

# Al-Madani Independent Grammar School

1 Whittle Parkway, Slough, Berkshire SL1 6FE

**Inspection date**

4 November 2020

**Overall outcome**

**The school meets the independent school standards relevant to the material change. The material change has already been implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 1, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)e, 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4*

- The proprietor, leaders and governors have set out their ethos for the school clearly and succinctly. They have an uncompromising vision for the school to promote academic excellence in a nurturing environment benefitting from an Islamic ethos.
- The school's written curriculum policy is detailed and appropriate for the age range being proposed. The aim is to provide a broad, balanced curriculum based on the requirements of the national curriculum. There is a particular focus on literacy and numeracy. The proposed curriculum aims to develop pupils' knowledge and skills in a hierarchical order.
- Planned learning covers linguistic, mathematical, scientific, technological, physical, human and social subject areas. Suitable schemes of work for each subject are in place. Aesthetic and creative areas are suitably covered through food technology, poetry, art, debates and public speaking.
- The key stage 4 curriculum comprises English, mathematics, science, Islamiyat, religious education, physical education, history, citizenship, computer science and personal, social, health and economic (PSHE) education. Documents show how the needs of pupils with a broad range of abilities will be met. This includes pupils diagnosed with additional needs who do not have education, health and care plans.
- The PSHE scheme of work is aligned to the school's aims and ethos. The PSHE curriculum is taught through assemblies, tutorials, visits and specific lessons. There is a strong focus on British values and understanding what it means to be a Muslim in modern Britain.
- The curriculum covers the requirements of the new relationships and sex education curriculum. A policy document is written and awaiting approval by the governors. Content is suitably taught through PSHE, citizenship and science. Topics include

reproduction, sexual health, consent, gender identity, keeping safe, social media and violence against women and girls.

- There is a structured programme of careers education. Pupils in key stage 4 will benefit from worthwhile work experience so that they are introduced to the world of work. Curriculum plans confirm that leaders focus pupils on their future career aspirations from a young age.
- The school has a dedicated pathways coordinator to ensure that all pupils receive personal careers advice. Visiting speakers provide pupils with an insight into different occupations. Speakers to date have included doctors, opticians, lawyers and designers.
- A framework is in place to assess pupils' progress regularly. Staff assess pupils on entry to the school and plan work precisely to meet their needs. Assessments are used to check pupils progress, provide feedback, evaluate effectiveness and inform parents.
- Teachers are suitably experienced and well qualified. They have the relevant subject knowledge and expertise to be able to teach the age range proposed effectively. Discussions with subject leaders confirm their experience and commitment.
- Classroom visits and activities such as scrutiny of pupils' work were not possible at the time of the inspection due to the restrictions imposed by the COVID-19 (coronavirus) pandemic.
- All the standards in Part 1 are likely to continue to be met if the material change is approved.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- There is a strong emphasis on pupils' spiritual, moral, social and cultural (SMSC) development. Fundamental British values are actively supported through visits to British institutions and visiting speakers. Speakers to date have included veterans, police officers and local faith leaders. Student voice is promoted, and the school is establishing a student council.
- Pupils develop respect for others, including those with protected characteristics set out in the Equality Act 2010. Pupils are taught that it is against the law to discriminate against people. Tutorial and assembly time are used well to discuss current affairs and social inequalities concerning gender, sexuality, ethnicity or religious belief.
- Pupils have extensively studied the role of women in society and the crime of domestic abuse. Pupils investigated religious texts and history books to discover the major roles played by women. This has helped them to challenge negative stereotyping of women.
- The citizenship curriculum is designed to help pupils learn about identity and explore the question of what it means to be British. Pupils develop a respect for 'otherness' by challenging stereotypes through discussion and debate.

- In religious education, pupils learn about other religions and undertake visits to different faith centres. The curriculum is planned to help pupils respect other cultures, as well as their own.
- In English, pupils will explore tolerance and liberty through texts such as Dr Jekyll and Mr Hyde, Tom Sawyer and Frankenstein. They have read poetry focusing on empathy and looking at things from others' point of view.
- The science curriculum provides numerous opportunities to support SMSC, for example by looking at nature, considering moral dilemmas and raising awareness of how different cultures contribute to science.
- Leaders have ensured that planned work in PSHE will enable pupils to develop a strong understanding of each area of SMSC. Schemes of work are written to help pupils compare fundamental British values with Islamic values.
- The school's behaviour policy encourages pupils to make the right decisions and recognise right from wrong. The SMSC policy and the behaviour policy ensure there are effective strategies for managing behaviour. The atmosphere in school is friendly and welcoming. Pupils are confident and ambitious. They enjoy school and they are keen to do well.
- School leaders have taken steps to ensure that political issues are presented in a balanced way. This is written into the school's code of conduct, which is shared by all staff. Where external speakers are used, leaders ensure that views opposing British values are not shared. The proprietor, governors and staff are determined that pupils develop into broad-minded citizens.
- All the standards in Part 2 are likely to continue to be met if the material change is approved.

### Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1) and 32(1)(c)

- The school's safeguarding policy complies with current guidance and is currently available on request, because the school's website is being updated.
- Safeguarding continues to be a high priority for the school. Checks on the suitability of staff are made in accordance with the requirements of the independent school standards. Information is suitably recorded in the single central register. Leaders ensure that the safeguarding policy reflects current statutory guidance.
- These paragraphs are likely to continue to be met if the material change is approved.

### Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- The proprietor, leaders and governors have ensured that the independent school standards, in the scope of this inspection, remain met. They are committed to preparing pupils for life in modern Britain while retaining their identity as Muslims. They are mindful that any changes to age range do not have an adverse impact on pupils currently at the school.

- Leadership of the quality of education is strong. Leaders have been successful in supporting pupils' well-being and welfare as required by the independent school standards. The school has the capacity to support the proposed change to the age range.
- Leaders have established a safeguarding culture in which pupils feel safe and secure. They have kept themselves updated regarding COVID-19. Leaders adhere closely to the requirements of the government guidance for schools.
- School leaders have ensured that all the standards in this part are likely to continue to be met if the proposed material change is approved.

## **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.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 145416   |
| DfE registration number | 871/6004 |
| Inspection number       | 10169841 |

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

|                                      |  |
|--------------------------------------|--|
| Type of school                       | Other independent school   |
| School status                        | Independent school   |
| Proprietor                           | Mr Aqeel Lone  |
| Chair                                | Dr Zabear Bowkan   |
| Headteacher                          | Mr Nyron Gonzales  |
| Annual fees (day pupils)             | £4,450   |
| Telephone number                     | 07308 212345   |
| Website                              | <a href="http://www.al-madani.org/boyschool">www.al-madani.org/boyschool</a> |
| Email address                        | <a href="mailto:admin.amigs@al-madani.org">admin.amigs@al-madani.org</a>     |
| Date of previous standard inspection | 6–12 November 2018   |

## Pupils

|                                     | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils                 | 11 to 14                  | 11 to 16          | 11 to 16                   |
| Number of pupils on the school roll | Up to 120                 | Not applicable    | Not applicable             |

## Pupils

|                  | School's current position | School's proposal |
|------------------|---------------------------|-------------------|
| Gender of pupils | Not applicable            | Not applicable    |

|  |                |                |
|--|----------------|----------------|
| Number of full-time pupils of compulsory school age  | Not applicable | Not applicable |
| Number of part-time pupils   | Not applicable | Not applicable |
| Number of pupils with special educational needs and/or disabilities                              | Not applicable | Not applicable |
| Of which, number of pupils with an education, health and care plan                               | Not applicable | Not applicable |
| Of which, number of pupils paid for by a local authority with 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 | 3                         | 6                 |
| Number of part-time teaching staff            | 7                         | 7                 |
| Number of staff in the welfare provision      | 2                         | 4                 |

## Information about this school

- Al-Madani Independent Grammar School, previously known as Madni Boys, is part of the Abu Haneefa Educational Trust, which also manages a neighbouring independent Islamic faith school for girls called the Madni Institute. The school opened in September 2018 and welcomes boys of all faiths and none.
- The school is registered for up to 120 pupils. At the time of this inspection, there were 47 pupils on roll in Years 7 to 10. The school was last inspected in November 2018, when its overall effectiveness was judged to be good.
- The school supports pupils with special educational needs and/or disabilities but does not have any pupils who have education, health and care plans. The school does not

use any other alternative providers. At the time of the inspection, the school's website was under development.



## Information about this inspection

- The inspection was carried out at the request of the Department for Education. The school requested that their age range be increased to 11 to 16 from 11 to 14. This was the first time the school had applied for this particular change in its registration.
- The material change applied for has already been implemented. At the time of the inspection, there were already six pupils in Year 10.
- The purpose of the inspection was to check whether the school is likely to meet the relevant independent school standards if the requested material change is approved.
- This inspection was undertaken during the COVID-19 pandemic of 2020.
- The lead inspector conducted an on-site visit to meet leaders, as well as middle leaders and the school's proprietor. All activities were completed in a way that maintained social distancing.
- The lead inspector reviewed documentation and actions taken to safeguard pupils and promote their welfare, health and safety. The review included school policies and curriculum documentation, as well as the school's employment checks and single central register.

## Inspection team

Paul Metcalf, lead inspector

Ofsted Inspector

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