

Madaniyah Foundation

80–82 Stafford Road, Forest Gate, London E7 8NN

Inspection dates

27–29 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- Determined and highly principled leadership by the proprietor, trustees and the primary coordinator has resulted in marked improvements to the school since the last inspection.
- Leaders ensure that all of the independent school standards are met. They ensure that systems to promote pupils' welfare, health and safety are taken seriously by all staff. Leaders take and follow external advice extremely well when necessary to help meet the standards.
- The curriculum has improved significantly since the previous inspection. As a result, pupils now benefit from a curriculum which enables them to make progress in a range of subjects.
- Leaders' promotion of pupils' spiritual, moral, social and cultural development is very well thought out. Pupils are well prepared for life in modern Britain.
- Pupils enjoy coming to school. This is reflected in pupils' high attendance.
- Pupils thrive because of the school's ethos, which promotes respect for all. Adults support pupils with great care.
- As a result of leaders' and teachers' actions, pupils' outcomes have improved significantly. Pupils make good progress and leave Madaniyah Foundation well prepared for the next stages of their education.
- Good teaching enables pupils to progress well across the curriculum, particularly in science. However, the most able pupils are not routinely challenged with tasks that stretch their thinking.
- In mathematics, pupils learn a range of topics and have good calculation skills. However, opportunities to develop pupils' mathematical reasoning are not as well developed.
- Pupils learn to acquire subject-specific vocabulary in all subjects. However, teachers do not sufficiently check that lower-ability pupils have a firm understanding of technical words.

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?

- Further develop the quality of teaching so that:
 - the most able pupils have work that is routinely challenging
 - in mathematics, opportunities to develop pupils' reasoning skills are increased
 - lower-ability pupils' understanding of subject-specific words is regularly checked.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The effectiveness of leadership and management is outstanding because leaders have rapidly improved all areas of the school since the previous inspection. There is a culture of high expectations and ambition for all pupils to excel.
- A determined and focused primary coordinator, supported by the proprietor and trust, has meticulously followed up on recommendations from previous inspections. Leaders have focused on reviewing their policies and procedures with great attention to detail. As a result, all of the independent school standards are met.
- Leaders have an insightful understanding of systems and processes. They have established very effective systems for self-evaluation and have an accurate understanding of the school's strengths and how to improve further.
- Leaders make excellent use of external advice for sustaining improvements. They work closely with a range of schools and specialists and use these well to improve the quality of teaching, learning and assessment. This helps leaders to focus on improving specific areas of the school, including phonics and the wider curriculum. Leaders know individual pupils very well and have developed well-embedded assessment systems.
- Leaders have overhauled the curriculum so that learning is meaningful and engaging. As a result, pupils now study a variety of subjects. Pupils learn to develop an appreciation of art and history through themed project work, which helps deepen pupils' knowledge and understanding. Despite the limitations of a small school site, leaders ensure that pupils receive regular physical education lessons in the local park. Pupils highly value opportunities to learn a range of sports, including hockey and tennis.
- Continuing professional development for staff is well thought out. The primary coordinator takes every opportunity to develop her own expertise and shares this very well with staff. As a result, staff have developed their quality of teaching and learning in all subjects. Pupils receive strong guidance and support from highly motivated and passionate adults, in a caring environment.
- A rich curriculum enables pupils to have a deep understanding of British values, including tolerance of others' differences. Pupils speak confidently about democracy and deepen their understanding by meeting public figures, including the local Member of Parliament.
- The school's well-embedded Islamic ethos contributes to pupils' spiritual, moral, social and cultural development. Pupils learn about their own faith and are respectful of other faiths and beliefs. They speak enthusiastically about opportunities to learn about different celebrations, including festivals such as Diwali and Hanukkah. Staff provide many opportunities for pupils to learn about cultures different from their own. For example, pupils learn about black historical figures and appreciate foods from different cultures.
- Parents and carers are overwhelmingly positive about the school. They appreciate the school's daily feedback and the wide-ranging experiences that pupils receive. Parents value the significant improvements the school has made since the previous inspection.

Governance

- The proprietor and trustees are responsible for governance. They have an in-depth oversight of the school and have been instrumental in ensuring that all the independent school standards are met. They review policies regularly and ensure that they are fit for purpose.
- The proprietor takes pupils' welfare, health and safety requirements very seriously. He is meticulous in making regular checks and improving the school site so that it is welcoming and safe. The proprietor receives regular safeguarding training, including in the 'Prevent' duty.
- Members of the trust receive regular updates from the primary coordinator, including information on curriculum development and external monitoring of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders take pupils' safety seriously. They work with a range of external providers to deepen their understanding of specific safeguarding areas, including child sexual exploitation and preventing extremism. Leaders ensure that the safeguarding policy reflects the latest statutory guidance and is available to parents on request.
- Staff receive regular training and have an in-depth knowledge of the school's procedures and how to raise concerns. They are vigilant and know how to use external agencies as part of the school's whistleblowing policy.
- Risk assessments are thorough, and leaders are meticulous in ensuring that they think about potential risks with utmost detail. For example, regular trips to the park as part of physical education lessons take account of foreseeable potential risks.

Quality of teaching, learning and assessment

Good

- The quality of teaching helps pupils achieve well in a range of subjects.
- Teachers demonstrate a good understanding of pupils' learning needs. They plan interesting lessons that engage pupils well. As a result, pupils make good progress. Teachers build relationships based on mutual respect, which allow pupils to thrive in a caring environment. Pupils are expected to work hard and show purposefulness in their learning, which they do.
- Teachers have good subject knowledge and explain tasks clearly to pupils. As a result, pupils begin their work quickly. Pupils feel confident to ask if they are unsure, and regular teacher feedback helps clear any misconceptions.
- In topic lessons, teachers make effective use of 'pupil voice' to determine ways of learning. For example, pupils shared with adults that they wanted to make models and carry out scientific experiments. As a result, teachers planned an exciting project for pupils to make models of volcanoes and to use vinegar and soda to create a chemical reaction demonstrating an eruption. This helped develop pupils' enquiry skills and deepened their knowledge and understanding of real-life learning experiences.
- In science, teachers focus on developing pupils' observational and investigative skills well. Pupils benefit from practical experiments including, for example, using circuits and

dissolving eggs. Teachers use regular questioning to encourage pupils to predict and observe scientific changes, which helps pupils develop a love and appreciation of science.

- In English, teachers encourage pupils to use their imaginations; class novels help to give them ideas in their writing. This helps pupils express their ideas confidently and write well-structured extended pieces. For example, pupils read the book 'The Eye of the Wolf' and used this to write interesting stories from the point of view of an animal character.
- Teachers encourage pupils to learn a variety of subject-specific vocabulary. For example, pupils use terms including 'dromedary' and 'membrane' in their discussions and work. Sometimes, though, adults do not sufficiently check that lower-ability pupils have an accurate understanding of technical words.
- Pupils learn to develop efficient calculation skills in mathematics. They learn a broad range of topics and learning is appropriately sequenced for pupils to build on their skills. However, opportunities for pupils to build on their reasoning skills are not as well developed.
- Teachers encourage pupils to take ownership of their learning. Teachers expect pupils to edit and improve their work, which helps develop pupils' independence. Pupils are self-assured and interact well with each other and adults. On occasions, the most able pupils do not receive work that deepens their thinking, which in turn 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.
- Pupils have positive attitudes to their work. They have a good understanding of the importance of healthy eating and living. Pupils know about the importance of personal hygiene, for example, through dentist workshops.
- Pupils have a good understanding about personal safety. They learn about the importance of keeping safe online and are knowledgeable about not sharing information while using the internet.
- Pupils feel very safe at school. They have a well-developed awareness about the importance of sharing any concerns with adults. Pupils learn about specific themes about keeping safe, including fire and cycling safety. Workshops, including those by Transport for London, help pupils develop their understanding about using public transport safely.
- There are many opportunities for pupils to make choices in their learning, particularly in their topic lessons. Pupils value the chance to choose themes they would like to explore. For example, pupils chose to make cars as part of design and technology.
- Adults encourage pupils to work in teams, including in project work. This helps pupils work with their peers in teams and enhance their social skills. Pupils demonstrate great care towards each other, especially for younger pupils.

Behaviour

- The behaviour of pupils is good.

- Pupils behave well and are polite. They work well with each other, including in mixed-age lessons. During playtimes, pupils play well and are caring towards each other. They move around the school sensibly and follow instructions well. Adults promote good behaviour through positive interactions and clear direction, which pupils respond to well.
- There is very little low-level disruption. Pupils focus well on their work and are industrious in lessons. Pupils told inspectors that bullying does not occur in their school, and trust adults to deal with any issues should they occur. Daily assemblies on moral themes, including respect and kindness, help pupils to develop into caring citizens.
- Pupils' attendance and punctuality rates are high. Pupils enjoy coming to school and learn in a caring and supportive environment.

Outcomes for pupils

Good

- Pupils' outcomes have improved significantly since the previous inspection. Pupils make good progress over time across a range of subjects.
- Pupils enter the school with attainment typically similar to those nationally. They make good progress and by the end of Year 6 leave with attainment in reading, writing and mathematics in line with the national average.
- A minority of pupils enter with below-average attainment. They make high progress and over time attain in line with the national average.
- Deep foundations in pupils' phonics support their good progress in reading. Almost all pupils meet the Year 1 phonics skills check. Pupils read fluently and across a wide variety of books. They have a good understanding of their favourite authors and comprehend more challenging texts well.
- In science, pupils make very good progress. Pupils acquire excellent knowledge, understand how to carry out experiments and have well-developed observation skills. They draw conclusions with growing confidence, using scientific vocabulary accurately.
- Pupils' writing is typically neat and well developed because of regular feedback from adults. Pupils write at length with increased stamina. Sentences and paragraphs are written concisely, and pupils use complex vocabulary well to add effect in their writing. The majority of pupils write in line with age-related expectations, and a large proportion write above national standards.
- In mathematics, pupils have well-embedded calculation skills. Adults sequence pupils' learning well, which enables them to have a good grasp of mathematical topics including shape and space, and measurement. However, limited tasks for pupils to develop their reasoning skills limits their progress.
- The most able pupils attain highly. They benefit from curriculum opportunities which draw on learning across different subjects, including science and art. However, their progress is limited because teachers do not set them work which stretches their thinking and enables them to make excellent progress.
- Pupils enjoy learning subject-specific vocabulary. They apply this to their writing and in discussions across different subjects. However, lower-ability pupils do not use these words as accurately as they could.

- Pupils also learn prayers in Arabic and English. They recite and pronounce the Arabic scripts with increased accuracy and make very high progress over time.

School details

Unique reference number	134591
DfE registration number	316/6065
Inspection number	10054293

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	8
Number of part-time pupils	0
Proprietor	Hanif Ismail Mohamed
Primary co-ordinator	Aisha Mohamed
Annual fees (day pupils)	£1,500
Telephone number	07983 563506
Email address	muhammadhanif2@yahoo.co.uk
Date of previous inspection	20–22 September 2016

Information about this school

- Madaniyah Foundation is an independent Muslim primary school located in the London borough of Newham. The school offers primary education to boys and girls aged between five and 11 years. It has an Islamic ethos and religious character.
- The school is registered for 48 pupils and there are currently eight on roll.
- The school was last inspected in September 2016, when it did not meet all the independent school standards and was judged as inadequate. As a result, the school submitted an action plan which was evaluated in August 2017 and approved by the Department for Education. The school received progress monitoring inspections in February and May 2017. During its third progress monitoring inspection in October 2017, the school met the independent standards looked at during the inspection.
- No pupils are identified as having special educational needs and/or disabilities, or an education, health and care plan.

Information about this inspection

- The inspection was carried out with one day's notice.
- Meetings were held with the proprietor, primary coordinator and all staff members. Two telephone conversations took place with school improvement partners.
- The inspector observed learning in all year groups, and scrutinised pupils' work in lessons and formally.
- The inspector checked compliance with the independent school standards. The inspector considered a range of documentation, including safeguarding arrangements, risk assessments and health and safety procedures.
- There were too few responses to Ofsted's online survey, Parent View. The inspector considered the views of parents at the end of the school day.

Inspection team

Noeman Anwar, 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/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 2019