

Madani Boys School

77 Evington Valley Road, Leicester, LE5 5LL

Inspection dates

31 October–1 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The school has not yet fully settled following its recent change of status to a single-sex school, with some lessons are still being taught by temporary staff.
- As a result, the quality of teaching is not yet consistently strong enough to promote good achievement, and students are not yet reaching the standards they are capable of in English and mathematics.
- In particular, more-able students and those for whom the school receives additional funding do not consistently make good progress across all subjects.
- The work set in lessons does not always take enough account of what students already know and can do, or challenge them to make consistently good progress.
- Some teachers' assessment and grading of students' work are not accurate.
- Teachers' marking of students' work does not always help learners to make good progress.

The school has the following strengths

- The new executive headteacher, with the senior leadership team and governing body, is providing good leadership in making improvements in teaching which are now beginning to accelerate students' achievement.
- Strong relationships between teachers and students help to support learning.
- Students enjoy coming to school, as demonstrated by their exceptional levels of attendance.
- Students feel safe at school. They are eager to learn and their behaviour is good. They demonstrate good concentration skills in lessons.

Information about this inspection

- The inspection team visited 20 lessons, observing 19 teachers. Two lessons were observed jointly with a member of the senior leadership team. Inspectors also conducted a series of further brief observations of learning and a review of students' work. In addition, they visited an assembly and the school's place of worship.
- Members of the inspection team discussed with students their views about the school.
- Meetings were held with groups of students, governors, the senior leadership team, other staff and a representative from the local authority.
- Inspectors took account of the 10 staff questionnaire responses. There were no responses available on the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at improvement plans, records and analyses of students' behaviour, the tracking of students' progress and examples of students' work. They looked at the school's attendance figures and monitoring information on the quality of teaching.

Inspection team

Raymond Lau, Lead inspector

Additional Inspector

Kevin Harrison

Additional Inspector

Elizabeth Needham

Additional Inspector

Full report

Information about this school

- This school is significantly smaller than most secondary schools.
- The school has been in its present form since 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 reorganisation and staff structure were only approved in June 2013. As a result, one third of the current teachers in the boys' school are temporary.
- The school caters mainly for students of Islamic faith and is able to cater for other students from other faiths.
- 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. The executive headteacher was appointed in March 2013.
- The overwhelming majority of students are from minority ethnic backgrounds, particularly from Indian, Somalian, Pakistani or Bangladeshi heritage.
- A large proportion of students speak English as an additional language.
- The proportion of students supported by pupil premium funding is average. In this school, it is for students who are known to be eligible for free school meals or in local authority care.
- 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 with a statement of special educational needs.
- A very small number of students are educated off-site at Leicester College.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress at the end of Year 11.

What does the school need to do to improve further?

- Improve the quality of teaching to good by:
 - sharpening the objectives of lessons so that students know what they are learning and how to recognise how much progress they have made
 - making full use of the time available and setting students activities that challenge them to achieve more in lessons
 - regularly marking students' work in detail, and identifying the next steps they need to take to improve their work
 - making sure that students consistently respond to feedback provided on their work.
- Raise achievement to at least good for all groups of learners, but particularly those eligible for pupil premium funding and the most able students, through:
 - accurately assessing students' levels of attainment and progress
 - using this information on what individual students already know and can do effectively to make sure lesson activities always build on their previous learning

Inspection judgements

The achievement of pupils

requires improvement

- Progress in English and mathematics is uneven across the school. Students do not consistently make good progress in all subjects. The most-able students are not always sufficiently challenged. This is because they are sometimes set work that is too easy for them. The very small number of students educated off-site make similar progress to other groups.
- Students join the school with broadly average skills and understanding. In 2013, 51% of students achieved grades A* to C at GCSE including English and mathematics. This proportion is broadly average. Students are not entered early for GCSE examinations.
- The 2013 examination results show that achievement varies widely between subjects. Students performed exceptionally well in art and design technology. However, their attainment was below average in information and communication technology, business studies and double science. Achievement in English declined. Senior leaders identified that this was due to shortcomings in teachers' marking and the inaccurate assessment of students' work.
- The proportion of students making the progress they should in English and mathematics is in line with national averages, as is the proportion making good progress in mathematics. However, in English the proportion making good progress is below the national average.
- The achievement of students known to be eligible for the pupil premium is uneven. In 2013, these students attained similar overall grades in GCSE English and mathematics examinations to their classmates. However, while other groups had made good progress in mathematics, these students' progress was slower. By contrast, students supported by the funding made better progress in English than in mathematics.
- As a result of a range of strategies, focused support and better quality teaching, including smaller class size groups, the school is beginning to iron out these variations in students' performance. For example, in a Year 9 mathematics lessons, those eligible for the pupil premium studied different types of equations and were challenged with well-targeted questions. Students were determined and very well focused, enthusiastic in their learning. As a result, they made good progress. However, teachers are not yet applying these approaches consistently well.
- The Year 7 'catch-up' premium is used to fund a range of strategies to help those falling behind in literacy. Support this year to boost reading skills is now raising students' attainment in reading. Previously, the use of this funding was not as successful in closing the gap for eligible students in English.
- Disabled students and those who have special educational needs generally make similar progress to their classmates, but their achievement is also uneven. More effectively focused support and students' participation on a range of programmes such as 'rapid reading' are beginning to improve the progress they make.

The quality of teaching

requires improvement

- Teaching quality is not consistently good enough, as some lessons require improvement. This is partially due to the school's reliance on temporary staff, which has led to wide variation in practice between teachers and has resulted in a lack of continuity for students. This has had an adverse impact on students' learning and progress over time.

- Where teaching requires improvement, students do not understand what it is they are expected to learn. The most capable students in the class are not always sufficiently challenged. This is because students are frequently given the same level of work to do, regardless of their abilities. Even when the work is challenging, more-able students tend to start on the easier level of work.
- On a few occasions, long explanations from the teacher slow the pace of the lesson, reducing the time available for students to get on with practical activities. Where this occurs, it limits students' progress in the lesson. Nevertheless, in many of these lessons, students demonstrated resilience and remained well focused.
- Teachers' assessments of students' progress and the levels at which they are working are not always accurate. Therefore the activities planned for students do not consistently match the students' ability, particularly in stretching them to achieve more.
- Many students know the levels they are working at but they are unclear as to what they must do next in order to improve their work. There are some examples of effective marking, but these are far too patchy. Teachers do not always provide sufficient information and guidance on what the student has done well, or indicate what they must do to improve their work. Students do not routinely respond to the teachers' feedback and comments.
- Where teaching is good, the key characteristics include:
 - activities well matched to the needs of all learners, and students able to work individually, in pairs or in small groups
 - strong relationships between the teacher and students, which result in students taking responsibility for their own learning
 - teachers providing clear explanations and demonstrations so that students learn a specific skill or concept
 - good use of probing questions to make students think and develop their understanding
 - students demonstrating good focus and concentrating on the work set.

The behaviour and safety of pupils are good

- Students are proud to be part of the school. They enjoy being at school, and this is reflected in their exceptionally high levels of attendance.
- Students are polite, friendly and courteous, with most demonstrating good manners. The school's Islamic traditions do prevail across the school clearly. There is a great emphasis on rules and regulations. As a result of very effective systems and a 'zero-tolerance' policy on lateness and absence, behaviour is good and exclusions are very low. Students' punctuality is impressive.
- Students demonstrate mature attitudes toward learning. They actively contribute and participate well in lessons. Students are determined to succeed. This is evident in their high levels of concentration. Students actively support each other and they respect each other's viewpoints. Students work well in pairs and small groups.
- Students feel safe in the school. They understand about the different forms that bullying can take, and they know what to do if they encounter any bullying. Students told inspectors that when bullying occurs, it is dealt with swiftly. They do not tolerate any forms of discrimination, including homophobic bullying. Students have a good knowledge and awareness of how to keep themselves safe from harm, including when using the internet.

- Students have good opportunities to support the school's work, including by becoming members of the school council or holding senior responsibilities. They actively contribute to the school and raise money for local and national charities with great success.
- Behaviour and safety are not outstanding because on a very few occasions students become distracted and this limits their contribution to their learning. This is because of inconsistent management of behaviour by a small number of teachers.

The leadership and management are good

- In the short time since the executive headteacher was appointed, he has provided strong and decisive leadership in stabilising the school and managing the transition of splitting from one to two schools. For example, he has secured improvements in the quality of teaching through robustly monitoring students' learning in lessons and by making key appointments of teaching staff including senior staff.
- The executive headteacher is supported well by the senior leadership team. There are a small number of subject leaders, some of whom are new, taking on whole-school responsibilities. They support and mentor colleagues, and monitor the quality of teaching and students' learning and achievement well.
- Although the arrangements for leaders' monitoring of teaching and learning have only recently been introduced, they are strongly improving the quality of teaching. There is sharper focus on the performance of different groups of learners, so most students are now making steady progress; this is an improvement on the previous year.
- The information gathered from observing students' learning is used well to personalise training so that it meets individual teachers' needs. There is more training than previously, and this is appreciated by staff. The training has sharpened the school's systems for managing staff performance.
- The school's evaluation of its work is broadly accurate. The development plan focuses on the correct priorities for the school. Leaders are currently addressing whole-school issues on the use of data, marking and assessment.
- Since the beginning of the academic year, target-setting has been revised so that all learners are now challenged to make better progress. Last year, some of the data entered into the school's progress tracking system by a few teachers was inaccurate, conveying an inflated view of students' achievement. When this came to light, leaders took swift action by making sure that departments organised meetings to standardise teachers' marking. As a result, data are now becoming more accurate.
- The curriculum provides opportunities for students to study a broad range of subjects. The school links with Leicester College to provide alternative provision for students who might benefit from more work-related subjects. The personal, social and health education programme contributes well to students' social and moral development, resulting in their good behaviour. There is also a small but increasing range of enrichment activities. There is a good uptake in boys actively participating in football and in the Duke of Edinburgh Award scheme. Students' spiritual awareness is very strong and proudly celebrated throughout the school, including through some high-quality and inspiring artwork.

- The local authority has provided good support to the school in the development of teaching, support for newly qualified teachers, leadership, and the splitting of the two schools.

- **The governance of the school:**

- Governors' skills and talents are used effectively, following a recent restructuring of committees to focus on each of the Ofsted inspection areas in order to drive improvements in the school. Governors visit school regularly and some act as mentors to students. At the time of inspection, all statutory requirements were met, including those for safeguarding students. Governors hold the school accountable, especially for the recent variations between subjects at GCSE. Governors know how well the school compares to other schools nationally. They know about the quality of teaching and are aware of how teachers' pay is linked to the progress of students. They monitor the impact of the pupil premium spending on additional staffing and support. The governing body has recognised that the performance of these students was uneven last year. Governors attend appropriate training.

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	138869
Local authority	Leicester
Inspection number	424930

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	Boys
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Hussein Suleman
Headteacher	Saqub Sheikh (Executive Headteacher)
Date of previous school inspection	Not previously inspected
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