

Madani Girls' School

77 Evington Valley Road, Leicester, LE5 5LL

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students achieve well and make good progress.
- Teaching that is typically good ensures that students make good progress in lessons.
- Students known to be eligible for the pupil premium make very good progress and achieve well.
- The school caters well for disabled students and those with special educational needs. Good support is helping them to catch up with the standards reached by other groups of students.
- The governors support the school well. They have the right skills to challenge leaders to make the right decisions to raise the quality of teaching and learning.
- School leaders know what the school is doing well and their actions are having a positive impact on teaching and learning.
- Students are exceptionally polite. Through their outstanding behaviour in lessons, they encourage each other to do better. They feel safe and secure in school.
- Attendance is high and levels of persistent absence are very low.

It is not yet an outstanding school because

- More-able students do not always do as well in mathematics as in English.
- In some lessons, teachers do not match tasks and activities to students' differing ability levels.
- Students are not always given time to respond to teachers' comments in their books and make quick corrections.

Information about this inspection

- Inspectors observed 24 lessons, of which three were seen jointly with senior leaders.
- Discussions were held with the executive headteacher, the Chair and representatives of the Governing Body, a local authority representative, senior leaders, staff and groups of students.
- Inspectors looked carefully at a wide range of documents, including the school improvement plan, the system to track students' progress, records relating to behaviour and attendance, information on teachers' performance, safeguarding records and a sample of students' work.
- There were insufficient responses to the online questionnaire (Parent View), so Inspectors looked at the school's own record of feedback from parents.

Inspection team

Neil Stanley, Lead inspector	Additional Inspector
Susan Tabberer	Additional Inspector
Stephen Howland	Additional Inspector

Full report

Information about this school

- Madani Girls' School is significantly smaller than most secondary schools.
- The school has an Islamic ethos.
- The overwhelming majority of students are from minority ethnic backgrounds, particularly the Gujjerat region of India, Somalia, Pakistan and Bangladesh.
- The proportion of pupils supported by the pupil premium is well above average. This additional funding is for students who are known to be eligible for free school meals, in local authority care, or from some other groups.
- A large proportion of pupils speak English as an additional language.
- The proportion of disabled students and those who have special educational needs supported by school action is below average, as is the proportion supported by school action plus or through a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress at the end of Year 11.
- No students are educated at other sites.
- The school was created in its present form in October 2012 when the mixed Madani High School was split into separate girls' and boys' schools. This was to make sure the school's admissions policy complied with equal opportunities legislation. The school's structure was ratified in June 2013.
- The girls' and boys' schools occupy separate wings of the same building, which has a shared reception area and other shared facilities, such as the mosque and library.
- The girls' and boys' schools are governed by a federation with a single governing body and led by an executive headteacher.
- Madani girls' school shares its unique reference number with the predecessor mixed school. This is why this report makes reference to the previous inspection report of Madani High School in 2009.

What does the school need to do to improve further?

- Make more teaching outstanding to accelerate students' progress, particularly the most able in mathematics, by making sure that:
 - students have regular opportunities to respond to comments in their books and make quick improvements as a result
 - lessons are planned with a range of activities that stretch and challenge students of all abilities.

Inspection judgements

The achievement of pupils is good

- When students join the school in Year 7, their standards are broadly in line with those found nationally in English and mathematics. By the end of Year 11, their standards are above average.
- The proportion of students achieving five GCSE A*-C grades, including English and mathematics, is above the national average and is rising. The overwhelming majority of students gain five GCSE A*-G grades. The school does not enter students early for GCSE examinations.
- The school makes very good use of pupil premium funding to raise the achievement of eligible students. Overall, the progress of these students is very strong and, by the end of Year 11, their attainment in both English and mathematics is in line with, and often better than, other students in the school and well above similar students nationally.
- Students targeted for Year 7 catch-up make good progress and the gaps between these students and others in the school are closing rapidly.
- The school regularly checks the progress made by disabled students and those who have special educational needs. As a result of extra help that is matched closely to their learning needs, these students are all making at least good progress. The gap between their progress and that of others in the school is closing.
- Students from different ethnic groups make similar progress in all subjects, including English and mathematics.
- The proportion of students gaining grades A*-C in GCSE English is well above average. The percentage of students who make and exceed expected progress in GCSE English is also well above average.
- A large proportion of students are avid readers and the school library is a very busy place at break and lunch-time. Teachers organise popular reading groups where students can discuss and share their reading. This is one reason why attainment in GCSE English Language and GCSE English Literature is strong.
- Teachers' expectations of what students can achieve are high in all subjects. In a Year 7 languages lesson, for example, despite French being unfamiliar to many students, most of the teaching was in French. This challenged the students and they made rapid progress as a result.
- The proportion of students gaining grades A*-C in mathematics is in line with the national average. Although the numbers making expected progress are above average, those exceeding this level of progress are average.
- The school's most able students do very well in English and exceptionally well in English Literature, where numbers gaining grades A*/A are well above average and very high given students' starting points. However, they do not do as well in mathematics, where numbers of students gaining the highest grades are in line with the national average. This is because work is not always planned thoroughly enough in mathematics to stretch and challenge the most able.

The quality of teaching is good

- Teaching in most subjects, including English and mathematics, is usually good and sometimes outstanding. This is because teachers encourage students to think for themselves. For example, in a religious education lesson, students were given the opportunity to think through the issues independently so that they asked the right questions and selected the most relevant information.
- Pupils are given many opportunities to comment on the work of others. They do this with encouragement and respect and, as a result, pupils are confident about sharing their work. This was particularly effective in a Year 11 history lesson on the general strike, where students worked in pairs to give each other detailed feedback. This helped them make very quick improvements to their work.
- Teachers often use probing questioning in lessons to check students' understanding. This was evident in a science lesson on terminal velocity, where the teacher used questioning to help students understand where they had gone wrong and to give more challenging questions to those whose understanding was more secure. As a result, all pupils were making rapid progress.
- Classrooms are vibrant environments and teachers were seen referring to wall displays to help students improve their work. This was seen in an art lesson, where a former student's work inspired the students and helped them find ways to improve their own work.
- Teachers make good use of information about disabled students and those who have special educational needs. A team of consistently strong teaching assistants provides very effective support for learning in class and in small group work. This helps students to concentrate and gives them the confidence to ask questions. As a result, they are all helped to make good progress.
- Teachers set regular homework. This helps students work on their own to build on what they have learnt in class and they make good progress as a result.
- Many classes include students with a wide range of abilities. However, teachers do not always plan a wide enough range of activities to support the less able and stretch the most able. This is one reason why fewer students gain the top GCSE grades in mathematics compared to English.
- Teachers mark students' books regularly and often identify strengths and targets for improvement. However, students do not always get regular opportunities to respond to those comments and make immediate improvements to their work.

The behaviour and safety of pupils are outstanding

- Students' excellent behaviour in lessons and their polite, calm and respectful manner around the school make a substantial contribution to the school's positive environment and both their personal and academic achievements.
- Students relish their learning. The school has an exceptionally positive climate for learning which allows students to be very confident asking questions.
- With exceptionally respectful relationships, students support each other to improve. In a number of lessons, they were observed helping each other to use appropriate and accurate vocabulary.
- Students listen very attentively to each other and greatly respect each other's opinions. They

share their ideas confidently in class and support each other if they are not right.

- Students do not feel that bullying is a problem in this school. However, they say they are confident that if any did arise it would be tackled quickly and effectively by teachers. Students are aware of different forms of bullying, including cyber-bullying, racism, sex and gender bullying and other forms of harassment.
- Pupils are extremely keen to take responsibility. The school council has successfully campaigned for additional trips and educational visits, charity non-uniform days and improved locker facilities. Because of this, students say they feel listened to by the school's leaders.
- Pupils show a very strong sense of responsibility to their local community. This is reflected in their work in raising money for charity, especially through the Young Philanthropy Programme, where students argued that money should be donated to a local charity that supports women and children who are victims of violence and abuse.
- Students say they feel exceptionally safe and secure in school and they display a very good understanding of the issues relating to safety. Students talk about how they would keep themselves safe in different situations, for example when using the internet and social networking sites.
- Students' great enjoyment of school is reflected in their attendance, which is well above average for all groups of students. Levels of persistent absence are very low. Students' punctuality reflects their enthusiasm for their school and their learning.
- Students are keen to talk to visitors to the school. In discussions with inspectors, they were extremely articulate, mature and thoughtful.
- Pupils say the school has a clear and fair approach to encouraging good behaviour.

The leadership and management are good

- Madani Girls' School is well led by its executive headteacher and senior leaders who have ensured that, following a period of instability, pupils' achievement and progress have improved.
- The executive headteacher has well-developed plans to ensure the school strengthens leadership across the school within this academic year. This has the capacity to add consistency to the quality of subject leadership and so make further improvements to the quality of teaching and levels of achievement.
- The school's leaders have an accurate understanding of the school's strengths and what it needs to do to improve. In jointly-observed lessons, senior leaders' judgements about the quality of teaching were consistent with those of inspectors.
- The performance of staff is well-managed. The school has a fair approach to awarding pay rises and promotion for staff that is linked appropriately to pupils' achievement, and it provides effective support and training to help staff develop their skills. As a result, the quality of teaching and achievement of students are improving.
- The school successfully emphasises the importance of students' spiritual, moral, social and cultural development. For example, students were seen discussing poverty and social

responsibility in a Year 8 lesson on the novel, 'Stone Cold' and, in the light of this, making links to what Islam says on the topic of begging.

- The school has strong links with parents and attendance at parents' evenings is very high. Parents say they value the detailed feedback given by teachers at this time.
- Despite its size, the school provides an appropriately broad and varied curriculum for its students. This means they are well equipped for their future studies.
- The school has good links with its local authority and the educational community in Leicester. The local authority has supported the school well through its reorganisation and also provides specific support to newly-qualified teachers.
- Newly-qualified and less experienced teachers say this is a good school in which to start their careers.
- The school's policies and procedures for safeguarding meet national requirements.
- **The governance of the school:**
 - Governance is good. The governors play an important role in school life. They regularly visit and meet with staff and parents to gather evidence about how the school is doing. Governors see themselves as accountable for recent changes in the school's structure and they have spent time explaining their decisions to staff and parents.
 - Senior leaders keep governors well informed about the achievement and progress of students. They use information about students' progress, including specific data, to hold leaders to account.
 - Governors check pay decisions for teachers. They demand that pupils' progress justifies better pay and promotion.
 - Through rigorous planning and prudent budgeting, governors are checking that school leaders ensure the school's financial stability.
 - Governors make sure that the school's policies and procedures for safeguarding meet national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	129645
Local authority	Leicester
Inspection number	429629

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Girls
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Hussein Suleman
Executive Headteacher	Saqub Sheikh
Date of previous school inspection	18 March 2009
Telephone number	0116 2498080
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