

REGISTERED CHARITY NUMBER: 702652

**Report of the Trustees and
Financial Statements for the Year Ended 31 July 2024
for
LEICESTER ISLAMIC ACADEMY**

SKM Chartered Accountants
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LEICESTER ISLAMIC ACADEMY

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FOR THE YEAR ENDED 31 JULY 2024**

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**Report of the Trustees
FOR THE YEAR ENDED 31 JULY 2024**

The trustees present their report with the financial statements of the charity for the year ended 31 July 2024. 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 2024

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

Our school's management system (SIMS) allows us to continue tracking and collating attendance data.

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 team. This has ensured all queries and concerns for any absences or leavers are passed onto the LA in a timely manner. Also updated regulations are passed on immediately.

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Strategies for the promotion of Attendance:

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

Academic Year 2023-24

Period: 23/08/2023 to 12/07/2024

GROUP	% ATTENDANCE
Whole School	93.3
Yr1 - Yr6	93.5

Detailed attendance per class

GROUP	% ATTENDANCE
Nur 1	90.9
Rec	92.6
Year 1	92.8
Year 2	93.9
Year 3	93.5
Year 4	93.9
Year 5	94.4
Year 6	93.1

Average number of Children on roll for the academic year 23/24 is 347

The curriculum development and progress

A comprehensive and well-rounded curriculum is what LIA strives to offer.

With reference to the school's ethos, LIA has implemented the National curriculum. Children aged 3 to 11 are served by LIA. We uphold the school's ethos, encourage moral, spiritual, and Islamic principles, and make sure all students are included. Our goal is to get students ready for adulthood as contributing members of society as Muslims. Additionally, we want every student to be a successful learner who pursues greatness, works hard and with honesty, enjoys education, and is a lifelong learner and achiever.

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.

Islamic Studies

The Integrated Islamic Studies Curriculum was created and integrated into the academic day starting in August 2021. Students in Years 1 through 6 start their days with Qaaida/Quraan lessons, followed by Ahadeeth, Fiqh, Aqaaid, Seerah, and a week-long memorising of duas and surah.

The Nasihah curriculum is the foundation of our curriculum. Nonetheless, educators are supposed to plan classes with a range of materials, such as the Safar curriculum. Subjects from the National Curriculum, notably geography and history, are used to create cross-curricular connections. The lessons make this clear. Therefore, comparative Islamic studies strives to promote study on Islam through comparison between religious and non-religious variables and disciplines. These skills are transferable to other fields, such as poetry writing, comparing, and contrasting. Additionally, IS Staff also benefit from using the school's Resource Banks, which include Hamilton, Twinkl, and other Islamic Studies Resources.

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Goals for the Ethos based lessons

Develop an awareness of the different aspects of their own identity and strategies to build a positive, spiritual belief within themselves.

Develop an understanding of the teachings of the Quran and Sunnah (School Mission and Vision).

Inspire children to become global Muslim citizens and to recognise the importance of respecting different perspectives while recognizing the difference between right and wrong.

Equip children with the skills to be able to manage the thoughts and ideas and understand the consequences of risk-taking behaviour.

Objectives for the Ethos-based lessons

Acquire an understanding of the various facets of their own identity and techniques for constructing a constructive, spiritual belief system inside themselves. Encourage children to grow up to be Muslims who live in the world and understand the value of accepting many viewpoints while still knowing what is right and wrong. This will enhance them to gain greater self-confidence and self-worth. By incorporating the lessons from the Quran into their everyday lives, and developing mental and emotional toughness by learning the Sunnah and Quranic teachings.

Giving children the tools they need to control their thoughts and feelings and comprehend the repercussions of taking risks. Increasing their knowledge of the Sunnah's and the Quran's teachings (School Mission and Vision).

By the means of learning from and improving their people skills from the world's most powerful person, Prophet Muhammad (P.B.U.H.).

This will allow them to feel even more motivated to learn about, get excited about, and embrace their faith!

Collective Qa'idah instruction - Teachers making tools and power point presentations to facilitate group teaching of Qa'idah. This has been carried out. Teachers in KS1 are now developing materials and presentations for the entire Qa'idah.

Contextualising and connecting seerah to historical themes. Create seerah quizzes that will help students contextualise the events in the Prophet SAW's life. Individual subject lesson observations will enable the leadership team to assess areas for improvement and progress in certain subjects. Additionally, best practices will be disseminated and used to create subject-specific teacher training programmes.

Next steps:

Recruiting Volunteers to enhance the children's learning and meet their individual needs.

Creating an IS resource bank for the LIA School that all staff can use.

Twilight sessions to be led by individual IS staff using their strengths. (ongoing)

To create Standardised Assessment papers for the Islamic Studies lessons.

Rationale;

For teachers to gain confidence.

To be able to share good practice

For teachers to be able to assess accordingly to the relevant year groups. (shadowing school assessments criteria).

To allow them to conduct study on the subjects they will be speaking about.

To broaden their own knowledge and inspire others.

The purpose of this practice is to aid and support our children's instruction and academic progress.

The LIA School Motto, "Excellence Every day," is the foundation for everything we do.

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, which was updated according to the EYFS development matters (2021) covers seven areas of learning. These are divided into Prime areas and Specific areas:

Prime Areas

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

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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 Education lesson and an Arabic lesson during their school week.

In the EYFS, the Fundamental British Values are promoted through everyday activities. 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.

KS1/KS2

English, math, science, geography, science (including Islamic history), computing, physical education, art, design, and technology, and PSHEE (personal, social, health, and economic education) are taught to children starting in Year 1.

Children are taught how to apply academic information in an Islamic framework to their daily lives, and all lessons are based on Islamic values.

Students also take weekly religious education lessons and are encouraged to grow in their sense of self and community. They develop self-respect, confidence, and self-esteem through being able to thrive individually within their communities as well as as citizens of a pluralistic society and the global community. They will be able to successfully integrate into the multicultural society as a result without compromising their Islamic beliefs.

Within the school, the MFL (Modern Foreign Language) strands are used to teach Arabic. Lessons that are creative are arranged according to age. The Qaidah/Quran lessons in the morning are enhanced by these lessons for the children. To support students in both courses, teachers work together with their colleagues.

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.

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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 where children enjoy a creative and engaged lessons. 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.

Personal, Social, Health Education

The PSHE curriculum revolves around 3 main areas:

1. Relationships
2. Health and Wellbeing
3. Living in the Wider World

These are taught during timetabled lessons in Key Stage 1 and 2 through various topics such as: Safety First, VIPs, Britain, One World, Think Positive. In Early Years, this is taught through the Early Years Foundation Framework. Children are also taught RSE through the PSHE lessons using the AMS Relationships Education Curriculum.

Holistic Learning and Character Development

Enrichment sessions have continued within the school day (Friday) for Key Stage 1 and 2 children. Teachers and support staff are chosen by their strengths, skill sets and passions in different areas to lead the sessions. The sessions are as follows: Gardening, Debate/Public Speaking, Nasheeds, Arts and Crafts, Sewing, STEM and Calligraphy.

To enrich children's' learning further, we dedicated a whole term to Enterprise. Children were given the base of strawberries and had to come up with a sellable product at the end of the term. They presented their products to a panel of internal and external judges.

Through this project children were able to gain insight into the many different job industries enhancing their wider careers knowledge e.g. perfume, confectionery, candle making, product design, architecture etc. and allow them to explore careers opportunities other than the mainstream ones.

To support children's emotional and mental wellbeing, we have a pastoral mentor on site who carries out regular pastoral sessions with children, who are referred by the class teacher, behaviour lead or the DSL. This allows children to be emotionally supported through changes or challenges they may be facing both in school and the wider community. Through these pastoral sessions we have seen a decrease in the number of the behaviour incidents across the school.

In addition to this, children are given the opportunity to vote for Student Council and ECO council members. This allows them to understand the need for democracy and the right to vote.

Student Council meet frequently to discuss plans and initiatives that will help make the school a safer and more enjoyable place to be.

Staff members assist the ECO Council to make the school a more environmentally friendly place and to determine how we can keep making our school and the neighbourhood eco-friendlier. Additionally, they receive assistance from the local council, which directs them as they complete school projects and achieve the Green Flag. Alhamdulillah, we have achieved our Green Flag and have been able to maintain it.

Next Steps

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To continue the Enterprise project on a two-year rolling plan

To provide children with a wider variety of enrichment sessions that span across the whole curriculum taught at LIA including Islamic Studies e.g Qira'ah and Arabic Calligraphy.

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OBJECTIVES AND ACTIVITIES

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, Madani schools, Sir Jonathen North and Jamea Academy.

We have also built positive partnership with Birmingham University, Coventry University and Derby University as PGCE and Subject specialist trainees have 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.

We continue to work with SFK Sports for our specialist sports provision during the day and an after-school Sports club is also running on a daily basis

School Events

Year round school a range of school weeks and events are organised to ensure children are given the best holistic experience to learn within and outside the classroom in an interactive and engaging way.

Roald Dahl Day
Black History Week
Black History Exhibition
Learning Experience Week (Metacognition)
Anti-Bullying Week
Charity Week
Seerah Week
E-Safety Week
Internet Safety Week
Mental Health Week
Stem Week (Aspiration)
World Book Day
Strawberry Sensation Enterprise project
Eid Party
Early Years Graduation
Year 2 Graduation
Year 6 Graduation
Sports Day (held at Saffron Lane sports stadium)

School Trips/ Workshops

26/10/2023 - KS2 Madani Masjid Visit
07/11/2023 - EY National Space Centre
08/11/2023 - Nursery - TheBabyBud Sensory Session
09/11/2023 - Year 1 Taste Buddies Workshop
10/11/2023 - Year 2 Cadbury World
30/11/2023 - Year 3 Cadbury World
12/01/2024 - Year 4 National Justice Museum
23/01/2024 - Year 4 Gurdwara Trip

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OBJECTIVES AND ACTIVITIES

29/02/2024 - Science Workshop - Fizz Pop Bang
12/03/2024 - Year 5 Madani Islamic Awareness Week
19/03/2024 - Year 6 Madani Islamic Awareness Week
15/05/2024 - Year 3 Co-Op Visit
12/06/2024 - Year 6 Warner Bros. Studio Tour London
14/06/2024 - EY + KS1 Twinlakes Theme Park
21/06/2024 - KS2 Drayton Manor
10/07/2024 - Year 4 National Railway Station Leicester

Fundraising for school

05/10/2023 - Scholastic Book Fair - £1200.28 received in vouchers
13/10/2023 - Non-Uniform Money - £237.16
16/02/2024 - Non-Uniform Money - £203.16
07/03/2024 - Scholastic Book Fair - £1147.15

CHARITIES

02/10/2023 - MacMillan Coffee Morning - £491.59
11/12/2023 - Charity Week LIA Relief Trust - £27,763.07
15/09/2023 - LIA Relief Trust Morocco Appeal - £1407.05
22/09/2023 - LIA Relief Trust Libya Appeal - £1085.07

CPD for School Staff

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

All training sessions are planned according to the changes required, giving opportunities to members of staff to lead sessions as well as the Senior leads. This is important professional development.

A few of these include:

- Continuous Annual and termly Safeguarding training
- Unleashing excellent teaching
- Providing Effective Feedback and marking
- Class room Behaviour and Management training
- Sonar tracker training
- Providing education with SEND

Staff Currently Trained/ Undergoing Training:

- Early Years phase leader on the national qualification training (NPQEYL)
- Early Years Teacher Qualification training (EYITT)
- An IS teacher preparing to join the PGCE Apprenticeship programme at Coventry University
- 2 Teachers currently completing their Level 6 Teaching Diploma
- EYFS SENDCo training for the Level 3 SENDCo award
- 2 Teachers undergoing ECT training - First year
- 3 Teachers undergoing ECT training - Second year

All of these teachers are mentored and coached inhouse by the Headteacher and the Deputy Headteacher

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ACHIEVEMENT AND PERFORMANCE

Summary of EYFS Profile Key Data 3 Year Trend 2024

In Early Years, children make good progress. 87.23% of children achieved an overall GLD (good level of development) in 2024.

	2022	2023	2024
Reached a Good Level of Development (GLD)	75.5%	67.4%National Average 2023: 67.2%	87.23%National Average 2024: TBC Nov
Reading Exp or Exc	86.6%	79%	93.7%
Writing Exp or Exc	84.4%	81.3%	93.7%
Number Exp or Exc	84.4%	81.3%	100%

Analysis

The overall GLD for the academic year 2024 is 19.83% more than last year.

The reading expectation is 14.7% more than last year.

The writing expectation is 12.4% more than last year.

The understanding of number is 18.7% more than last year

Through observation, it has been agreed that the Reception classes in Early Years have benefitted from full time support staff. Having full time support staff in both Reception classes has ensured consistency and efficiency of everyday teaching and learning.

Next Steps

- o To continue teaching systematic synthetic phonics regularly that children can consolidate and build up on their phonics knowledge.
- o Phonics workshops - for parents so that they can continue to help children at home.
- o Structured Phonics Phase groups - to work with children in small groups to cover their learning gaps and boost their confidence and phonics knowledge.
- o Consolidation of learning through CGP Phonics and Maths practice worksheets.
- o Staff to plan intervention sessions which support staff can lead daily.
- o Fun time sessions to take place to enhance communication and language skills (especially for children that are EAL), and to support children with SEND.
- o To plan CPD/Phase Meetings which are catered for the development of Early Years Staff.
- o To plan a separate Teaching and Learning session for Early Years Staff on Inset Day.

Summer Term:

Phonics: We have observed that children have made significant progress this year. Children have progressed with their Phonics knowledge to read and write independently. We do have a very small handful of children who still require support to blend and write. This is due to the slow start at the beginning of the year, where children were not secure with Phase 1 Phonics. These children have made progress from their starting point at the beginning of the academic year.

Maths: Children have shown an excellent understanding of number. They are able to subitise, match quantity to numeral, and explore composition of numbers.

Children that require support are supported daily with counting, counting and identifying items on 5 and 10 frames, subitising numbers and exploring numbers through play.

PSED: We have observed that children who have attended a Nursery before joining us in Reception, have better self-regulation than the children that haven't. We have found that many of the children that have not visited a setting before (and some that have), have needed support with simple things related to hygiene, self-dressing, regulating emotions, and listening and attention.

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KS1 SATs

The DFE has removed the SATS exams at KS1 from the academic year, however the school continues to maintain the academic grades by doing internal end of year assessments using the HEAD Start scheme.

Key Stage 2: SATs Results & Strategies to Raise Attainment & Progress

2023 Key Stage 2 SATs Results	2023 National% of Pupils Achieving Expected Standard	2023 School% of Pupils Achieving Expected Standard	2023 School% of Pupils Achieving Greater Depth Standard
Grammar, Punctuation & Spelling	72	100	52
Reading	73	92	39
Maths	73	100	48

2024 Key Stage 2 SATs Results	2024 National% of Pupils Achieving Expected Standard	2024 School% of Pupils Achieving Expected Standard	2024 School% of Pupils Achieving Greater Depth Standard
Grammar, Punctuation & Spelling	72	100	78
Reading	74	92	22
Maths	73	100	43

Strategies to Raise Attainment and Progress

Reading:

- o **Targeted Guided Reading Sessions:** Implement small group guided reading sessions with differentiated texts to address specific comprehension skills such as inference, summarisation, and text analysis. Focus on developing higher-order thinking skills through critical questioning and structured discussions.
- o **Close Reading Techniques:** Use close reading strategies to encourage students to engage deeply with the text. Teachers model annotating texts, identifying themes, and discussing authorial intent, vocabulary, and structure.
- o **Reciprocal Teaching:** Foster peer-led discussions where students take on roles such as questioner, summariser, clarifier, and predictor. This collaborative approach builds metacognitive skills and enhances reading comprehension.
- o **Frequent, Formative Assessments:** Conduct regular, formative assessments to track student progress. Implement timely, data-driven interventions for students identified as underachieving, tailoring support to their specific needs.
- o **Regular Small-Group Interventions:** Provide regular, tailored interventions for specific learning gaps: phonics reinforcement, comprehension strategy instruction, developing VIPERS skills and reinforcement of contextual understanding.

Grammar, Punctuation & Spelling:

- o **Teaching of Grammar and Punctuation:** Embed grammar and punctuation within writing tasks, providing explicit direct instruction on sentence structure, complex sentence formation, and the correct use of punctuation marks. Focus on applying these elements in students' writing to ensure retention and understanding.
- o **Cumulative Spelling Program:** Implement a structured, cumulative spelling program that builds on prior learning and incorporates both phonetic patterns and morphological knowledge. Regular assessments used to identify gaps and provide targeted spelling interventions.
- o **Integrated Writing Practice:** Encourage the integration of GPS skills within writing tasks across the curriculum. This ensures students can apply their knowledge in varied contexts, enhancing both their technical accuracy and their ability to write cohesively.
- o **Peer Review and Editing:** Structured peer review and editing sessions where students use checklists to assess each other's work for grammar, punctuation, and spelling. This not only reinforces key concepts but also encourages a collaborative learning environment.

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o Diagnostic Tools and Tailored Interventions: Use diagnostic tools such as spelling tests, grammar quizzes, and punctuation exercises to identify individual student weaknesses and provide tailored support.

Writing:

o CPD Focus: School-wide Continuous Professional Development (CPD) session delivered to focus on developing teachers' ability to model writing effectively, including the use of visualisers and scaffolding tools. Teachers reflected on expected standards for all year groups and sample pieces, practicing how to make judgements and suggesting methods to improve specific writing pieces to ensure expected standards for the year group are met.

o Whole-Class Modelling: Teachers model the writing process through shared writing activities, demonstrating how to plan, draft, revise, and edit a piece of work. This explicit instruction covers structure, use of sophisticated vocabulary, and sentence variety, ensuring all students understand the mechanics of good writing.

o Consistent Success Criteria: Develop and share writing rubrics that clearly outline the expectations for different genres of writing. These criteria should be aligned with national curriculum standards, ensuring students know what is required to achieve at and above the expected level. Rubrics should focus on content, structure, vocabulary, and technical accuracy.

o Self and Peer Assessment: Encourage students to use the rubrics to assess their own writing and that of their peers. This reflective practice will help them internalise the success criteria and become more critical of their work, enhancing their understanding of how to improve.

o External Training: Selected teachers attend external training sessions and writing-focused courses, run by literacy consultants and writing specialists, to develop skills in teaching writing. They then lead in-house CPD and focus groups to share best practices across the school.

o Integrated Writing Opportunities: Encourage writing in all subject areas by embedding writing tasks in lessons beyond English. For example, in history, students write descriptive accounts of historical events, while in science, they might produce detailed reports of experiments.

Maths:

o Mastery-Based Curriculum: Continue our mastery-based approach to teaching mathematics, ensuring that all students develop a deep understanding of key mathematical concepts before moving on. This is achieved through structured lesson planning, clear learning objectives, and the use of manipulatives and visual aids.

o Fluency and Reasoning Skills: Prioritise the development of fluency in basic mathematical operations, complemented by an emphasis on reasoning and problem-solving. Incorporate daily practice of arithmetic alongside more complex, multi-step word problems that require analytical thinking.

o Use of Diagnostic & End-of-Topic Assessments: Employ diagnostic assessments at the beginning of each unit to identify learning gaps and end-of-topic assessments to identify individual and class-wide understanding, allowing teachers to identify strengths and misconceptions. Use this data to inform future planning and provide targeted interventions to those falling behind.

o Mathematical Discussions and Explorations: Encourage students to articulate their thinking during mathematical problem-solving tasks. Use strategies like number talks and collaborative group work to foster a deeper understanding of mathematical reasoning.

o Student Self-Assessment Against Success Criteria: Encourage students to take ownership of their learning by regularly assessing their progress against pre-defined success criteria. Incorporate reflective practices, such as self-marking.

o Parental Engagement Programs: Deliver workshops and provide resources like knowledge organisers to educate parents on how they can support their children with mathematics at home. Provide practical strategies and tools to reinforce mathematical concepts.

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, Parent mail, class dojo messages, school stories and termly Head teacher letters, parents' afternoons, assemblies and fund-raising events.

A monthly coffee morning with the head teacher and senior leaders, where parents are informed of upcoming events and achievements.

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- | | |
|-------------------|--|
| In September 2023 | - KS1 and EY parents Phonics workshop was held |
| In October 2023 | - Year 6 parents were invited to a SATS information meeting |
| | - Black History week exhibition |
| | - Open Morning for new and prospective parents |
| In November 2023 | - KS1 and EY parents were invited to a Maths workshop |
| | - Year 6 Parents were invited to a Mock SATs paper (to get insight into how assessments work) |
| | - Target setting report was sent out to parents. |
| In December 2023 | - Face to Face Parents afternoon meetings were held for EY, KS1 and KS2 Parents |
| In January 2024 | - Whole school open day was held with Head teacher presentation and school tours |
| | - Second in school parent meeting for pupils' progress were held for parents to discuss their progress |
| In March 2024 | - Parents were invited for Internet safety parent workshop |
| In July 2024 | - Parents were invited for EYFS, KS1 and KS2 graduation Assemblies |
| | - Parents were invited for the Annual Sports day event held at Saffron Lane Stadium |
| | - End of year reports were sent to parents in July 2023. |

LIA Gems Nursery

LIA Gems Nursery is registered to take children 0-4 years old. Our Curriculum "The Early Years Foundation Stage" is embedded in our planning for indoors and outdoors to support the learning and development of all children in our care.

The EYFS provides

- o Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- o A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- o Partnership working between practitioners and with parents and/or carers.
- o Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Baby Room:

Caters for children 0 to 2 years. In this room babies are supported with their learning and development through careful planning of activities and providing an environment that is age appropriate and exciting. Each child is unique, they all are all at different ages and stage of development. And they are supported with their development through prime areas of EYFS are Physical, Communication and Language, Personal, Social and Emotional development.

Toddler Room:

Caters for children aged 2 years to 3-year olds, building further on children's developmental journey, giving confidence, and providing opportunities to further support their learning and development. The Prime areas of EYFS and specific areas of curriculum are supported furthermore.

The Pre School:

This 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. Communication and language is supported for children to become confident speakers, able to do activities and decision making in such a way that it encourages independence. At this stage the children are ready for transition to school.

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 their individual needs. All staff continuously take part in their professional development through in-house training, attending face to face training through the local authorities.

Islamic ethos is embedded in our curriculum. Each member of staff is delicately and systematically chosen to suit the needs of each room and each individual child. LIA Gems Nursery provides a unique learning journey, which sets foundations for children's care and early education.

LEICESTER ISLAMIC ACADEMY

Report of the Trustees FOR THE YEAR ENDED 31 JULY 2024

Currently, we have 77 children on roll, including wrap around care. We have a waiting list for next term. Most parents choose to send their children to LIA Gems Nursery from recommendations of parents previously sent their children to Gems.

Future Plans:

- To develop outdoor play area - outdoor resources are not in date and are overly used.
- To make our driveway maintained well as this is the only entrance to the nursery.
- Have an area where parents can leave their push chairs safely within the school grounds.
- Indoor furniture desperately needs updating to store resources.
- Office require cabinet that can be locked end of the day for confidentiality.

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 and the phase leaders of each department. 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 2023-2024 we did not have any formal complaints.

FINANCIAL REVIEW

Financial Review

A summary of the financial results for the year is set out in the statement of financial activities on page 21 of the financial statements.

During the year, the fee and other direct charitable income increased by 10.33% to £1,264,097 (2023: £1,145,786) and voluntary income has increased to £8,299 (2023: £3,009).

In addition, other incoming resources of £49,992 (2023: £49,992) has been generated during the year from provision of ethos services. This has resulted in total incoming resources being increased by 12.70% to £1,351,007 (2023: £1,198,787).

Despite the above shown increase in income, an increase in expenditure has meant Leicester Islamic Academy achieved an overall deficit of £83,565 (2023: £96,854) as set out on page 21 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 2023/2024. Parents have been informed of the proposed change in timings and in fees

LEICESTER ISLAMIC ACADEMY

Report of the Trustees FOR THE YEAR ENDED 31 JULY 2024

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.

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
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 MA (Ed. Leadership), CMngr, BCom, QTS	Headteacher
Mrs R Razaq MBA, BA (Hons), QTS	Assistant Head
Mrs A Suleman FDLT	IS manager / RE Teacher
Mrs F. Essat BSc (Hons),	Business Manager
Ms L. Hasham BA, PGCE	KS1 Phase Leader
Ms A.Surtee	EYFS Phase Leader

Trustees

Musa Suleman
Mohamed Hussein Mukadam
Anwar Patas
Abdulhaq Patel
Hussein Suleman
Ayub Mahomed
Mohammed Ashraf Makadam
Iqbal Desai

ADDRESS

320 London Road
Leicester
LE2 2PJ

LEICESTER ISLAMIC ACADEMY

Report of the Trustees
FOR THE YEAR ENDED 31 JULY 2024

REFERENCE AND ADMINISTRATIVE DETAILS

Auditor

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

STATEMENT OF TRUSTEES' RESPONSIBILITIES

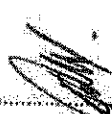
The trustees are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England and Wales, the Charities Act 2011, Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing those financial statements, the trustees are required to

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

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


.....
H Suleman - Trustee

9/8/25

**Report of the Independent Auditors to the Trustees of
Leicester Islamic Academy**

Opinion

We have audited the financial statements of Leicester Islamic Academy (the 'charity') for the year ended 31 July 2024 which comprise the Statement of Financial Activities, the Balance Sheet, the Cash Flow Statement and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 July 2024 and of its incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters where the Charities (Accounts and Reports) Regulations 2008 requires us to report to you if, in our opinion:

- the information given in the Report of the Trustees is inconsistent in any material respect with the financial statements; or
- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

In light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

**Report of the Independent Auditors to the Trustees of
Leicester Islamic Academy**

Responsibilities of trustees

As explained more fully in the Statement of Trustees' Responsibilities, the trustees are responsible for the preparation of the financial statements which give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

**Report of the Independent Auditors to the Trustees of
Leicester Islamic Academy**

Our responsibilities for the audit of the financial statements

We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- the engagement partner ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations;
- we identified the laws and regulations applicable to the company through discussions with directors and other management, and from our commercial knowledge and experience of the computer component manufacturing and supply sector;
- we focused on specific laws and regulations which we considered may have a direct material effect on the financial statements or the operations of the company;
- we assessed the extent of compliance with the laws and regulations identified above through making enquiries of management and inspecting legal correspondence; and
- identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit.

We assessed the susceptibility of the company's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- making enquiries of management as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud;
- considering the internal controls in place to mitigate risks of fraud and non-compliance with laws and regulations.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates set out in Note 11 were indicative of potential bias;
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance;
- enquiring of management as to actual and potential litigation and claims.

As part of an audit in accordance with ISAs (UK), we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the charity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.

**Report of the Independent Auditors to the Trustees of
Leicester Islamic Academy**

- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Report of the Independent Auditors to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our Report of the Independent Auditors. However, future events or conditions may cause the charity's to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Use of our report

This report is made solely to the charity's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charity's trustees those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



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

Date: 12th MAY 2025

SKM Accountants (North West) Limited trades as SKM Chartered Accountants

LEICESTER ISLAMIC ACADEMY
Statement of Financial Activities
FOR THE YEAR ENDED 31 JULY 2024

	Notes	Unrestricted fund £	Restricted funds £	2024 Total funds £	2023 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies	2	5,807	2,492	8,299	3,009
Charitable activities					
Educational Services	3	1,264,097	-	1,264,097	1,145,786
Other income		78,611	-	78,611	49,992
Total		<u>1,348,515</u>	<u>2,492</u>	<u>1,351,007</u>	<u>1,198,787</u>
EXPENDITURE ON					
Charitable activities					
Educational Services	4	1,375,609	2,492	1,378,101	1,047,073
Other		56,471	-	56,471	54,860
Total		<u>1,432,080</u>	<u>2,492</u>	<u>1,434,572</u>	<u>1,101,933</u>
NET INCOME/(EXPENDITURE)		(83,565)	-	(83,565)	96,854
RECONCILIATION OF FUNDS					
Total funds brought forward		3,322,610	104	3,322,714	3,225,860
TOTAL FUNDS CARRIED FORWARD		<u><u>3,239,045</u></u>	<u><u>104</u></u>	<u><u>3,239,149</u></u>	<u><u>3,322,714</u></u>

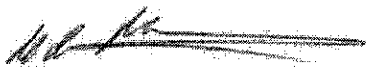
The notes form part of these financial statements

LEICESTER ISLAMIC ACADEMY

**Balance Sheet
31 JULY 2024**

	Notes	Unrestricted fund £	Restricted funds £	2024 Total funds £	2023 Total funds £
FIXED ASSETS					
Tangible assets	9	2,836,701	-	2,836,701	2,857,795
CURRENT ASSETS					
Debtors	10	54,542	-	54,542	53,891
Cash at bank and in hand		456,241	104	456,345	525,698
		510,783	104	510,887	579,589
CREDITORS					
Amounts falling due within one year	11	(108,439)	-	(108,439)	(114,670)
NET CURRENT ASSETS		402,344	104	402,448	464,919
TOTAL ASSETS LESS CURRENT LIABILITIES		3,239,045	104	3,239,149	3,322,714
NET ASSETS		3,239,045	104	3,239,149	3,322,714
FUNDS	12				
Unrestricted funds				3,239,045	3,322,610
Restricted funds				104	104
TOTAL FUNDS				3,239,149	3,322,714

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

9/08/25

The notes form part of these financial statements.

LEICESTER ISLAMIC ACADEMY
Notes to the Cash Flow Statement
FOR THE YEAR ENDED 31 JULY 2024

1. RECONCILIATION OF NET (EXPENDITURE)/INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2024	2023
	£	£
Net (expenditure)/income for the reporting period (as per the Statement of Financial Activities)	(83,565)	96,854
Adjustments for:		
Depreciation charges	36,865	34,863
(Increase)/decrease in debtors	(651)	3,765
Decrease in creditors	(6,231)	(14,026)
	<u> </u>	<u> </u>
Net cash (used in)/provided by operations	<u><u>(53,582)</u></u>	<u><u>121,456</u></u>

2. ANALYSIS OF CHANGES IN NET FUNDS

	At 1/8/23	Cash flow	At 31/7/24
	£	£	£
Net cash			
Cash at bank and in hand	525,698	(69,353)	456,345
	<u> </u>	<u> </u>	<u> </u>
	525,698	(69,353)	456,345
	<u> </u>	<u> </u>	<u> </u>
Total	<u><u>525,698</u></u>	<u><u>(69,353)</u></u>	<u><u>456,345</u></u>

The notes form part of these financial statements

LEICESTER ISLAMIC ACADEMY

Notes to the Financial Statements FOR THE YEAR ENDED 31 JULY 2024

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.

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 2024**

2. DONATIONS AND LEGACIES

	2024	2023
	£	£
Donations	7,549	2,259
Gift aid	750	750
	<u>8,299</u>	<u>3,009</u>

3. INCOME FROM CHARITABLE ACTIVITIES

	Activity	2024	2023
		£	£
Goods and Services	Educational Services	70,021	67,295
Fees Income	Educational Services	1,194,076	1,078,491
		<u>1,264,097</u>	<u>1,145,786</u>

4. CHARITABLE ACTIVITIES COSTS

	Direct Costs	Support costs (see note 5)	Totals
	£	£	£
Educational Services	<u>1,017,679</u>	<u>360,422</u>	<u>1,378,101</u>

5. SUPPORT COSTS

	Finance	Other	Governance costs	Totals
	£	£	£	£
Educational Services	<u>10</u>	<u>357,112</u>	<u>3,300</u>	<u>360,422</u>

6. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 July 2024 nor for the year ended 31 July 2023.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 July 2024 nor for the year ended 31 July 2023.

7. STAFF COSTS

	2024	2023
	£	£
Wages and salaries	938,044	769,795
Social security costs	46,344	31,777
Other pension costs	7,087	8,789
	<u>991,475</u>	<u>810,361</u>

LEICESTER ISLAMIC ACADEMY

**Notes to the Financial Statements - continued
FOR THE YEAR ENDED 31 JULY 2024**

7. STAFF COSTS - continued

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

	2024	2023
Teaching Staff	45	42
Administration Staff	27	25
	72	67
	72	67

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

8. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted fund £	Restricted funds £	Total funds £
INCOME AND ENDOWMENTS FROM			
Donations and legacies	3,009	-	3,009
Charitable activities			
Educational Services	1,145,786	-	1,145,786
Other income	49,992	-	49,992
Total	1,198,787	-	1,198,787
EXPENDITURE ON			
Charitable activities			
Educational Services	1,047,073	-	1,047,073
Other	54,860	-	54,860
Total	1,101,933	-	1,101,933
NET INCOME	96,854	-	96,854
RECONCILIATION OF FUNDS			
Total funds brought forward	3,225,756	104	3,225,860
TOTAL FUNDS CARRIED FORWARD	3,322,610	104	3,322,714

LEICESTER ISLAMIC ACADEMY

**Notes to the Financial Statements - continued
FOR THE YEAR ENDED 31 JULY 2024**

9. TANGIBLE FIXED ASSETS

	Freehold property £	Fixtures and fittings £	Computer equipment £	Totals £
COST				
At 1 August 2023	3,091,776	78,298	50,684	3,220,758
Additions	-	-	15,771	15,771
	3,091,776	78,298	66,455	3,236,529
DEPRECIATION				
At 1 August 2023	262,949	53,906	46,108	362,963
Charge for year	26,295	5,301	5,269	36,865
	289,244	59,207	51,377	399,828
NET BOOK VALUE				
At 31 July 2024	2,802,532	19,091	15,078	2,836,701
At 31 July 2023	2,828,827	24,392	4,576	2,857,795

Included in cost or valuation of land and buildings is freehold land of £1,777,032 (2023 - £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.

10. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2024 £	2023 £
Trade debtors	11,045	33,125
Other debtors	143	150
Prepayments and accrued income	43,354	20,616
	54,542	53,891

LEICESTER ISLAMIC ACADEMY

**Notes to the Financial Statements - continued
FOR THE YEAR ENDED 31 JULY 2024**

11. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2024	2023
	£	£
Trade creditors	5,522	13,356
Taxation and social security	8,652	6,409
Other creditors	94,265	94,905
	<u>108,439</u>	<u>114,670</u>

12. MOVEMENT IN FUNDS

	At 1/8/23	Net movement in funds	At 31/7/24
	£	£	£
Unrestricted funds			
General fund	3,322,610	(83,565)	3,239,045
Restricted funds			
Needy	104	-	104
	<u>3,322,714</u>	<u>(83,565)</u>	<u>3,239,149</u>

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

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	1,348,515	(1,432,080)	(83,565)
Restricted funds			
Restricted Fundraising	2,492	(2,492)	-
	<u>1,351,007</u>	<u>(1,434,572)</u>	<u>(83,565)</u>

Comparatives for movement in funds

	At 1/8/22	Net movement in funds	At 31/7/23
	£	£	£
Unrestricted funds			
General fund	3,225,756	96,854	3,322,610
Restricted funds			
Needy	104	-	104
	<u>3,225,860</u>	<u>96,854</u>	<u>3,322,714</u>

LEICESTER ISLAMIC ACADEMY

**Notes to the Financial Statements - continued
FOR THE YEAR ENDED 31 JULY 2024**

12. MOVEMENT IN FUNDS - continued

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

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	1,198,787	(1,101,933)	96,854
TOTAL FUNDS	<u>1,198,787</u>	<u>(1,101,933)</u>	<u>96,854</u>

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

	At 1/8/22 £	Net movement in funds £	At 31/7/24 £
Unrestricted funds			
General fund	3,225,756	13,289	3,239,045
Restricted funds			
Needy	104	-	104
TOTAL FUNDS	<u>3,225,860</u>	<u>13,289</u>	<u>3,239,149</u>

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	2,547,302	(2,534,013)	13,289
Restricted funds			
Restricted Fundraising	2,492	(2,492)	-
TOTAL FUNDS	<u>2,549,794</u>	<u>(2,536,505)</u>	<u>13,289</u>

LEICESTER ISLAMIC ACADEMY

**Notes to the Financial Statements - continued
FOR THE YEAR ENDED 31 JULY 2024**

13. RELATED PARTY DISCLOSURES

Leicester Islamic Academy has a service level agreement with Madani Schools Federation. During the year £49,992 (2023 - £49,992) was received from Madani Schools Federation and included in Other Income.

Mr H.I Suleman and Mr A Patas are trustees of the charity and are also members of the governing body of Madani Schools Federation.

The sum of £49,992 (2023 - £49,992) was paid to Dr M.A Makadam who is a trustee of the charity for the provision of Imam and Ethos Services to the Madani Schools Federation. This amount has been included under Consultancy expenses.

LEICESTER ISLAMIC ACADEMY

**Detailed Statement of Financial Activities
FOR THE YEAR ENDED 31 JULY 2024**

	2024 £	2023 £
INCOME AND ENDOWMENTS		
Donations and legacies		
Donations	7,549	2,259
Gift aid	750	750
	8,299	3,009
Charitable activities		
Goods and Services	70,021	67,295
Fees Income	1,194,076	1,078,491
	1,264,097	1,145,786
Other income		
Ethos Services	49,992	49,992
Sundry Receipts	28,619	-
	78,611	49,992
Total incoming resources	1,351,007	1,198,787
EXPENDITURE		
Charitable activities		
Wages	599,726	472,254
Social security	30,397	17,348
Pensions	4,240	5,635
Rates and water	10,559	9,510
Insurance	17,937	15,233
Light and heat	27,759	27,439
Postage and stationery	3,055	3,901
Sundries	795	6
Books & Resources	56,122	62,048
Training	4,550	3,393
Repairs & Maintenance	147,569	16,605
Cleaning	7,089	5,367
Accountancy	1,800	1,800
School Inspection Charges	2,720	2,720
IT Costs	27,338	22,770
Bad Debts	17,983	7,659
Bookkeeping	15,232	13,778
Copyright	691	572
Subscriptions	5,080	6,388
Uniform Costs	1,043	2,712
Donations Paid	2,492	-
Freehold property	22,933	22,933
Carried forward	1,007,110	720,071

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 2024**

	2024 £	2023 £
Charitable activities		
Brought forward	1,007,110	720,071
Fixtures and fittings	5,300	5,300
Computer equipment	5,269	3,268
	<u>1,017,679</u>	<u>728,639</u>
Other		
Consultancy	49,992	51,369
Legal & Prof	3,032	-
Other Interest	85	129
Depreciation of tangible fixed assets	3,362	3,362
	<u>56,471</u>	<u>54,860</u>
Support costs		
Finance		
Bank charges	10	10
Other		
Wages	338,318	297,541
Social security	15,947	14,429
Pensions	2,847	3,154
	<u>357,112</u>	<u>315,124</u>
Governance costs		
Auditors' remuneration	3,300	3,300
Total resources expended	<u>1,434,572</u>	<u>1,101,933</u>
Net (expenditure)/income	<u>(83,565)</u>	<u>96,854</u>