

Madni Institute

Independent school standard inspection report

DfE registration number	871/6002
Unique Reference Number (URN)	136955
Inspection number	393262
Inspection dates	20–21 June 2012
Reporting inspector	Michèle Messaoudi

Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Madni Institute is a new Muslim school that was registered in September 2011 to provide education for up to 80 girls aged from 11 to 13 years. It is located in Slough, Berkshire. There are currently 16 students on roll, taught in two separate classes, Year 7 and Year 8. None has a statement of special educational needs. Students come from a diversity of cultural backgrounds and are mostly of Pakistani heritage. The majority are bilingual or at advanced stages of English as an additional language. The school's key aim is 'to provide Islamic and academic education to children in a safe and peaceful Islamic environment'. This is the school's first inspection.

The school has applied for a material change to extend the age range up to 16 years. This inspection considered whether the school meets the requirements for this material change.

Evaluation of the school

Madni Institute provides a satisfactory quality of education with strong features in significant areas of its work, and meets its key aim. Students make satisfactory progress in their learning owing to teaching that is satisfactory overall. They make good progress in English and in mathematics. Students' spiritual, moral, social and cultural development is good and is reflected in outstanding behaviour, excellent attitudes to learning, self-confidence and thoughtfulness. Provision for students' welfare, health and safety, including robust safeguarding arrangements, is good. The school meets all the regulations for independent schools and the material change is recommended.

Quality of education

The curriculum is satisfactory. Its breadth encompasses most National Curriculum subjects except for music, along with Arabic and Qur'anic and Islamic studies. This enables students to develop a wide range of skills and acquire a broad knowledge base, which gives them a solid foundation for their future. Urdu is taught as a second modern language and offered as an option to non-Urdu speakers. The

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

curriculum benefits from specialist teaching in most subjects and provision for English and mathematics is strong. Information and communication technology is taught as a discrete subject and used effectively as a learning tool. In Key Stage 4, the curriculum remains wide to enable students to take GCSE examinations in 11 subjects. The programme of personal, social and health education (PSHE) is taught effectively through several subjects and through assemblies and reflects the Islamic ethos of the school. Islamic teachings permeate the whole curriculum and underpin students' good personal development, while links between subject areas make their learning more coherent. Students' linguistic needs are met satisfactorily through strategies aimed at developing their literacy skills in all subjects. However, these are not implemented consistently. In particular, dictionaries are sometimes under used in some subjects. A satisfactory programme of careers guidance is provided.

In both key stages, schemes of work clearly indicate how students will progress in their learning and are sufficiently detailed to support the teaching. Appropriate time has been allocated to most subjects to balance the different areas of learning. However, as noted by students, current timetabling of one weekly lesson of Qur'an, lasting one hour, is not conducive to proper memorisation of Qur'anic verses.

The curriculum is adequately resourced for both key stages, including for practical science. However, the delayed provision of science resources hindered students' learning at the beginning of the academic year, especially in chemistry, so that students have made no more than satisfactory progress overall in this subject. Physical education (PE) is satisfactory and taught through a good balance of skills and sports. However, as noted by some parents and carers, students' physical development is restricted by lack of access to specialist sports facilities and lack of sports clubs. Parents and carers also note that the curriculum is not sufficiently enriched by educational visits and the inspector agrees.

Teaching and assessment are satisfactory, with significant strengths. Teachers benefit from a programme of continuous professional development that helps them to have a shared understanding of what constitutes satisfactory practice in planning and assessment and to improve their teaching skills. There are simple, but effective, systems to monitor students' progress and identify individuals who only make satisfactory progress. However, not all teachers' assessments of students' progress have been moderated and some are not wholly secure. Teachers' good subject knowledge lends confidence to their teaching styles. They know their students well and plan a variety of activities that match students' varying learning styles and sustain their interest. Teachers often use probing questioning to deepen students' thinking and understanding of the topics taught. Students are involved in the assessment of their learning through frequent constructive verbal feedback, marking and the setting of learning targets that are reviewed every half term or sooner.

There are inconsistencies between teachers. The most significant of which is related to their use of their knowledge of students' prior attainment. In the most successful lessons (often in mathematics and English), fast-paced teaching is based on very high expectations of what individual students can achieve and a thorough

understanding of how to challenge all students so that they can progress at the fastest possible rate. Where the teaching is satisfactory, rather than good, the lesson is sometimes not planned to take account of the requirements of the less-able or the more-able students, so that these students can only make satisfactory progress.

Students do not always gain a sufficiently clear picture of what to do to improve because constructive marking comments are not always sufficiently detailed or frequent and learning targets are not always subject specific. Occasionally, resources are not used to the very best effect which restricts students' independence and limits their understanding, or introductions are too long which reduces the time students have to practise new learning and engage in self- and peer-assessment. Sometimes, students' otherwise good rate of progress drops when the teacher does not give the students sufficient time to think and answer questions and supplies the answers. Consequently, students make satisfactory progress overall but they make good progress in English and mathematics.

Spiritual, moral, social and cultural development of pupils

While students' spiritual, moral, social and cultural development is good overall and supports students' good personal development, students' achievements in the spiritual and moral elements are better than the social and cultural elements. Students' high levels of attendance, participation in class, and self-confidence in expressing their views, coupled with their outstanding behaviour, serious attitudes to work and respectful relationships with peers and adults, all reflect their exceptional spiritual and moral development. Students clearly enjoy school a great deal and say that they appreciate teachers' caring attitudes and commitment to incorporating Islamic teachings in the various subject areas. In discussion, individuals have the courage to express opinions that may differ from those of others and they are careful to present a balanced analysis. Students' spiritual awareness and sense of community are enhanced by collective prayers at midday. Some assemblies are planned to make students reflect on the deeper aspects of religious practice.

Students gain a respectful understanding of diversity through the curriculum and they live in harmony with peers of diverse backgrounds. They learn about other religious beliefs than their own, mainly through citizenship and assemblies. A visit from a Sikh community leader is planned for the end of term. Students gain a growing awareness of a wide range of cultures, mainly through art, citizenship and English. The citizenship programme includes modules that help students to understand that to be a good Muslim is to be a responsible citizen. However, students' theoretical knowledge gained from this programme is not sufficiently enriched by cultural visits and visitors. Students can aspire to be prefects and, given the small size of the school, can easily convey their views on how to improve school life to school leaders. They say that they are ready to shoulder a broader range of responsibilities, including contributing to the community beyond the school, but currently these opportunities are not formalised in a school council. Students have high ambitions for their future.

Welfare, health and safety of pupils

The school's good provision for students' welfare, health and safety is supported by the full range of policies and procedures aimed at safeguarding students in all circumstances. All the required documentation relating to the promotion of the highest standards of behaviour, tackling bullying, administering first aid and providing a safe learning environment on and off site has regard to the latest guidance and is implemented rigorously. Supervision is vigilant. Consequently, students feel safe. The child protection policy is sufficiently detailed to support the staff and all staff have received the appropriate level of training in child protection.

The school has a satisfactory standard of fire safety. Registers are maintained properly and attendance is monitored carefully. An adequate three-year plan shows how the school will meet its obligations under the Equality Act 2010. Provision for students' welfare is good rather than outstanding because, as noted by parents, carers and students, the school does not sufficiently encourage students to adopt healthy lifestyles. Students learn how to make healthy choices through the PSHE programme. However, while carbonated drinks and sweets are banned, other foods high in fat, sugar and salt are allowed. While students enjoy two hours of PE per week, they do not have the opportunity to further extend their physical skills through extra-curricular activities.

Suitability of staff, supply staff and proprietors

Rigorous implementation of the recruitment procedures ensures that all the required checks are carried out on staff, proprietors and members of the governing body. These checks are recorded in a single central register that is a model of good practice.

Premises and accommodation at the school

The premises provide secure teaching accommodation that is fit for purpose, well maintained and enables effective learning for the current and proposed age range. The classrooms have plenty of natural light and are well decorated with displays of students' work, which creates a pleasant learning atmosphere. There are sufficient washing facilities for up to 80 students. The playground provides a safe area for outdoor recreation and PE.

Provision of information

The school provides parents, carers and others with information that is accurate, clear and up to date through a website, a prospectus and handbooks. Parents and carers feel well informed of their daughters' progress through two formal opportunities to meet teachers and two informative academic reports per school year.

Manner in which complaints are to be handled

The complaints procedure meets all requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- improve the provision for PE by making arrangements to give students access to specialist PE facilities and extra-curricular physical activities
- provide a wider range of educational activities and visits to enrich the curriculum, enhance students' skills and give students opportunities to contribute to the wider community
- help students to make at least good progress in all subjects by:
 - sharing the best practice in teaching, marking and target setting
 - ensuring that lessons always take into account the different needs of the pupils in a class.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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School details

School status	Independent
Type of school	Day Muslim secondary school
Date school opened	September 2011
Age range of pupils	11–13 years
Gender of pupils	Girls
Number on roll (full-time pupils)	16
Number of pupils with a statement of special educational needs	0
Number of pupils who are looked after	0
Annual fees (day pupils)	£2,610
Address of school	339-341 Bath Road Slough Berkshire SL1 5PR
Telephone number	01628 940040
Email address	headteacher@madniinstitute.com
Headteacher	Mr Abdullah Dawood
Proprietor	Abu Haneefa Education Trust

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

22 June 2012

Dear Students



Inspection of Madni Institute, Slough SL1 5PR

Thank you for your welcome when I visited your school and thank you all for completing the questionnaires. I enjoyed my visit and the discussions I had with you about school life. I was very impressed by your excellent behaviour and attitude to work, your good attendance, your self-confidence and your courage to express your own views even if they differ from those of others. I was particularly pleased to see that you take care to present balanced views. You told me that your teachers are caring and that they help you to learn more about Islam because they link Islamic teachings to the topics they teach. You attend a new school that in a short time has become successful in some aspects of its work.

- You study a broad range of subjects.
- You enjoy your lessons and you feel safe.
- You make good progress in English and in mathematics.
- There are plans in hand to enable you to attend this school up to the age of 16.

To make your school even better, I have asked the proprietors and headteacher to:

- improve the provision for PE and give you access to specialist PE facilities and extra-curricular physical activities
- enable you to make good progress in all subjects by helping teachers to improve their skills and ensure that the work you do has the right level of difficulty to stretch you
- plan a wider range of educational activities and visits to enrich your learning and give you opportunities to contribute to the wider community.

You can help to improve your school by continuing to work hard, to behave very well, to attend regularly and to share your views.

With best wishes for your future.

Yours sincerely

Michèle Messaoudi
Lead inspector