary part of the school obtained voluntary aided status and senior pupils moved to the newly created Madani High School, a purpose-built school nearby.

The Trust retains overall responsibility for the two schools: it owns the LIA building and provides the Foundation Governors for Madani Schools Federation. There are strong links between LIA and Madani Schools Federation, but recent changes in the admission policy for voluntary aided schools have meant that former LIA pupils can no longer be guaranteed a place at Madani Schools Federation, though it is still the destination of choice for most parents.

The Trust has delegated the proprietorship of LIA to the school's Board of Governors, many of whom are also trustees, on the condition that the school continues to operate in accordance with the religious values and the practices as contained in its Trust Deed.

The Board of Governors

Mr. Hussein Suleman	Chair of Governors
Ms. Tabassum Jakhura	Headteacher
Mr. Riyaz Laher	Governor
Ms. Asma Dassu	Governor
Mr. Mohammed Patas	Governor
Mr. Osman Bawa	Governor
Mr. Zahir Desai	Governor
Ms. Zainab Suleman	Governor

Senior Leadership Team

Mrs T Jakhura BCom, QTS	Headteacher
Mrs R Razaq BA (Hons), QTS	Assistant Head
Mrs A Suleman FDLT	RS Teacher/SENCO
Mrs S Suleman MAAT, CSBM	Business Manager
Miss M Maramba BA (Hons), PGCE	KS1 Phase Leader
Miss A Qureshi BA (Hons), QTS (Until March)	EYFS Phase Leader
Miss F. Ravat (March to current)	EYFS Phase Leader

REFERENCE AND ADMINISTRATIVE DETAILS

Independent Examiner

Shamim Mahomed
SKM Chartered Accountants
Pegasus House
5 Winckley Court
Mount Street
Preston
PR1 8BU

Approved by order of the board of trustees on and signed on its behalf by:

.....
H Suleman - Trustee

**INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF
LEICESTER ISLAMIC ACADEMY**

Independent examiner's report to the trustees of Leicester Islamic Academy

I report to the charity trustees on my examination of the accounts of Leicester Islamic Academy (the Trust) for the year ended 31 July 2021.

Responsibilities and basis of report

As the charity trustees of the Trust you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the Trust's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

Since your charity's gross income exceeded £250,000 your examiner must be a member of a listed body. I can confirm that I am qualified to undertake the examination because I am a registered member of ICAEW which is one of the listed bodies.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the Trust as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Shamim Mahomed
ICAEW
SKM Chartered Accountants
Pegasus House
5 Winckley Court
Mount Street
Preston
Lancashire
PR1 8BU

Date:

LEICESTER ISLAMIC ACADEMY

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 JULY 2021**

	Notes	Unrestricted fund £	Restricted funds £	2021 Total funds £	2020 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies	2	27,909	6,435	34,344	408,440
Charitable activities					
Educational Services	4	750,618	-	750,618	696,803
Other trading activities	3	-	-	-	5,862
Other income		89,527	-	89,527	173,491
Total		868,054	6,435	874,489	1,284,596
EXPENDITURE ON					
Raising funds	5	-	6,435	6,435	3,197
Charitable activities					
Educational Services	6	770,546	3,032	773,578	783,640
Other		43,559	-	43,559	42,719
Total		814,105	9,467	823,572	829,556
NET INCOME/(EXPENDITURE)		53,949	(3,032)	50,917	455,040
RECONCILIATION OF FUNDS					
Total funds brought forward		3,114,251	3,136	3,117,387	2,662,347
TOTAL FUNDS CARRIED FORWARD		3,168,200	104	3,168,304	3,117,387

The notes form part of these financial statements

LEICESTER ISLAMIC ACADEMY

**BALANCE SHEET
31 JULY 2021**

	Notes	Unrestricted fund £	Restricted funds £	2021 Total funds £	2020 Total funds £
FIXED ASSETS					
Tangible assets	12	2,892,437	-	2,892,437	2,920,041
CURRENT ASSETS					
Debtors	13	108,282	-	108,282	132,098
Cash at bank and in hand		225,000	104	225,104	125,917
		<u>333,282</u>	<u>104</u>	<u>333,386</u>	<u>258,015</u>
CREDITORS					
Amounts falling due within one year	14	(57,519)	-	(57,519)	(60,669)
NET CURRENT ASSETS		<u>275,763</u>	<u>104</u>	<u>275,867</u>	<u>197,346</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>3,168,200</u>	<u>104</u>	<u>3,168,304</u>	<u>3,117,387</u>
NET ASSETS		<u>3,168,200</u>	<u>104</u>	<u>3,168,304</u>	<u>3,117,387</u>
FUNDS					
Unrestricted funds	15			3,168,200	3,114,251
Restricted funds				104	3,136
TOTAL FUNDS				<u>3,168,304</u>	<u>3,117,387</u>

The financial statements were approved by the Board of Trustees and authorised for issue on and were signed on its behalf by:

.....
M A Makadam - Trustee

LEICESTER ISLAMIC ACADEMY

**CASH FLOW STATEMENT
FOR THE YEAR ENDED 31 JULY 2021**

	Notes	2021 £	2020 £
Cash flows from operating activities			
Cash generated from operations	1	102,230	455,021
Interest paid		(33)	(4,689)
Net cash provided by operating activities		102,197	450,332
Cash flows from investing activities			
Purchase of tangible fixed assets		(3,010)	-
Net cash (used in)/provided by investing activities		(3,010)	-
Cash flows from financing activities			
Loan repayments in year		-	(437,313)
Net cash provided by/(used in) financing activities		-	(437,313)
Change in cash and cash equivalents in the reporting period			
Cash and cash equivalents at the beginning of the reporting period		99,187	13,019
Cash and cash equivalents at the end of the reporting period		225,104	125,917

The notes form part of these financial statements

LEICESTER ISLAMIC ACADEMY

**NOTES TO THE CASH FLOW STATEMENT
FOR THE YEAR ENDED 31 JULY 2021**

1. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2021	2020
	£	£
Net income for the reporting period (as per the Statement of Financial Activities)	50,917	455,040
Adjustments for:		
Depreciation charges	30,614	30,953
Interest paid	33	4,689
Decrease in debtors	23,816	44,311
Decrease in creditors	(3,150)	(79,972)
Net cash provided by operations	<u>102,230</u>	<u>455,021</u>

2. ANALYSIS OF CHANGES IN NET FUNDS

	At 1/8/20	Cash flow	At 31/7/21
	£	£	£
Net cash			
Cash at bank and in hand	125,917	99,187	225,104
	<u>125,917</u>	<u>99,187</u>	<u>225,104</u>
Total	<u>125,917</u>	<u>99,187</u>	<u>225,104</u>

The notes form part of these financial statements

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021

1. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Grants offered subject to conditions which have not been met at the year end date are noted as a commitment but not accrued as expenditure.

Tangible fixed assets

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Freehold Property - 2% on cost
Fixtures & Fittings - 15% on cost
Computer Equipment - 20% on cost

Taxation

The charity is exempt from tax on its charitable activities.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Pension costs and other post-retirement benefits

The charity operates a defined contribution pension scheme. Contributions payable to the charity's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

LEICESTER ISLAMIC ACADEMY

NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 JULY 2021

2. DONATIONS AND LEGACIES

	2021	2020
	£	£
Gifts	1	1
Donations	33,663	392,984
Gift aid	680	15,455
	<u>34,344</u>	<u>408,440</u>

3. OTHER TRADING ACTIVITIES

	2021	2020
	£	£
Fundraising events	-	4,542
Hall Hire	-	1,320
	<u>-</u>	<u>5,862</u>

4. INCOME FROM CHARITABLE ACTIVITIES

	Activity	2021	2020
		£	£
Goods and Services	Educational Services	24,642	36,281
Fees Income	Educational Services	725,976	660,522
		<u>750,618</u>	<u>696,803</u>

5. RAISING FUNDS

Raising donations and legacies

	2021	2020
	£	£
Fundraising	<u>6,435</u>	<u>3,197</u>

6. CHARITABLE ACTIVITIES COSTS

	Direct Costs	Grant funding of activities (see note 7)	Support costs (see note 8)	Totals
	£	£	£	£
Educational Services	<u>545,888</u>	<u>3,032</u>	<u>224,658</u>	<u>773,578</u>

LEICESTER ISLAMIC ACADEMY

**NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 JULY 2021**

7.	GRANTS PAYABLE	2021	2020
		£	£
	Educational Services	3,032	16,570
		<u> </u>	<u> </u>

8.	SUPPORT COSTS		Other
			£
	Educational Services		224,658
			<u> </u>

9. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 July 2021 nor for the year ended 31 July 2020.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 July 2021 nor for the year ended 31 July 2020.

10.	STAFF COSTS	2021	2020
		£	£
	Wages and salaries	578,246	596,035
	Social security costs	24,335	-
	Other pension costs	7,060	6,753
		<u> </u>	<u> </u>
		609,641	602,788
		<u> </u>	<u> </u>

The average monthly number of employees during the year was as follows:

		2021	2020
	Teaching Staff	30	35
	Administration Staff	20	18
		<u> </u>	<u> </u>
		50	53
		<u> </u>	<u> </u>

No employees received emoluments in excess of £60,000.

11. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted fund £	Restricted funds £	Total funds £
INCOME AND ENDOWMENTS FROM			
Donations and legacies	55,870	352,570	408,440
Charitable activities			
Educational Services	696,803	-	696,803
Other trading activities	5,862	-	5,862
Other income	173,491	-	173,491
	<u> </u>	<u> </u>	<u> </u>
Total	932,026	352,570	1,284,596

LEICESTER ISLAMIC ACADEMY

**NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 JULY 2021**

11. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted fund £	Restricted funds £	Total funds £
EXPENDITURE ON			
Raising funds	3,197	-	3,197
Charitable activities			
Educational Services	767,070	16,570	783,640
Other	42,719	-	42,719
Total	<u>812,986</u>	<u>16,570</u>	<u>829,556</u>
NET INCOME	119,040	336,000	455,040
RECONCILIATION OF FUNDS			
Total funds brought forward	2,995,211	(332,864)	2,662,347
TOTAL FUNDS CARRIED FORWARD	<u><u>3,114,251</u></u>	<u><u>3,136</u></u>	<u><u>3,117,387</u></u>

12. TANGIBLE FIXED ASSETS

	Freehold property £	Fixtures and fittings £	Computer equipment £	Totals £
COST				
At 1 August 2020	3,091,776	42,963	46,534	3,181,273
Additions	-	2,760	250	3,010
At 31 July 2021	<u>3,091,776</u>	<u>45,723</u>	<u>46,784</u>	<u>3,184,283</u>
DEPRECIATION				
At 1 August 2020	184,064	40,602	36,566	261,232
Charge for year	26,295	1,967	2,352	30,614
At 31 July 2021	<u>210,359</u>	<u>42,569</u>	<u>38,918</u>	<u>291,846</u>
NET BOOK VALUE				
At 31 July 2021	<u><u>2,881,417</u></u>	<u><u>3,154</u></u>	<u><u>7,866</u></u>	<u><u>2,892,437</u></u>
At 31 July 2020	<u><u>2,907,712</u></u>	<u><u>2,361</u></u>	<u><u>9,968</u></u>	<u><u>2,920,041</u></u>

Included in cost or valuation of land and buildings is freehold land of £1,777,032 (2020 - £1,777,032) which is not depreciated.

The freehold property includes 'Governors statutory contribution' of £1,952,892 (Land £1,777,032 and Building £175,860) for the establishment of Madani Schools Federation (Voluntary Aided), Evington Valley Road, Leicester.

LEICESTER ISLAMIC ACADEMY

**NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 JULY 2021**

13. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021	2020
	£	£
Trade debtors	89,228	113,733
Other debtors	294	-
Prepayments and accrued income	18,760	18,365
	<u>108,282</u>	<u>132,098</u>

14. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021	2020
	£	£
Trade creditors	16,528	15,137
Taxation and social security	3,672	3,476
Other creditors	37,319	42,056
	<u>57,519</u>	<u>60,669</u>

15. MOVEMENT IN FUNDS

	At 1/8/20	Net movement in funds	At 31/7/21
	£	£	£
Unrestricted funds			
General fund	3,114,251	53,949	3,168,200
Restricted funds			
Needy	3,136	(3,032)	104
	<u>3,117,387</u>	<u>50,917</u>	<u>3,168,304</u>

Net movement in funds, included in the above are as follows:

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	868,054	(814,105)	53,949
Restricted funds			
Needy	-	(3,032)	(3,032)
Restricted Fundraising	6,435	(6,435)	-
	<u>6,435</u>	<u>(9,467)</u>	<u>(3,032)</u>
TOTAL FUNDS	<u>874,489</u>	<u>(823,572)</u>	<u>50,917</u>

LEICESTER ISLAMIC ACADEMY

NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 JULY 2021

15. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1/8/19 £	Net movement in funds £	At 31/7/20 £
Unrestricted funds			
General fund	2,995,211	119,040	3,114,251
Restricted funds			
Needy	3,136	-	3,136
Governor	(336,000)	336,000	-
	<u>(332,864)</u>	<u>336,000</u>	<u>3,136</u>
TOTAL FUNDS	<u>2,662,347</u>	<u>455,040</u>	<u>3,117,387</u>

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	932,026	(812,986)	119,040
Restricted funds			
Needy	16,570	(16,570)	-
Governor	336,000	-	336,000
	<u>352,570</u>	<u>(16,570)</u>	<u>336,000</u>
TOTAL FUNDS	<u>1,284,596</u>	<u>(829,556)</u>	<u>455,040</u>

A current year 12 months and prior year 12 months combined position is as follows:

	At 1/8/19 £	Net movement in funds £	At 31/7/21 £
Unrestricted funds			
General fund	2,995,211	172,989	3,168,200
Restricted funds			
Needy	3,136	(3,032)	104
Governor	(336,000)	336,000	-
	<u>(332,864)</u>	<u>332,968</u>	<u>104</u>
TOTAL FUNDS	<u>2,662,347</u>	<u>505,957</u>	<u>3,168,304</u>

LEICESTER ISLAMIC ACADEMY

**NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 JULY 2021**

15. MOVEMENT IN FUNDS - continued

A current year 12 months and prior year 12 months combined net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	1,800,080	(1,627,091)	172,989
Restricted funds			
Needy	16,570	(19,602)	(3,032)
Governor	336,000	-	336,000
Restricted Fundraising	6,435	(6,435)	-
	359,005	(26,037)	332,968
TOTAL FUNDS	2,159,085	(1,653,128)	505,957

16. RELATED PARTY DISCLOSURES

Total donations of £26,678 was received from Madani School Federation. H I Suleman and A Patas who are trustees of the charity are also members of governing body of Madani School Federation.

LEICESTER ISLAMIC ACADEMY

**DETAILED STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 JULY 2021**

	2021 £	2020 £
INCOME AND ENDOWMENTS		
Donations and legacies		
Gifts	1	1
Donations	33,663	392,984
Gift aid	680	15,455
	34,344	408,440
Other trading activities		
Fundraising events	-	4,542
Hall Hire	-	1,320
	-	5,862
Charitable activities		
Goods and Services	24,642	36,281
Fees Income	725,976	660,522
	750,618	696,803
Other income		
Ethos Services	37,586	29,996
Government Grants	51,941	143,495
	89,527	173,491
Total incoming resources	874,489	1,284,596
EXPENDITURE		
Raising donations and legacies		
Fundraising	6,435	3,197
Charitable activities		
Wages	365,064	420,789
Social security	15,331	-
Pensions	4,588	4,871
Rates and water	8,263	9,083
Insurance	12,726	11,948
Light and heat	15,386	12,094
Telephone	315	332
Postage and stationery	2,735	3,638
Sundries	-	1,341
Books & Resources	25,710	28,549
Events & Activities	-	1,578
Training	(347)	1,423
Carried forward	449,771	495,646

This page does not form part of the statutory financial statements

LEICESTER ISLAMIC ACADEMY

**DETAILED STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 JULY 2021**

	2021 £	2020 £
Charitable activities		
Brought forward	449,771	495,646
Repairs & Maintenance	10,054	5,636
Cleaning	4,902	2,641
Accountancy	1,800	881
School Inspection Charges	2,720	2,720
IT Costs	22,950	22,781
Bad Debts	4,744	29,201
Advertising	413	-
Bookkeeping	11,410	-
Copyright	(115)	-
Subscriptions	6,131	-
Uniform Costs	3,456	-
Penalties	400	-
Freehold property	22,933	22,778
Fixtures and fittings	1,966	1,552
Computer equipment	2,353	3,106
Fees Settlement for Needy Students	3,032	16,570
	<u>548,920</u>	<u>603,512</u>
Other		
Consultancy	39,661	33,493
Legal & Prof	503	1,020
Depreciation of tangible fixed assets	3,362	3,517
Bank interest	33	4,689
	<u>43,559</u>	<u>42,719</u>
Support costs		
Other		
Wages	213,182	175,246
Social security	9,004	-
Pensions	2,472	1,882
	<u>224,658</u>	<u>177,128</u>
Governance costs		
Auditors' remuneration	-	3,000
Total resources expended	<u>823,572</u>	<u>829,556</u>
Net income	<u>50,917</u>	<u>455,040</u>

This page does not form part of the statutory financial statements