

# Madni Muslim Girls' High School

40–42 Scarborough Street, Savile Town, Dewsbury, West Yorkshire, WF12 9AY

<b>Inspection dates</b>	13–15 November 2013	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- Pupils' welfare, health and safety are outstanding due to comprehensive policies and procedures and the excellent care pupils receive from the staff.
- Pupils attain well and make good progress from their starting points in primary and secondary. Their achievements in the Early Years Foundation Stage are outstanding. Their attainment is broadly average in English and mathematics.
- Pupils' behaviour is good and their spiritual and social developments are outstanding due to very high emphasis placed by the school senior leaders and managers on these aspects.
- Teaching is good as teachers use well planned activities and provide effective adult support to engage pupils.
- Leaders and managers make sure that the school is continuously improving. They monitor the quality of teaching effectively and ensure pupils' achievements are good.

### It is not yet outstanding because

- Teaching is not yet outstanding due to marking not being consistent across the year groups and subjects. Also, teaching does not always provide enough challenge to the more able.
- Pupils have few opportunities to visit other places of worship to promote their cultural development.
- There are few chances for pupils to make educational visits. The school has not yet implemented its plan to provide more extra-curricular opportunities.
- Senior leaders do not evaluate the progress of pupils over time rigorously enough. Their self-review process does not provide a sufficient overview of all aspects of the school's performance.

### Compliance with regulatory requirements

The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- This inspection was carried out with one day's notice. Inspectors observed 16 part lessons taught by 14 teachers.
- Inspectors looked at pupils' work and held meetings with the trustees, headteacher, assistant headteacher and assessment and special educational needs co-ordinators.
- Inspectors scrutinised a range of the school's documentation including schemes of work, teachers' planning, pupils' work, policies and procedures. Joint observations were conducted with senior leaders.
- Parents' and carers' views were gathered through the Ofsted website and through personal meetings with them. Additional information was collected through staff questionnaires and discussions with the pupils.

## Inspection team

Lubna Aziz, Lead inspector	Additional Inspector
Shellie Barcroft	Additional Inspector
Jo Sharpe	Additional Inspector

## Full report

### Information about this school

- Madni Muslim Girls' High School is an independent Muslim day school. The school is located in modern purpose-built accommodation in Savile Town, Dewsbury. The school opened in March 1987 in response to parental demand to educate their daughters in a secular Muslim environment. It caters for boys up to the age of five and girls aged three to 19 years. The school is also registered for an additional provision for its two years old pupils which is inspected separately.
- The school presently has 211 pupils aged three to 16 years on roll. There are no pupils with a statement of special educational needs. A few have English as an additional language. In the Early Years Foundation Stage and in each of the three primary classes, two year groups are combined and taught together.
- Pupils are mainly from Pakistani and Indian heritages. A small number of pupils come from other ethnic groups. They travel from Dewsbury and surrounding areas.
- The school aims to create a caring warm Islamic atmosphere within which pupils can develop to their full potential and develop an understanding and respect of other faiths and cultures existing in British society.
- The school had its last inspection in June 2010.

### What does the school need to do to improve further?

- Increase the proportion of teaching which is good or outstanding by:
  - providing challenging work for the more able pupils
  - ensuring all teachers mark pupils' work consistently to inform them of how well they are performing and the 'next step' they need to take in their learning to achieve their set targets.
- Further enrich pupils' cultural development by:
  - creating more opportunities for them to visit a wider range of places of cultural interest such as places of worship.
- Improve the quality of curriculum further by:
  - implementing the school's plan for more extra-curricular activities.
- Improve the quality of leadership and management by:
  - further developing the effectiveness of the school's self-review by assessing the school's performance in all areas of its work
  - strengthening the existing system for checking the progress pupils make over time and throughout the school
  - improving the quality of teaching and assessment so that it is consistently good or better, through more rigorous monitoring.

## Inspection judgements

### Pupils' achievement

### Good

Pupils' achievements are good throughout the school. Pupils make good progress at all stages of their school life and outstanding progress in the Early Years Foundation Stage. This is due to the good teaching and curriculum provided by the school. Most pupils enter the school with below average starting points in English and mathematics. Pupils' attainment is improving at all key stages and is broadly average in English and mathematics. This is particularly evident at Key Stage 4 as their GCSE results are continuously improving over time. Lesson observations and scrutiny of pupils' work over time shows that all pupils, including those with special educational needs and English as an additional language, make good progress. Pupils' attainments in GCSE Islamic studies and Urdu are exceptionally high. Their work is of a high standard in Urdu and they make excellent progress in this subject. The school is using an electronic system to measure the progress of its pupils in most subjects. However, this tracking system is not yet fully embedded to give a clear picture of the progress pupils make over time.

Pupils' standards in reading are good and pupils in both primary and secondary read well. They are enthusiastic about their reading and are able to read with expression. One pupil commented, 'reading is my hobby'. Numeracy and literacy skills are used well across other subjects, for example, in mathematics, science and information and communication technology. Pupils' learning is consolidated through extra support in classrooms. The school has a good support system in place, especially for the youngest pupils in the Early Years Foundation Stage and in primary.

### Pupils' behaviour and personal development

### Good

Pupils' behaviour and personal development are good. Pupils' behaviour in class and around the school is good and this contributes well to their good learning. They report that they feel safe and incidents of bullying are rare. Pupils display exceptionally high spiritual and social values. These are evident in their daily routines in classrooms, assemblies and in social contacts with outside agencies such as when the police community support officer comes into school to join in cooking lessons with the pupils. Senior managers and teachers place high emphasis on good behaviour through instilling Islamic ethos and values amongst pupils. They develop a respect for all by learning about their own religion and the beliefs of others. Pupils are courteous and respectful towards their peers and adults. The good relationships between teachers and pupils have supported pupils' self-confidence and self-esteem well. The school has a good behaviour policy with clear rewards and sanctions in place. This is monitored effectively by the behaviour co-ordinator. Electronic attendance registers are in place and pupils' attendance is now recorded appropriately. There is a suitable system for checking any non-attendance and, as a result, pupils' attendance has improved over time and is now good.

Pupils gain knowledge of public institutions and services by visiting places of interest and listening to speakers, for example, a police woman, doctor and a nurse. A police woman visits the school regularly and supports pupils to learn about anti-bullying and to discuss scenarios of various aspects of law. Also, pupils learn in citizenship lessons about what happens in a magistrate's court. This teaches pupils to understand the difference between right and wrong. Pupils report that they learn in a balanced way about different political views. As part of their personal, social and health education programme, pupils receive visits from health professionals so they have a better understanding of how to look after their own health. They learn how to help those who are in need. This was observed in classrooms when they contributed money to 'Children in Need' by having a 'Funky Scarf Day'. The school promotes pupils' spiritual, moral, social and cultural development well; the provision is not yet outstanding because there are limited opportunities for pupils to visit other places of worship.

**Quality of teaching****Good**

Teaching is good and ensures pupils learn and make good progress and achieve well over time. Teachers' good subject knowledge engages pupils well in their learning. Teachers use effective questioning techniques to extend and consolidate pupils' knowledge. They ensure pupils participate in planned classroom activities and these help them to make good progress. This was observed in a mathematics lesson where the good pace ensured most pupils were on task throughout the lesson. Teachers support pupils well and make links between secular topics, such as science, with Islam. This contributes to pupils' outstanding spiritual development. Teachers make good use of resources to support pupils' learning; for example, a projector is used well as a visual aid to understanding. Teachers have positive relationships with their pupils and this enhances pupils' progress. Teachers make good use of the time and manage pupils' behaviour well.

Teachers plan their lessons appropriately and link them with schemes of work. They cover aspects of literacy and numeracy across the subjects. As a result, most pupils make good progress in mathematics and English and acquire good skills in speaking, listening, reading and writing. Occasionally, teachers do not provide sufficiently challenging work for the more able pupils and as a result, they do not progress as quickly as they should. Pupils enjoy creative lessons such as art and taking part in group discussions. Younger pupils are provided with good indoor and outdoor activities that support them well in all areas of their learning. In the primary department, excellent teaching support is provided for those with special educational needs. Teachers mark pupils' work regularly but not consistently across the year groups and subjects. As a result, marking does not always inform pupils how well they are learning and what they need to improve to achieve their targets.

**Quality of curriculum****Good**

The good curriculum provides opportunities for all pupils, including those with special educational needs and English as an additional language, to learn and achieve well in all areas of learning. There are detailed schemes of work for all subjects including English, mathematics, science, Arabic and Islamic studies and teachers use these effectively as the basis for their planning. Checks on pupils' progress show they are making good progress in English and mathematics at all key stages in school. Pupils are suitably prepared for the next stage of their life as the school places a good emphasis on the teaching of literacy and numeracy across the curriculum. The school has a suitable programme of activities to teach its youngest pupils in the Early Years Foundation Stage. This covers all the required areas of learning and development and caters well for their needs. Pupils have access to a range of GCSE subjects such as English, mathematics, business studies, science, Islamic studies and Urdu. These prepare them well for their future economic well-being.

The school has adapted its curriculum to meet the needs of those with special educational needs. Pupils with specific needs receive extra support inside the classroom and intervention programmes are put in place for those who need them. Careers guidance is provided for secondary pupils through visiting careers advisers, and pupils in Year 10 have opportunities for work experience in different areas of work. Personal, social and health education is embedded into the whole curriculum and many aspects are covered in Islamic studies and assemblies. The school prepares its pupils well for assessments at Key Stage 2 and Key Stage 4. There are some extra-curricular opportunities for all pupils such as educational visits and after school clubs. However, the school has not yet implemented its plans to increase extra-curricular activities so that pupils have a wide range of choices. A range of attractive and informative displays in different subjects throughout the school helps to re-enforce learning in subjects such as the periodic table in science and ratio and proportion in mathematics.

**Pupils' welfare, health and safety****Outstanding**

The provision for pupils' welfare, health and safety is outstanding. The school meets all the

required independent school regulations for this standard. High levels of supervision and outstanding care for all pupils ensure they are safe at all times. The school has robust policies and procedures in place and staff implement them effectively. These include those for safeguarding, managing behaviour, anti-bullying and all aspects of health and safety, including fire safety. The checks on health and safety are recorded in an exceptional manner, including the risk assessments for educational visits, premises and to avoid fire. These checks are carried out meticulously and recorded correctly. Fire drills take place frequently and systematically. All electrical equipment checks are undertaken by a qualified person.

All recruitment and vetting procedures are implemented vigorously. The required checks on the suitability of all staff are carried out thoroughly and recorded carefully in a single central register. All staff members have received training in safeguarding at the right level, including that for the designated officer for child protection. Members of staff have been trained in first aid and appropriate paediatric first aid. There are good procedures for managing pupils' behaviour and checking their attendance. Incidents of bullying are rare. The school is a safe and secure place for its pupils. Electronic attendance and admission registers are maintained in an excellent manner.

## Leadership and management

## Good

The quality of leadership and management is good. The headteacher and trustees have been successful in communicating high expectations to all staff and pupils. As a result of this, the quality of teaching has improved and pupils make good progress at all key stages and outstanding progress in the Early Years Foundation Stage. The headteacher and assistant headteacher monitor teaching regularly and provide excellent training opportunities to support teachers to develop their skills further. However, leaders and managers recognise that they have yet to ensure, through more rigorous checks, that all teaching and assessment is good or better. Pupils' progress is checked using an electronic system but this is not yet used to full effect, so does not give a clear picture of the rates of progress pupils make over time.

Staff, parents and carers and pupils are highly supportive of the school as evident from their responses. Leaders and managers have ensured safeguarding procedures are robust and meet all the statutory requirements. The provision is outstanding for pupils' spiritual and social development. The leaders ensure literacy and numeracy are embedded across all subjects and, as a result, pupils make good progress in English and mathematics. The premises and accommodation meet the school's needs well and are maintained to a good standard. The required information is provided to parents and carers, and the complaints procedure meets requirements. The school meets all the independent school standards. The headteacher has identified the school's priorities accurately, as shown in the school's development planning, and the leaders and senior managers know the school well. However, the headteacher knows that she needs to work further on its self-review so that it fully reflects all areas of the school's activities.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

## School details

<b>Unique reference number</b>	107794
<b>Inspection number</b>	422698
<b>DfE registration number</b>	382/6017

This inspection was carried out 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.

<b>Type of school</b>	Muslim day school
<b>School status</b>	Independent School
<b>Age range of pupils</b>	3–19 years
<b>Gender of pupils</b>	Boys: aged 3–5 years Girls: aged 3–19 years
<b>Number of pupils on the school roll</b>	211
<b>Number of part time pupils</b>	5
<b>Proprietor</b>	Savile Town Muslim Parents Association
<b>Chair</b>	Mr Ishaq Patel
<b>Headteacher</b>	Mrs S Mirza
<b>Date of previous school inspection</b>	14 June 2010
<b>Annual fees (day pupils)</b>	Primary £975 Secondary £1,125
<b>Telephone number</b>	01924 468516
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