

Madni Muslim Girls' High School

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

Inspection dates

11–13 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Enthusiastic, driven and passionate leaders have improved teaching, learning and assessment since the last inspection. Their actions are driving up standards across the school.
- Leaders have created good opportunities for teachers to develop their skills and to share good practice in teaching. This is reflected in improving outcomes for pupils.
- Teachers are determined that pupils achieve well. Most pupils make good progress in all phases of the school.
- Feedback from teachers helps pupils to know how to improve their work.
- In the secondary school, every opportunity is taken to improve pupils' reading skills, which supports the good progress pupils make.
- Occasionally, some work is too easy for pupils who have lower starting points and teachers don't move them on swiftly enough.
- Pupils' behaviour is outstanding. Pupils are committed to their learning and value their education. They are self-disciplined, confident and proud of their school.
- Personal development and welfare is strong. The school takes every opportunity to promote British values and social, moral, spiritual and cultural education, which ensures that pupils are equipped well for life in modern Britain.
- School leaders have ensured that pupils throughout the school have the opportunity to take part in a range of extra-curricular activities which further develop their social skills.
- Leaders and managers carry out appropriate recruitment checks and risk assessments and ensure that staff training takes place to keep pupils safe. However, the quality of some risk assessments is better than others.
- Early years provision, on the whole, is good but the lack of good-quality outdoor provision slows down progress, especially for the most able children.
- Pupils have regular access to the school library which encourages them to read widely and often. However, some of the material is outdated and not sufficiently challenging for the most able readers.
- Leaders are effective in ensuring that they meet the independent school standards.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Develop a more stringent approach to generating risk assessments so that when risk assessments are carried out they are all completed to the same high standards.
- Improve the quality of teaching, learning and assessment further by refining the way teachers plan lessons to make sure that pupils of all abilities, especially those from lower starting points, are equally challenged and moved on to make rapid and sustained progress.
- Improve outcomes by:
 - improving the outdoor provision for children in the early years so that the development of skills and knowledge in all areas of their learning is better promoted
 - enhancing the resources available in the school library so that pupils have access to a variety of reading material that includes more up-to-date literature, a range of genres, more challenging texts for the most able and better information about careers.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and the two assistant headteachers have robustly tackled the areas for improvement identified by the previous inspection. They have also ensured that they are continuing to meet all of the independent school standards.
- School leaders are role models for staff and pupils within the school and for their local community. They have successfully created a positive ethos and learning environment where all pupils have the opportunity to succeed.
- Trustees' and school leaders' shared vision for their school is well promoted and supported by all staff. Their aim for all pupils to have high aspirations and to be fully prepared for life in modern Britain is evident throughout their daily work.
- School leaders are working with teachers to develop school systems such as those associated with assessment, the monitoring of teaching and learning and performance management. Through this successful collaboration, they have created real trust amongst staff. Staff work well together to improve the quality of teaching and pupil outcomes in all phases of the school. Staff say that their school is 'one big family'.
- School leaders provide a varied programme of training that supports the development of teaching. They ensure that staff keep up to date with national changes such as the changes to expectations about assessments. Teachers say that they value these opportunities and they help to improve the quality of their teaching.
- Teaching mentors support the development of teaching across the school by coaching, and sharing good practice with all staff. This ensures that the quality of teaching is continually under review and improving, and is leading to better outcomes for pupils. Staff value the helpful feedback they receive after observations of their lessons.
- Visits to science centres and places of cultural interest such as Skipton Castle enhance pupils' academic learning as well as their cultural and social development. Pupils' confidence and resilience is developed through swimming lessons, a drama club, charity work, cake decorating and visits to care homes, for example. Through visiting different places of worship, pupils have a good understanding of different religions.
- Teachers ensure that during personal, social, health and economic education pupils learn about, accept and welcome differences within British society. This ensures that pupils develop life skills to support them when they leave the school.
- School leaders pride themselves on working closely with parents and carers. Because of these strong relationships and high expectations of pupils, the school rarely has instances of negative behaviour.
- Leaders have appropriate policies in place; however, not all of the policies are followed to the same high standard. For example, risk assessments, although completed, do not follow a standard approach, which means that on occasion they vary in quality.

Governance

- Trustees play a vital role in ensuring the financial viability of the school and are involved in ensuring that the building is maintained to a high standard.

- Trustees meet frequently with school leaders and hold them to account for outcomes across the school. However, trustees do not provide a high level of challenge to leaders consistently enough in other aspects of the school, for example in challenging them about the quality of their development plans.

Safeguarding

- The arrangements for safeguarding are effective. Liaison between school and parents is strong. Parents say that they trust the school and that their children feel safe. One pupil told us that school 'feels like my own home'.
- The safeguarding policy is up to date with latest government requirements and available to parents on request. Regular staff training ensures that staff are equipped to deal with any safeguarding issues that may arise.
- The headteacher and one trustee have been trained in the safer recruitment of staff. They ensure that they make all appropriate checks before staff are employed at the school.

Quality of teaching, learning and assessment

Good

- Teachers' expertise and enthusiasm have a positive impact on pupils' attitudes to learning, which in turn motivates them to make good progress. In history, pupils were able to draw up their own treaties from the perspective of different countries. This encouraged lively discussion and debate.
- Teachers model high standards well, demonstrated by their high expectations of pupils and the high-quality displays and resources that they use in their classrooms. In the primary school, pupils enjoy learning about ancient Egypt and are very proud of the display they have produced.
- Most pupils respond well to the feedback given by their teachers, which means that they make further progress in their learning.
- Teachers set homework according to the school policy. Pupils receive homework according to their ability. This means that most pupils are appropriately challenged in their learning. The most able pupils reported that this approach allows them to do their own research and extend their knowledge beyond the curriculum. The pupil council, 'student shura' debated the issue of homework, deciding that the amount received was appropriate and contributed to their learning.
- In the primary school, pupils develop their literacy skills by making effective use of their 'appealing vocabulary' books to increase the range of words they use in their work.
- The most able pupils are well challenged in lessons across the school. Teachers use information about what pupils can do to set appropriate tasks that extend their learning. This approach ensures that these pupils are making good progress. However, pupils who are less able are not always set work that makes them think hard enough.
- Across the school, teachers develop confidence in reading by encouraging pupils to take turns reading aloud from the board. However, the development of the accuracy of pupils' writing is not as strong because some incorrect spellings are left unchecked, which leads to some pupils making the same mistakes again.

- Teachers and teaching assistants work together to support pupils who need extra help. The impact of this is that pupils who are struggling are able to make progress at the same rate as their peers. In the primary school, however, some lower-ability pupils working with teaching assistants are not always moved on swiftly enough when they have clearly understood the concept being taught. This sometimes limits the progress they make.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- The use of a positive rewards system, alongside interesting and stimulating teaching, develops pupils' love of learning and their curiosity to find out more.
- Pupils are respectful, extremely courteous and polite. During group work, pupils respect each other's opinions and are supportive when pupils are presenting to the whole class. This allows pupils to take risks and develop their confidence.
- Pupils are well aware of what bullying is and they know who to report concerns to if there are any. However, pupils say that because of the way they work with one another, bullying is an extremely rare occurrence at the school.
- Pupils told us that 'education is the key to our futures'. They understand that working hard in school opens up pathways for them for their future careers. Pupils have high aspirations for themselves and each other.
- Across the whole school, at the appropriate level, teachers teach pupils about staying safe. For example, pupils in the primary school told us about how they stay safe when they are online. Pupils in the secondary school told us about learning about keeping healthy and the dangers of drugs, for example.
- Pupils know how to report any worries or concerns they may have and they trust the adults in school. They say that this makes them feel safe in school.
- There are displays of pupils' work on different aspects of social, moral, spiritual and cultural education work throughout the school. These bright and vibrant displays remind pupils of their responsibilities as British citizens as well as practising Muslims.

Behaviour

- The behaviour of pupils is outstanding
- Pupils love their school and they enjoy coming to school. Their high levels of attendance are testament to this.
- School records on behaviour show that instances of poor behaviour are extremely rare. In lessons, pupils have excellent attitudes to learning and outside of lesson time, pupils conduct themselves very well around the school.
- Pupils are punctual to lessons and arrive equipped for learning. Pupils wear their uniform smartly and with pride. They display excellent manners at all times.
- Pupils respect the school building and ensure that it is tidy and without litter.

Outcomes for pupils

Good

- Overall, pupils make good progress from their different starting points and over time. Progress is above average in the majority of subjects and where it is below average, for example in mathematics at key stage 4, it is improving.
- Attainment for the most able pupils is good and is an improving picture as they reach high standards of attainment from their starting points.
- Pupils in key stage 1 and 2 make good progress and reach levels that are at or above those of other pupils nationally. In key stage 3 pupils make good progress across a range of subjects.
- The numbers of key stage 4 pupils achieving five A* to C GCSEs including English and mathematics are rising. Achievement has been strong in science over the last two years.
- Pupils present their work well in their books. They take pride in their work and this means that books are well organised. Pupils say they are useful tools when revising for tests.
- School leaders have set up a buddy reading scheme which allows Year 11 pupils to mentor younger pupils. Some of the mentors are pupils who had a buddy themselves in Year 7, showing the success of the scheme. As well as supporting progress in reading, it also develops confidence, particularly for the younger pupils.
- Pupils receive impartial careers advice in the secondary school. In the early years and the primary school, they begin to explore the range of careers available to them. A careers fair for pupils in key stage 4 attracts post-16 providers, universities and employers from across Yorkshire. Pupils say that this is an excellent opportunity to ask questions and find out more. However, careers resources in the library available to pupils who want to research independently are outdated and so limit the opportunity to find out about modern careers.
- All pupils in Year 10 take part in a two-week work experience placement. These placements are organised taking into account the aspirations of the pupils. Pupils say that this helps them to decide on their future careers as they have a real opportunity to try them out.
- The school ensures that almost all pupils secure a place in education, employment or training when they leave school. Where pupils have not secured a place, they have returned to the school as volunteers to continue to develop their skills.
- Parents receive an informative annual report from the school about their child's progress and attainment, and their attitude and preparedness for learning.

Early years provision

Good

- Leaders and staff work alongside parents and carers to ensure that children are settled well when they arrive at school in the morning. This allows them to make a good start to the day. Parents' contribution to the initial assessments undertaken when their child enters the provision ensures that children get off to a good start and, through efficient communication with school, they are kept informed of their child's progress.
- Well-trained and appropriately qualified staff plan learning opportunities well. They have a real focus on developing basic skills as well as social skills, so that pupils are ready for

Year 1. Planning is collaborative and involves parents so that the curriculum is appropriate for individual children. Pupils who need additional support receive it. This allows children to make good progress.

- The early years leader and staff know the children well and they form strong relationships. This means that pupils feel safe and have an adult they can go to if they need help. Pupils have good behaviour and attitudes to learning.
- Leaders and managers have ensured that all of the relevant independent school standards and statutory early years requirements are met. The leadership of the early years provision is strengthening due to the introduction of an electronic assessment system which is allowing staff to record a clear picture of what children can achieve. This now allows leaders to identify where extra help is needed so that staff can support children who fall behind.
- Leaders and teachers know the importance of teaching phonics and recognise that they need to devote more time to teaching phonics consistently across the early years provision. They have begun to consider improving the structure of the day to allow for this.
- Outcomes in the early years are good. All children make at least expected progress and most children make good progress from a variety of starting points over time. However, the lack of outdoor provision does not allow all children, particularly those who are most able, to make rapid progress.
- Safeguarding is effective in the early years provision.

School details

Unique reference number	107794
DfE registration number	382/6017
Inspection number	10020762

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 16
Gender of pupils	Boys: aged 2–5 years Girls: aged 2–16 years
Number of pupils on the school roll	202
Number of part-time pupils	8
Proprietor	Savile Town Muslim Parents' Association
Chair	Mr Ishaq Patel
Headteacher	Ms Shakera Mirza
Annual fees (day pupils)	£1,200–£1,450
Telephone number	01924 500 335
Website	www.madnimuslimgirls.org.uk
Email address	school.office@madnimuslimgirls.org.uk
Date of previous inspection	13–15 November 2013

Information about this school

- Madni Muslims Girls' High School is an independent Muslim day school located in purpose-built accommodation in Dewsbury.
- The school presently has 202 pupils aged two to 16 years on roll. It caters for boys up to the age of five and girls up to the age of 16.
- In the early years and in the three primary classes, two year groups are combined and taught together. In the secondary school, pupils are taught in year groups.
- There are four named proprietors who are referred to as trustees.

- The school was last inspected in November 2013 when it was judged to be good.
- The school does not use or provide any forms of alternative education for pupils.
- Pupils are mainly from Pakistani and Indian heritage with a small number coming 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.

Information about this inspection

- This inspection was carried out over two and half days, with one day's notice.
- Inspectors observed learning in 10 part-lessons across a range of subjects, in all year groups. Two of the observations of learning were carried out jointly with school leaders. Inspectors also carried out learning walks. Inspectors listened to pupils read, including the most able pupils.
- Inspectors toured the building both inside and out to ensure that the independent school standards were met.
- Meetings and discussions were held with pupils, teachers, middle leaders, senior leaders, special educational needs coordinators, the headteacher and one trustee.
- Inspectors took account of four responses to Parent View and 20 responses to the staff questionnaire.
- The inspection team scrutinised a range of documentation including: the school's self-evaluation and development plans; records relating to pupils' behaviour and attendance; the school's own information and data relating to pupils' achievement and the quality of teaching and minutes from trustee meetings. The inspection team also took into account information from the school's own surveys.
- Inspectors reviewed safeguarding records, and associated policies and procedures including checks on the suitability of staff. They also looked at the single central record.

Inspection team

Debbie Redshaw, lead inspector

Her Majesty's Inspector

Cathy Morgan

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016