

Madni Boys

1 Whittle Parkway, Slough SL1 6DQ

Inspection dates

8 May 2018

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 1, 2, 3

- School leaders have put together a broad and balanced curriculum for the proposed school. If the school is registered, the range of subjects are likely to provide pupils with a broad and balanced programme and prepare them well for their studies in key stage 4. The school is not currently operating, so implementation could not be seen.
- The school's curriculum plans include an appropriate focus on English and mathematics and the knowledge, skills and understanding that pupils will need to acquire. In addition, well-designed programmes of study for art, science, history, computing, personal, social and health education (PSHE), physical education (PE) and technology, together with Islamic studies and the opportunities to study Arabic and Urdu, will provide pupils with a strong grounding in British values and also a deep understanding of Islamic precepts and principles.
- Appropriate topics, activities and content are likely to foster pupils' tolerance and mutual respect for people of different faiths and cultures and those people with protected characteristics.
- School leaders have carefully chosen tried-and-tested commercial schemes of work, resources and textbooks, making good use of the experience of leaders from the girls' school run by the same trust. These resources are laid out clearly and are likely to promote appropriate progression through the curriculum.
- School leaders have put together appropriate plans to provide pupils with unbiased careers guidance, including advice about different pathways such as university, employment and apprenticeships.
- The school's proposed schemes of work and programmes of study encompass a range of suitable teaching approaches and methods that are likely to promote pupils' learning and motivation, although implementation could not be seen.
- School leaders are planning to manage pupils' behaviour in a fair manner and with restorative procedures. The behaviour management policy is designed to support learning and good conduct.

Paragraph 4

- Leaders have ensured that a framework is in place to assess pupils' progress and attainment regularly, in line with expectations for pupils' age and stage of learning. The framework of assessment will include regular tests and teachers' assessments at key points in the academic year.
- The school is likely to meet all aspects of this part of the independent school standards if registered.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5

- The school's curriculum and ethos are designed to foster pupils' own reflections on their values and beliefs, encouraging them to choose the right path and make wise decisions about their lives as young men in modern Britain.
- Leaders have also planned for pupils to have opportunities for trips, visits and enrichment activities in addition to the timetabled curriculum. Such activities will include opportunities for pupils to enact democracy in action and learn about British institutions, as well as those from other cultures and religions. Leaders are also planning for pupils to have regular opportunities to carry out charitable work and contribute actively to the local community.
- Leaders are planning to use resources that provide good coverage of key concepts such as the rule of law. These are especially designed to promote safe debate and reflection where there may be differing points of view.
- The school is likely to meet all aspects of this part of the independent school standards if registered.

Part 3. Welfare, health and safety of pupils

Paragraphs 6, 7

- The school's safeguarding and child protection policy is up to date and takes account of the current guidance from the Secretary of State. The policy is appropriate for the proposed school and the age of the pupils to be admitted.
- The policy includes specific reference to current and local concerns and provides helpful guidance for staff, parents, carers, the public and pupils.
- The headteacher has attended training at an appropriate level as the designated safeguarding leader. He has attended recent updates and has a secure awareness of his statutory and moral duty to keep pupils safe, in addition to particular risks that pupils may be subject to.
- At the time of the inspection, the school's website was under construction but all key policies, including that for safeguarding, were available on request as paper copies. Leaders are aware of what needs to be on the school's website once construction is complete and have planned out what needs to be available online.

Paragraphs 9, 10

- School leaders have formulated an appropriate behaviour and anti-bullying policy, which includes the sanctions to be applied if pupils misbehave or bully others. These policies emphasise that firm action will be taken if pupils use racist, derogatory, homophobic or transphobic language or behave in ways that compromise the school's ethos.

Paragraphs 11, 12, 13, 14

- A suitable health and safety policy, together with the school's approach to risk assessment, is in place. Leaders are aware of the risks posed by the site in its current state while the building is being prepared. They constantly review how they will reduce any risks as the proposed school develops.
- Leaders have ensured that regular fire safety checks of the building have been carried out and recorded. Although some exits and entrances to the school have to be secure, leaders and regulators have made sure that no fire doors are locked and exits are clear for safe and prompt evacuation. Leaders plan for regular fire drills so that pupils can practise orderly and efficient evacuation of the building.
- The first aid policy meets requirements and the headteacher holds up-to-date first aid qualifications.
- The school is not currently operating and no teaching staff have been recruited yet. Leaders plan to recruit sufficient teaching and support staff over time as numbers of pupils in the school increase, subject to registration. Leaders' plans indicate that there will be a suitable number of staff deployed to supervise pupils safely.

Paragraph 15

- There are no pupils currently on the school roll, although some parents have applied to the school in readiness for its opening, subject to registration. Leaders, therefore, do not have a completed admissions register. However, leaders are aware of what needs to be recorded on the admissions register and have the document ready to use. Leaders know that they have to maintain an up-to-date register which shows where pupils have gone if they are taken off the roll.

Paragraph 16

- Leaders have made sure that there is additional assessment of risk related to potential contact with members of the public who will be visiting the mosque on the same site. Secure arrangements are in place to ensure that the school and mosque access points are kept separate from each other, except when arrangements have been made for pupils to attend the mosque.
- The proprietor has worked closely with Slough local authority to agree plans to improve the private road approaching the proposed school building in order for it to be safer for pupils walking to and from school.
- The school is likely to meet all aspects of this part of the independent school standards if registered.

Part 4. Suitability of staff, supply staff and proprietors

Paragraphs 17, 18, 19, 20, 21

- The proprietor, those responsible for governance and the current headteacher have all had checks in order to make sure that they are suitable to work with children or lead a school. All checks meet statutory requirements according to guidance from the Secretary of State. No other staff have been appointed yet.
- The single central record is in place and ready for when staff are recruited and appointed. It is set out properly, showing where the statutory checks will be recorded.
- School leaders have attended safer recruitment training and are aware of their duties in this regard.
- Leaders are not intending to use any supply staff in the proposed school at this stage.
- The school is likely to meet this part of the independent school standards if registered.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23, 24, 25, 26, 27, 28, 29, 30, 31

- The school building is equipped with appropriate toilet and washing facilities, including showers. There is drinking water available in the reception area of the school. At the time of the pre-registration inspection, some facilities were awaiting completion, such as pipework and drainage, and were therefore not completely operational. However, leaders provided the inspector with written assurance that all works would be completed imminently and certainly in time for the proposed opening of the school.
- Leaders have ensured that there is a suitable room dedicated to the short-term care of sick or injured pupils. The room is equipped with a washbasin and has a toilet nearby.
- The planned classroom spaces are suitably furnished and ready for occupation, subject to final cleaning and preparation, if the school is registered. However, leaders have identified that, although some rooms have sound insulation that is effective, others have thin partition walls. School leaders have therefore planned to use classrooms that are not immediately adjoining, but have space between them, in order to minimise any noisy interference from neighbouring classes.
- The proposed classroom spaces have sufficient light, heating and ventilation to ensure that they are comfortable and suitable for a school.
- Leaders are planning to make use of the very large car park area outside the building for PE and recreation. There are plans to improve this space to ensure that fencing is secure and that areas are demarcated for sports and games. In the meantime, leaders have a clear plan about when the space can be used safely for PE and how it will be supervised closely. The school also benefits from some large indoor spaces that can be used for games and recreation in inclement weather.
- Overall, leaders have made a reasonable start on making the building suitable to be a school. They are aware that some areas need further tidying and equipping in time for

the proposed opening but the classrooms are ready for occupation and the remaining completion work is in hand.

- The school is likely to meet all aspects of this part of the independent school standards if registered.

Part 6. Provision of information

Paragraph 32

- The school's website is under construction but all the necessary information, policies and documents were available on request and will be made so for prospective parents and others.
- Leaders are clear about what needs to be on the website. The proprietor is keen to improve the overall website for the trust and for the partner girls' school, in order to provide more information for parents.
- The school is likely to meet this part of the independent school standards if registered.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school's policy meets requirements. It allows for complaints to be resolved informally in the first instance. The policy clearly outlines the timescales for managing complaints and how the complainant is entitled to support and representation.
- The school is likely to meet this part of the independent school standards if registered.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Since 2011, the proprietor has been leading and managing the neighbouring girls' school that is also part of the Abu Haneefa Trust. The proprietor, therefore, is able to draw upon his experience of managing an independent school and ensuring that all independent school standards are met. He has a clear vision for the school and a hands-on practical approach to getting the school ready for opening, subject to registration.
- The headteacher of the proposed school has experience of teaching and leading in independent and maintained schools. He is a qualified teacher and is planning to lead by example and maintain a teaching commitment in the proposed school.
- The headteacher has made sure that his training in safeguarding and first aid is up to date. He has also worked closely with the headteacher and senior team from the girls' school when preparing for this pre-registration inspection. He has also drawn upon his own experience when putting together the curriculum and plans for schemes of work.
- The headteacher and proprietor work together effectively. They are not afraid to debate and discuss what is best for the school, working hard to balance their vision

for the pupils with statutory requirements and preparing pupils well for life in modern Britain.

- The school is likely to meet this part of the independent school standard if registered.

Schedule 10 of the Equality Act 2010

- The school is suitably adapted to meet the requirements of the Equality Act 2010. The school is easily accessible downstairs.

Compliance with regulatory requirements

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

Proposed school details

Unique reference number	145416
DfE registration number	871/6004
Inspection number	10052116

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Secondary
School status	Independent school
Proprietor	Aqeel Lone
Chair	Mohsin Umarji
Headteacher	Abdullah Dawood
Annual fees (day pupils)	£2,700
Telephone number	07737 936 933
Website	Under construction
Email address	adawood33@hotmail.com
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11–14	11–14
Number of pupils on the school roll	Not applicable	120	120

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	120
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	0
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	Not applicable
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	Not applicable

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	2
Number of part-time teaching staff	Not applicable	6

Information about this proposed school

- The proposed Madni Boys' school is an Islamic independent school for boys. It is part of the Abu Haneefa Trust, which also operates a girls' school, The Madni Institute, nearby in Slough. If registered, the school will be situated in a large former office building on an industrial and commercial estate in Burnham, near Slough.
- The school's stated aim is 'to actively promote the principles of having a character that encourages good morals and manners, honesty and truthfulness, individual human worth, achievement, equal value, cooperation and respecting differences'.
- The proposed school will operate for up to 120 boys in Years 7 to 9 only, as a one-form entry secondary school.
- The proposed school does not plan to admit pupils who have an education, health and care plan or who have special educational needs and/or disabilities.
- Leaders are not planning to use any alternative provision for the proposed school.
- If registered, the school plans to provide a programme of study based on national curriculum subjects, including English, mathematics, science, history, computing, PSHE, PE, art and technology. Pupils will also follow a course in Islamic studies and have the opportunity to learn Arabic and Urdu.
- The proposed school is located next to a mosque in the same building but with a separate reception area.

Information about this inspection

- This was the first pre-registration inspection of the proposed school, prior to the planned opening of the school in September 2018. The inspection focused on whether the proposed school was likely to meet the independent school standards if registered.
- Her Majesty's Inspector met with the proprietor, the headteacher and a member of the governing body. Curriculum plans, schemes of work, resources and policies were scrutinised to check if they were likely to meet the independent school standards.
- The inspector discussed arrangements for safeguarding, including the school's planned approach to child protection, site security and safer recruitment.
- Meetings were held to discuss the proposal for the school, including how it intends to prepare pupils effectively for the next stage in their education, provide a broad and balanced curriculum and promote British values and pupils' spiritual, moral, social and cultural development.
- The inspector toured the proposed site in order to check the suitability of the building, rooms and outside area for use as a school. She reviewed the plans agreed with the local authority to improve the private road approaching the school.

Inspection team

Janet Pearce, lead inspector

Her Majesty's 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/government/organisations/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.ofsted.gov.uk

© Crown copyright 2018