

Madani Boys School

Inspection Report

Local authority: Leicester
Inspected under the auspices of : AMS UK
Inspection dates: Monday 13th October 2014
Lead inspector: Mohammad Ismail

This inspection of the Madani Boys School was carried out under section 48 of the Education Act 2005.

Type of school: Secondary
School category: Voluntary aided
Age range: 11 to 16 years
Gender: Boys
Number on roll: 300
Appropriate authority: The governing body of Madani Schools Federation.
Chair: Hussein Suleman
Executive Headteacher: Saqub Sheikh

Date of previous school inspection: N/A

Address: 77 Evington Valley Road, Leicester, LE5 5LL.

Telephone number: 0116 249 8080

Email address: office@madanihigh.leicester.sch.uk

School website: www.madanihigh.leicester.sch.uk

Introduction

Inspection team

The lead inspector, who visited eight lessons or parts of lessons including collective prayers session and students' activities and work, carried out this inspection. He held 8 meetings with governors, staff and groups of children. The inspector observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE (Islamic Studies) curriculum, the school's self-evaluation documents and the school's Islamic Studies development plan. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector had access to the school's recent Ofsted inspection report, which took place in November 2013.

The lead inspector looked in detail at the following:

- The progress students make in religious education.
- The quality of teaching in religious education.
- Leadership and management for religious education.
- The RE curriculum.
- Spiritual, moral, social and cultural development including collective worship.

Information about the school

Madani Boys School is a new school which opened in late 2012. The school originated from the hugely successful Madani High School which split into 2 new schools, namely Madani Girls School and Madani Boys School. The two new schools are part of Madani Schools Federation. Madani High School was the first purpose built school in the country, which opened in 2007. The school serves the Muslim community from different parts of Leicester. The school attracts pupils of Muslim faith from different backgrounds. The school sets a good example of community cohesion by serving a multi-racial community. The school was previously registered as Leicester Islamic Academy, which had served the local Muslim community since 1981. At present, there are 300 pupils on roll.

Inspection judgments

Overall effectiveness	1
The achievement of students in their religious education.	1
The quality of teaching and assessment.	1
The effectiveness of leadership and management (including the governing body) of religious education (RE).	1
The extent to which the religious education curriculum meets students' needs	1
The extent of students' spiritual, moral, social and cultural development including the daily act of collective worship.	1

The overall effectiveness of the quality of religious education provided at Madani Boys School is outstanding because:

- Teaching and learning in RE is outstanding.
- Lessons are well planned and teachers succeed in making learning interesting and fun.
- Teachers in RE are subject specialists.
- Teachers in RE are excellent role models for their students.
- Standards are very high in RE and students' achievements are outstanding.
- Students are confident, assertive and would like to know more.
- Students' spiritual, moral, social and cultural development is outstanding.
- Students are taught about their faith while learning to respect the beliefs and traditions of others to celebrate multi-cultural values and tolerance.
- Students are taught to respect the law, understand democracy and British values.
- The staff and the school is a multi-faith and multi-racial thriving community.
- The headteacher, governing body and leadership team have been exceptionally successful in achieving the school's key aims while steering the school through its separation from Madani Girls School.
- The curriculum in RE is broad and balanced and it is successfully linked with the other areas. For example, arts, *nasheeds* (Arabic songs), poetry and science.
- Students enjoy the congregational early afternoon (Zuhr) prayer with a short reminder followed by a supplication.
- Students' attendance is very high which is above the national average.
- Students feel safe and express their love for the school.
- The school caters well for students with special educational needs.
- There are excellent plans in place for some fundraising and charity work.

What does the school need to do to improve further?

- Ensure that planned visits to places of cultural importance take place with opportunities of practical interaction with people of different faiths and cultures.
- Ensure to outline two exchange visit programmes with similar schools.
- Increase greater participation of parents in the RE program.

The achievement of students at the school in their religious education is outstanding because:

All students in RE are making outstanding progress. They come with very basic knowledge about the faith and culture. They make rapid progress during their time in the school. Students say they feel confident and clear about their faith and the society they are living in. A large number of students immensely benefit from the extra after-school RE provision where a number of students have managed to memorise the holy Qur'an. The students have successfully achieved the ability and competence in *tajweed* (reciting the holy Qur'an), delivering speeches and singing *nasheeds* (Arabic and English poetry and songs). In the arts and science where RE is linked with areas of the curriculum, students have made some excellent aesthetic progress by learning the art of Islamic calligraphy. The reflective spiritual environment with multi-faith staff in a multi-cultural community helps students in their spiritual, moral, social and cultural development. All students are making excellent progress in Islamic studies by learning about *iman* (faith), *ebadaat* (practice), *seerah* (history) and *hadith* (the tradition of the Prophet Mohamed PBUH). They are making excellent progress in learning about the main religions and cultures of the world. They enjoy taking part in their congregational *salat* (prayer). Academically, their achievements in learning different skills such as reading and writing with speaking and listening skills in RE are outstanding. All students - including those with special educational needs and those with low abilities - achieve very highly from their starting points and exceed expected progress. Their attainment is A* - C in RE is higher than expected and above the national average, which demonstrates that students are achieving exceptionally well.

The quality of teaching, learning and assessment in the school is outstanding because:

All teaching in RE is outstanding and teachers are subject specialists. They have very high expectations of their students. They plan and deliver their lessons effectively to ensure that all students understand their lessons and they conduct continuous evaluation to ensure that all students are making progress. Student and teacher relationships are excellent. Students expressed and show great respect to their teachers and other adults. Teachers are excellent role models for their students. Teachers and adults in school create a reflective environment for their students. All students' behaviour was outstanding during the lessons and around the classrooms. They were very respectful to their fellow students in their lessons. All lessons start and end with a beautiful *duaa* (supplication). There is an effective school marking and assessment policy in place. There are frequent tests conducted to ensure ongoing high level progress for all students. This policy addresses the needs of students who are gifted and talented (G&T), students who have special educational needs and others. Information and communication technology (ICT) is well used in the process of teaching and learning. All classrooms are kept clean, tidy and beautifully decorated with appropriate learning resources and with students' work. Islamic *tarbiyah* programme effectively helps students to understand manners. Students enjoy taking part in group activities and participating in discussion. They express their views respectfully. All students enjoy their RE lessons and they are confident in their identities as young British Muslims.

The effectiveness of leadership and management of Religious Education is outstanding because:

The school's leadership and the governing body (Madani Schools Federation) effectively ensure that the RE provision is an integral part of both schools' curriculum and that it is successfully embedded in all aspects of school life. The leadership ensures that students learn about other faiths as well as their own and are able to work and live with people of different faiths or no faith. The leadership expectations for the students are very high. The governing body has appointed a prominent scholar who oversees and supports the RE provision. In addition, the leadership has appointed a spiritual mentor who ensures that students' spiritual needs are effectively addressed. Students spiritually benefit from the religious guidance and counselling. There are six scholars and ten hafiz (one who has memorised the whole Qur'an) who work as part of both schools' teams and are excellent role models for the whole school community. There is a management structure in place with regular leadership meetings and RE team meetings to ensure an effective monitoring and evaluation process is in place. The senior leaders in RE are accountable to the school's governing body for maintaining the highest level of performance and delivery in RE in line with other areas of the school. There are policies and plans in place to ensure students are achieving excellent standards. There are regular staff development and training events and there are ample resources in RE. The library has carefully selected books and other learning materials. The school's social, moral and cultural development is outstanding and the leadership is fully aware of any changes to be made in the curriculum in the light of new guidelines and legislation. Parents are involved and well informed about RE provision and would like to see an increase in RE provision. All the staff are excellent role models for their students and the governing body and senior leadership of the school enjoy a good relationship with the local community providing them with courses and seminars. The leadership regularly involve students in some excellent charity programmes such as helping neighbours, supporting the elderly, fundraising dinners and the Love, Hope and Fare event. The school has invited the Archbishop of Canterbury to visit the school and follows the National Curriculum guidelines for RE (Islamic studies) and in learning about world main religions.

The extent to which the religious education curriculum meets students' needs is outstanding because:

The school, under the Madani Schools Federation, offers a broad and balanced curriculum for its RE provision in both schools which follows the National Curriculum guidelines for RE. The curriculum provides all students with the knowledge and experience they need as British Muslims, who intend to make an active contribution towards the society by fulfilling their civic responsibilities in a multi-cultural democracy. The curriculum successfully meets the needs of all students including G&T, low abilities and students with special educational needs. The RE (Islamic Studies) curriculum appropriately provides students with knowledge and understanding of core Islamic beliefs such as *tawheed* (oneness of Allah), *risalah* (the prophethood), *akhirah* (the hereafter), *arkan al-iman* (the articles of faith) and the importance of worship through the arkan-ul-Islam (five pillars of Islam). The school ensures the development of its students' *akhlaq* (moral values), spirituality in accordance with Qur'an and the tradition of the Prophet (pbuh) to help them live their lives with the love of Allah and His Prophet (pbuh). Students are required to perform *Zuhr* (early afternoon) and *Jumu'a* (Friday) prayers in congregation. Students are regularly counselled for spiritual support to ensure that they are spirituality supported in the prayer. In Year 7, students are effectively taught how to perform *salah* (the prayer) and ablution as part of their induction programme. The Islamic curriculum reflects everyday school life to ensure that the school maintains its ethos successfully. The school day and all lessons start and end with *duaa*. The Islamic *tarbiyah* (moral teaching) curriculum appropriately presents a weekly *hadith* or a theme which is shared with staff, students and local mosques. For example, a *hadith* about giving charity, helping the needy or other social topics are chosen. All students have the opportunity to learn about world religions represented in Great Britain, such as Christianity, Judaism, Hinduism, Sikhism and Buddhism to effectively prepare them for the future. In addition, students have opportunities for enrichment activities whereby students effectively increase their understanding of other faiths by visiting places of worship, establishing links with other schools and having visitors to come in to talk to students. Students are effectively prepared to lead assemblies on important religious occasions and by organising charity events. In RE, students conduct research using ICT, organising debates on moral and ethical issues such as abortion, euthanasia, contraception, racism and different forms of discrimination, to increase students' understanding of the society in a wider context. Students are effectively taught about British values, democracy, respect for the law, tolerance and to understand the rights, responsibilities and duties as citizens in a multi-ethnic and multi-faith society and in the global community. The RE (Islamic studies) curriculum is effectively linked across all areas of the curriculum such as in Art or Science.

The extent of students' spiritual, moral, social and cultural development, including daily act of collective worship is outstanding because:

Students behaviour is outstanding and their attendance is well above the national average. The school has successfully adopted a range of strategies and behaviour policies to focus on the spiritual, moral, social and cultural development of its students. The school's cohesive multi-cultural and multi-faith community provide students an excellent learning environment where everyone is valued, their faith and culture is respected and they can feel safe. Students enjoy coming to the school and feel proud to be at the school, expressing their love for the school and teachers. They are taught to respect the law as proud British Muslims and good citizens. Students are assertive and taking active part in debates and discussions with respect for each others' views. There is an elected school council where students elect their own representatives. A variety of charitable fundraising events are organised to help the poor and needy around the world. Students are taught about racism and different forms of discrimination in the society to raise their awareness and representatives of various civic institutions, world famous personalities and local community leaders are frequently invited to visit school and talk to students. Students from mainstream schools visit school so students have the opportunity to meet and mix with people from different backgrounds. Students are taught about government institutions, British values and democracy in various sections of the curriculum. Students make regular trips to parliament and see how democracy works in practice. Plans are in place to visit places of cultural importance and the school maintains good relationship with the local faith communities enjoying support and cooperation from local mosques and churches. The school messages associated with its social and moral themes are reinforced through signposting agencies, images, posters, classroom displays and LCD screensavers. The school has a well structured programme of assemblies and pastoral activities that help to promote students' social, moral and cultural development by providing clear guidance on what is right or what is wrong in regards to the wider British values and within the context of Islam. The school, for its outstanding outcomes, has become known internationally. The Islamic tarbiyah program and school's effective pastoral care help students in their moral and cultural development. The daily act of collective worship and the accompanying reminder in a beautiful purpose built mosque reflects on all the students and the school community with this exercise effectively helping them in their spiritual development. Local colleges are invited to spend a day in school helping students in shaping their future progress into higher education. Students are extremely talented, artistic, helpful and confident individuals who are looking ahead toward their future plans. The extended school provision is providing outstanding help for the students who would like to enhance their Islamic studies and undertake the memorization of the holy Qur'an.

Views of parents and carers

- Almost all parents are very supportive of the school.
- They express their happiness.
- Some parents suggested more RE lessons.
- Some suggested more RE based visits and extracurricular activities.

Glossary

What inspection judgments mean

Grade	Judgment	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its students' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its students well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its students.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its students. Ofsted inspectors will make further visits until it improves.