

# Madani Primary School

Merefield House, Nutfield Place, Buckland, Portsmouth, Hampshire PO1 4JZ

**Inspection date**

24 June 2021

**Overall outcome**

**The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1)–2(2)(b), 2(2)(d)–4*

- The school has a well-documented curriculum policy supported by appropriate schemes of work. These cover all subjects across all years of the primary and secondary phase. Schemes of work have been collated in conjunction with other schools and suitably consider the aptitudes and needs of all pupils. This includes the small number of pupils with special education needs and/or disabilities (SEND).
- The secondary curriculum is closely aligned to the national curriculum and the English Baccalaureate. It actively supports the school's Islamic ethos. Appropriate long-term and medium-term plans are in place. These plans show the knowledge and skills that pupils will learn in a wide range of subjects. The plans sequence the content over time so that pupils build on prior learning.
- The personal, social, health and economic (PSHE) curriculum helps pupils develop an understanding of respect and tolerance, as well as how to keep themselves safe. Plans for PSHE in the secondary phase are well advanced. The relationships and sex education (RSE) curriculum covers all requirements, including respectful relationships, keeping safe, mental well-being, healthy eating and sexual health.
- The school actively promotes fundamental British values. These are actively supported in the primary curriculum, with detailed plans to continue this work into the secondary phase. Leaders and teachers are determined that pupils develop the self-knowledge, self-confidence and self-esteem needed for adult life. Pupils will be encouraged to continue to contribute positively to the local community.
- Careers education is well considered. Documentation is carefully linked to the Gatsby career benchmarks so all pupils receive appropriate support and advice. Older pupils understand what qualifications they need for future training or employment. Leaders intend to use community members to act as role models and share their experiences, for example as doctors, lawyers, politicians and space scientists.
- Teachers use a comprehensive assessment system to track pupils' progress. It checks pupils' knowledge against expectations in the national curriculum. It enables teachers

to identify pupils who may be working below their chronological age. Leaders have ensured that appropriate assessment practices are in place in the secondary school to support the academic and personal development of all pupils.

- This material change inspection found that leaders have continued to ensure that the curriculum is well planned. The proposed curriculum for secondary-age pupils provides a broad and aspirational experience for all pupils, including those with SEND. The provision for PSHE, RSE and careers guidance builds well upon the good work in the primary school.
- The standards in this part are likely to be met if the implementation of the material change is approved.

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

### *Paragraph 5–5(d)(iii)*

- Pupils' spiritual, moral, social and cultural (SMSC) development is strongly supported in the primary school. The previous inspection report confirmed that PSHE provided pupils 'with suitable knowledge to equip them for their life in modern Britain'. Pupils are supported to develop responsibility, independence, tolerance, respect and empathy for others.
- Pupils have the opportunity to learn about democracy in real and relevant ways, such as current affairs programmes and visits by local members of parliament. Pupils develop an understanding of society through trips into the local community, including visits to churches and synagogues, as well as celebrations of traditional festivals, such as Christmas and Hanukkah. Pupils regularly visit a nearby residential home where they read to adults.
- Leaders arrange for visits by the police and health workers to talk with pupils about the law and their health. They have established a curriculum for PSHE that encourages pupils' life skills. Leaders have made sure that the RSE curriculum follows statutory requirements. Parents and carers have been consulted. Leaders have developed curriculum plans that teach RSE in an age-appropriate way throughout the school, including the secondary school.
- Leaders intend that the SMSC curriculum for pupils in the secondary school will build on what pupils already know and can do. The standards in this part are likely to be met if the implementation of the material change is approved.

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

### *Paragraphs 7–7(b), 11–12, 14, 16–16(b) and 32(1)(c)*

- Leaders have ensured that suitable arrangements are in place to keep pupils safe and well. The schools' safeguarding policy is of a high standard and up to date. It contains emerging safeguarding issues, prevention of radicalisation, forced marriage and teenage relationship abuse, including sexual violence and sexual harassment. The safeguarding policy is published on the school's website.
- Staff receive appropriate and regular training so that they can identify the signs that indicate a pupil may be at risk of harm. The schools most recent audit, conducted in conjunction with the Portsmouth Safeguarding Children Partnership, is very detailed and highlights regular training, including training to identify radicalisation. The

document confirms the school's knowledge of safeguarding practices and procedures, including mandatory reporting. Staff at all levels are strongly focused on safeguarding and there is no reason to doubt that this would continue if the material change were agreed.

- The designated safeguarding lead has a strong commitment to pupils' safety and well-being. She has received the training and support required to carry out her role and responsibilities. Referrals to external agencies, though low in number, are made appropriately and in a timely fashion. Leaders have thought carefully about how safeguarding arrangements will be continued for secondary pupils.
- The school has an appropriate health and safety policy and a first-aid policy. The health and safety policy is comprehensive and draws on a wide range of relevant government guidance. The first-aid policy is reviewed annually, and four members of staff have received first-aid training. The medical room meets requirements and leaders keep suitable records of any incidents that require first aid.
- Detailed risk assessments are in place for school activities to help keep pupils safe. A fire risk assessment has been carried out. Regular checks on firefighting equipment are undertaken and recorded. Fire evacuation procedures are successfully carried out at regular intervals. Leaders make sure that all staff are trained in basic fire safety and understand their responsibilities when evacuating the school.
- Pupils are supervised well throughout the day. Pupils behave respectfully in response to adults' clear expectations for their conduct. Leaders manage the potential risks around access to the school site with diligence. Adults ensure that the site is secure while pupils are in school and that visitors are signed in and out.
- Leaders' strong focus on the welfare, health and safety of pupils suggests that the standards in this part are likely to be met if the implementation of the material change is approved.

#### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 18(2)–19(2)(d)(ii), 19(3)–21(3)(b), 21(5)–21(7)(b)*

- The required checks on the suitability of adults are completed in a timely manner. The single central register (SCR) is completed to a high standard. It includes all the required checks on staff, including governors, volunteers and supply teachers. These are signed, dated and checked by the headteacher and a member of the governing body.
- Senior leaders and governors have undertaken training to ensure that they understand safe recruitment practices. These practices will be carried out for all those newly recruited to the school, including staff teaching in the secondary school. Leaders make all the relevant checks on staff, including temporary staff from supply agencies.
- The standards in this part are likely to continue to be met if the implementation of the material change is approved.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1)–24(1)(b), 24(2)–29(1)(b)*

- The school building is quite extensive with only a small proportion of it presently used for the primary school. Refurbishment work has been undertaken on the upper floors to convert small offices into decent-size classrooms. Classrooms have appropriate light and ventilation. Tables and chairs are provided in most rooms and order forms were seen for the purchase of furniture for the remaining rooms. The premises are large enough to accommodate the proposed increase in numbers.
- Separate toilet facilities for pupils and staff meet the recommended ratios for the proposed increase in numbers. Toilets are well maintained and are lockable from the inside. There is an appropriate supply of hot and cold water for handwashing. The hot water is at a suitable temperature and will not pose a scalding risk. Leaders, supported by the local community, have provided drinking water fountains for the primary school and more are on order for the secondary school.
- Leaders use the local sports facilities for lessons in physical education (PE), so on-site showers are not provided. Leaders have carried out risk assessments for PE covering travel and activities at the sports facilities. Risk assessments are detailed and are likely to ensure the safety and privacy of pupils. There is a medical room which is appropriately equipped and is adjacent to a toilet.
- The outdoor area is suitable for play. External lighting is provided to ensure that people can enter and leave the building safely during the hours of darkness. Leaders have enhanced the safety and security of the school site by erecting new fencing around the school's boundary. Leaders plan to timetable the outside space so that younger pupils can access it without the older pupils being present.
- The standards in this part are likely to be met if the implementation of the material change is approved.

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

### *Paragraph 34(1)–34(1)(c)*

- All the independent school standards reviewed as part of this inspection are met. Leaders at all levels are competent and confident. They have a clear vision for the school. Support from the local authority, as well as the local community, is particularly strong. Leaders make effective use of networks with other local schools to inform their planning.
- The proprietor body has ensured that the new building meets the independent school standards in full. They have developed and implemented a range of policies and systems that ensure that the school operates smoothly and safely. These will provide an effective framework for the school if the pupil age range is extended.
- Governors have made sure that plans for the secondary phase are underway with sufficient classrooms and suitable furnishings. Governors, proprietors and senior leaders actively promote the well-being of pupils. They are committed to keeping pupils safe. Considering the available space and the required accommodation, an increase of a further 140 pupils is reasonable.
- The standards in this part are likely to be met if the implementation of the material change is approved.

## **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.

## School details

Unique reference number	140624
DfE registration number	851/6000
Inspection number	10197536

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 likely 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	The Madani Academy Portsmouth Limited
Chair	Mr Abdul Mukit
Headteacher	Mr Mohammad Rahman
Annual fees (day pupils)	£2,000
Telephone number	02392 830 764
Website	<a href="http://www.madani-academy.org">www.madani-academy.org</a>
Email address	<a href="mailto:info@madani-academy.org">info@madani-academy.org</a>
Date of previous standard inspection	14 to 16 May 2019

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	5 to 11	5 to 16	5 to 16
Number of pupils on the school roll	45	185	185

## Pupils

	School's current position	School's proposal
Gender of pupils	5 to 11 Mixed	5 to 11 Mixed 11 to 16 Girls

Number of full-time pupils of compulsory school age	45	185
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	4	10
Of which, number of pupils with an education, health and care plan	1	3
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	14
Number of part-time teaching staff	7	15
Number of staff in the welfare provision	4	10

## Information about this school

- Madani Primary School is a co-educational independent school offering education for pupils aged five to 11 years old. The school was opened in February 2014 and is a member of the Association of Muslim Schools.
- The school is currently registered for 45 pupils, but at the time of this inspection, had 36 pupils on roll. The school was last inspected in May 2019, when its overall effectiveness was judged to be good.
- The school has four pupils with special educational needs and/or disabilities, including one pupil with an education, health and care plan. The school does not use any other alternative providers. The school operates on a single site.

- The school has a proprietor body, the Madani Academy Portsmouth Limited. There are two directors, one being the headteacher. A governing body provides further scrutiny and support to the school.
- It is not proposed that the school will use alternative provision if the material change is approved.



## Information about this inspection

- The inspection was carried out at the request of the Department for Education (DfE). The school had requested a change in age range from five to 11 years to five to 16 years and an increase in numbers from 45 to 185 pupils.
- The DfE commissioned Ofsted to carry out this material change inspection. The commission included all the relevant regulations in Parts 2, 4, 5 and 8 and selected requirements in Part 3 of the independent school standards.
- 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 and implemented.
- This inspection was undertaken during the COVID-19 (coronavirus) pandemic. The lead inspector conducted an on-site visit to meet leaders and tour the school. All activities were completed in a way that maintained social distancing.
- The lead inspector met with the proprietor who is also the headteacher and other staff. He had a telephone conversation with a member of the governing body. He reviewed documentation and actions taken to safeguard pupils and promote their welfare, health and safety. He undertook a tour of the school and looked at curriculum documents, school policies, risk assessments and employment checks, including the SCR.

## Inspection team

Paul Metcalf, lead inspector

Ofsted Inspector

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