

Inspection of Madaniyah Foundation

80 - 82 Stafford Rd, Forest Gate, London E7 8NN

Inspection dates: 24 to 26 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Leaders and staff do the very best for the children. They put children's well-being, happiness and learning at the heart of the school's work. Everyone helps to create an atmosphere in which children are nurtured and able to grow. Children get a great deal of enjoyment from their activities. This helps them to learn well.

Children are given a wide range of activities and opportunities that help them to develop their early understanding. From reading and numeracy to physical and personal development, children acquire the knowledge and skills they need for Year 1 of primary school. This is the case for all children regardless of their starting points.

Children develop their personal and social skills most effectively. They readily share the equipment with others and are especially respectful of their teachers. There are rarely any squabbles. This is because staff go out of their way to promote children's understanding of how to treat others and how to behave. Children respond well to instructions, moving, for example, from outside activities to inside learning without a hitch.

Leaders ensure that children get experiences beyond school. For example, a recent trip to an inner-city farm gave children opportunities they would not otherwise have. These opportunities greatly enhance children's learning, especially their understanding of the wider world.

What does the school do well and what does it need to do better?

Currently, leaders have decided to only offer education in early years. They have deftly moved the school from one for pupils aged five to 11 to a setting for three- to five-year-old children. This has meant designing and planning a revised curriculum. Leaders have sought advice from the local authority and other local schools. The advice has been used carefully to design a curriculum that covers all the areas of learning and development. The curriculum is planned to ensure that children develop their knowledge and skills in a structured sequence of topics.

Early reading exemplifies the way the curriculum has been thoughtfully planned and implemented. Children get a strong foundation in early reading in the Nursery class. This foundation is built on very well in Reception, with most being able to read simple words accurately using the phonics that they have learned. Most, too, write these words confidently and correctly. Children's reading is developed very well in Reception so that they are ready for Year 1.

Numeracy is also planned effectively. Leaders have adopted, and adapted, a commercial scheme that helps to ensure that children build their number skills carefully over time. For example, the younger children explore numbers up to five to count everyday objects. Older children recognise the order of numbers and know which are greater or smaller. Children become increasingly confident using money in

the school shop.

The curriculum provides children with insights into the world around them, especially through songs and rhymes. Children were particularly excited about the Egyptian 'museum' that teachers had constructed in the classroom. This helped to deepen children's understanding of what they had been learning. For example, they talked knowledgeably about mummies.

Leaders and staff provide a range of activities that help children to learn effectively. For example, the mud kitchen helps children select items for making healthy soup. Children's physical development is promoted through activities such as painting, using scissors and, for older children, negotiating space and obstacles safely. As a result, children develop their skills and knowledge well.

There are one or two areas where everyday practice does not quite match up to the ambitious curriculum. Sometimes staff do not place enough emphasis on extending children's vocabulary, for example in phonics sessions or outside activities. Leaders already have a programme of training in place to develop staff expertise.

Staff keep a close eye on children's learning so that they know how well they are doing. This helps to ensure that children who fall behind, or have special educational needs and/or disabilities (SEND), are given support when needed. The needs of children with SEND are identified swiftly and accurately.

Children's behaviour is good. They play together well and are quick to share equipment and help others. Adults are strong role models. They treat everyone with respect and value children's contributions and achievements.

There are no pupils from Year 1 upwards currently enrolled at the school. While leaders intend to provide early years education only, at present the school continues to be registered for pupils up to the age of 11. Leaders have suitable curriculum plans for this age group. They have also developed a suitable approach to relationships and sex education, which gives due regard to statutory guidance.

Leaders, the proprietor and trustees are ambitious for the school and its children. Staff are very positive about their well-being and praise leaders for the professional development opportunities. Leaders and the proprietor ensure that the statutory framework for the early years foundation stage is met effectively. In addition, the independent school standards are met in full, and the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know the children and their families well. This helps them to pick up any concerns quickly and work closely with parents to resolve any issues or provide support.

Staff training is well organised and regular. This ensures that staff have the expertise to deal with any safeguarding concerns should they arise. Staff also have a clear understanding of the procedures for reporting concerns to leaders and, when necessary, involving external agencies.

Leaders ensure that the checks on the suitability of the staff are rigorous. Records are detailed and maintained carefully, including attendance and admission registers.

The safeguarding policy includes the most recent statutory guidance and is made available to parents on request.

What does the school need to do to improve? (Information for the school and proprietor)

- The well-planned curriculum is not always implemented as effectively as it could be, especially in extending children's vocabulary. Where this is the case, children's understanding does not develop and deepen as effectively. Leaders need to continue to develop staff subject and teaching expertise so that they can drive forward children's learning even further.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	134591
DfE registration number	316/6065
Local authority	Newham
Inspection number	10267636
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Number of part-time pupils	19
Proprietor	Hanif Mohamed
Headteacher	Aisha Mohamed
Annual fees (day pupils)	None
Telephone number	07983 563506
Website	No website
Email address	muhammadhanif2@yahoo.co.uk
Date of previous inspection	27 to 29 November 2018

Information about this school

- Madaniyah Foundation caters for children aged from three to 11. However, leaders have currently decided to educate children aged three to five only.
- The school's previous standard inspection took place in November 2018 when it was judged to be good.
- The school is situated in the London Borough of Newham.
- The school does not use alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection was carried out with one day's notice.
- Inspectors carried out deep dives in these areas of learning: early reading, mathematics, physical development and understanding of the world. They spoke to leaders and staff about the curriculum in these areas and talked to children and looked at their work. Other areas of the curriculum were also considered as part of this inspection.
- Meetings were held with the headteacher, the assistant headteacher and the proprietor.
- Inspectors reviewed a wide range of policies and documents provided by leaders.
- Inspectors checked staff vetting and safeguarding procedures. They also checked the school's compliance with the independent school standards.

Inspection team

Brian Oppenheim, lead inspector Ofsted Inspector

Maureen Okoye Ofsted Inspector

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