

Madani Girls School

Inspection Report

Local authority: Leicester
Inspected under the auspices of : AMS UK
Inspection dates: Tuesday 7th October 2014
Lead inspector: Mohammad Ismail

This inspection of the Madani Girls 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: Girls
Number on roll: 311
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 nine lessons or parts of lessons including (collective prayers session and pupils activities and work) carried out this inspection. He held 10 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 (Section48), the lead inspector accessed the school's recent Ofsted inspection report, which took place in September 2013.

The lead inspector looked in detail at the following:

- The progress pupils 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 Girls 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 311 pupils on roll.

Inspection judgments

Overall effectiveness	1
The achievement of pupils in their religious education	1
The quality of teaching and assessment	1
The effectiveness of leadership and management of religious Education, including through partnerships	1
The extent to which the religious education curriculum meets pupils' needs	1
The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship	1

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

- Standards are high in this school. Pupils are confident and articulate, and they make rapid progress in RE.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- Pupils are taught about their faith while learning to respect the beliefs and traditions of others.
- Pupils are taught to respect the law, democracy, tolerance and fundamental British values.
- The staff and school is a multi-faith and multi-cultural community.
- The executive headteacher, governing body and leadership team have been exceptionally successful in achieving the school's key aims whilst steering the school through structural change from Madani High School into two new schools.
- What stands out about the curriculum at Madani Girls School is the imaginative way that RE is successfully linked with the National Curriculum subjects so that pupils deepen their understanding of their culture while learning other subjects. For example, arts, nasheeds (Arabic songs), poetry and science.
- Pupils join in enthusiastically in congregational midday (Zuhr) prayer with a short reminder followed by a supplication.
- Pupils' attendance is very high which is above the national average.
- Pupils' achievement in RE and their progress over time is outstanding.
- The teaching in RE is mostly outstanding and some good.
- Lessons are well planned and teachers succeed in making learning interesting and fun.
- The school caters well for pupils with special educational needs.
- The school continues involvement in charity and community work.

What does the school need to do to improve further?

- Ensure that all teaching in RE is outstanding.
- 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 a two way exchange visit program with similar schools.
- Increase greater participation of parents in the RE program.

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

All pupils from their starting points are making and exceeding their expected progress. The proportion of students who are achieving A* - A in RE is higher than expected and above the national average, which demonstrates that students are achieving exceptionally well. Over 2 years the A* - C in RE is above the national average, with a 3% decrease in 2013-2014, however, an overwhelming majority of students gain A*-C. Attainments for all pupils including those with special educational needs and those with low abilities are very high. Their achievements in learning different skills such as reading and writing a variety of RE text and speaking and listening skills are outstanding. Pupils have accomplished reciting Qur'an and *nasheeds* (Arabic and English poetry and songs) with excellent competence. In the arts and science where RE is linked with areas of the curriculum, students have made some excellent progress. Their achievements in Islamic art were exemplary. All this shows their excellent aesthetic progress. The whole school's friendly spiritual environment and multi-faith staff in a multi-racial community strongly reflect on pupils' spiritual, cultural, social and moral development. As a result of this family feeling, all pupils are making outstanding spiritual and moral development. All pupils 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 main religions and cultures of the world. They enjoy taking part in their congregational *salat* (prayer).

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

Most teaching in RE is outstanding and some is good. As a result, all pupils in the school -including those with special educational needs and those for whom pupil premium provides support - are making rapid and sustained progress. Teachers have high expectations from all pupils. Their subject knowledge is excellent. They plan and deliver their lessons effectively to ensure all pupils understand their lessons. Teachers systematically check pupils' progress through continuous evaluation in the lessons. However, teaching is not yet fully outstanding because opportunities are sometimes missed in lessons to ensure that every child is listening well and taking part. There is an effective school marking and assessment system in place. There are frequent tests conducted to ensure ongoing high level progress for all pupils. This policy addresses the needs of pupils who are gifted and talented (G&T), pupils who have special educational needs and others. Information and communication technology (ICT) is well used in the process of teaching and learning. Pupil and teacher relationships are excellent. Pupils express and show great respect to their teachers and adults. Teachers are excellent role models for their pupils. Teachers and adults in school create a reflective environment for their pupils. Almost all pupils' 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). All classrooms are kept clean, tidy and beautifully decorated with appropriate learning resources and with pupils' work. The Islamic *tarbiyah* programme effectively helps pupils to understand kindness and generosity towards each other in their lessons. They take part in group activities and participate in discussion. They express their views respectfully. All pupils enjoy their RE lessons so much that they demand more RE lessons. As a result all pupils are exceptionally knowledgeable about their cultural values and assertively confident in their identities as young British Muslims who want to contribute to society and achieve excellence academically, spiritually, morally, culturally and socially.

What needs improvement?

- Ensure that all teaching is of outstanding standard.
- Provide more trips to religious places of worship and schools.
- Provide more enrichment clubs, *nasheeds*, prayer recitals and discussion groups.

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

Both the schools' leadership and governing body (Madani Schools Federation) effectively ensure that RE provision is an integral part of both the 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 appointed a prominent scholar and imam to oversee and lead 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* (those who have 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. There are regular leadership meetings and RE team meetings to ensure that 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. 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. 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. Parents would like to see an increase in RE provision. All staff are excellent role models for their students. The governing body and senior leadership of the school enjoy good relationships with the local community. The school provides courses and seminars for the community. The leadership regularly involve students in some excellent charity programmes such as helping neighbours, supporting the elderly, fundraising dinners and a 'Love, Hope and Fare' event. The school invited the Archbishop of Canterbury to visit the school. The school follows the National Curriculum guidelines for RE (Islamic studies) and in learning about the world's 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 the girls' school which follows the National Curriculum guidelines for RE. The curriculum provides all the students with the knowledge and experience they need as British Muslims who intend to make active contributions to 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 Mohamed PBUH to help them live their lives with the love of Allah and His Prophet Mohamed PBUH. Students are required to perform *Zuhr* (afternoon prayer) and *Jumu'a* (Friday prayer) in congregation. Students are regularly counselled 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 every lesson starts and ends with *duaa*. The Islamic *tarbiyah* (moral teaching) curriculum appropriately presents a weekly *hadith* or a theme which is shared by staff, students and local mosques. For example, a *hadith* about giving charity, helping the needy and different 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, 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, organizing debates on moral and ethical issues such as abortion, euthanasia, contraception, racism and different forms of discrimination to increase students understanding of society in the wider context. Students are effectively taught about British values: democracy, respect for the law, tolerance and to understand rights & responsibilities & duties as citizens in a multi-ethnic, multi-faith society and in the global community. The RE (Islamic studies) curriculum is effectively linked across all areas of the curriculum. For example, RE & Art and RE & Science.

The extent of pupils' spiritual, moral, social and cultural development, including the duty to fulfil the daily act of collective worship is outstanding because:

Pupils' 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 pupils. The school's cohesive multi-cultural and multi-faith community provide pupils with an excellent learning environment where everyone is valued and their faith and culture is respected. Pupils feel safe and they enjoy coming to the school. They feel proud to be at the school. They express their love for the school and teachers. They are taught to respect the law and be good citizens as proud British Muslims. Pupils are assertive and take an active part in debates and discussions with respect for each others' views. There is an elected school council. Pupils take part in elections to elect their representatives. Different charitable fundraising events are organised to help poor and needy people around the world. Pupils are taught about racism and different forms of discrimination in society to raise their awareness. Representatives of various civic institutions, world famous personalities and local community leaders are frequently invited to visit school and talk to pupils. Pupils from mainstream schools visit the school so pupils have the opportunity to meet and mix with people from different backgrounds. Pupils are taught about government institutions, British values and democracy in various sections of the curriculum. Pupils make regular visits to parliament and see how democracy works in practice. Plans are in place to visit places of cultural importance. The school maintains a good relationship with the local faith communities and it enjoys support and cooperation from local mosques and churches. The school messages associated with its social and moral themes are reinforced through signposting agencies, via images, posters, classroom displays and LCD screensavers. The school has a well structured programme of assemblies and pastoral activities that help to promote pupils' 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 effective pastoral care help pupils in their moral and cultural development. The daily act of collective worship and accompanying reminder in a beautifully purpose built mosque reflects on all the pupils and the school community. This exercise effectively helps them in their spiritual development. Local colleges are invited to spend a day in school helping pupils in shaping their future progress into higher education. Pupils 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 pupils 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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
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 pupils. Ofsted inspectors will make further visits until it improves.