

Inspection of Madani Academy

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

Inspection dates: 31 October to 2 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

What is it like to attend this school?

Everyone at Madani is committed to providing pupils with a high-quality education underpinned by the school's Islamic values. An aspirational culture flows through everything, and pupils know to work hard. They see the good in others, show respect and tolerance and demonstrate impressive attributes.

Pupils behave exceptionally well. The oldest pupils are incredibly studious and motivated. They love attending every day. Classrooms are welcoming and safe places because every child gets to learn in a calm and ordered environment. Pupils are really happy at Madani, and they are a credit to the school. The oldest pupils are excellent role models living out the school's mission.

The school ensures it opens its doors to the community. Charity is at the heart of what the school does to help those in need. Pupils have many opportunities to mix with other people, faiths and cultures. In sports, pupils experience boxing, basketball, football and dodgeball, which they relish.

Staff set very high expectations of pupils both academically and in their wider development. Pupils enjoy the clubs and trips further afield. Older pupils can articulate possible careers options and the routes and training they will need to follow to reach their goals.

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

The school has successfully implemented a brand-new secondary phase alongside its existing primary provision. This has enabled girls to continue to study an ambitious education which culminates in GCSE qualifications, including the full range of subjects that form the English Baccalaureate. High academic standards exist with pupils studying a broad curriculum that meets the independent school standards (the standards). In addition, pupils learn Islamic studies to deepen their curriculum knowledge and personal faith. Parents speak highly of their children's education at Madani.

The school's curriculum builds coherently from key stages 1 to 4. Within subjects, planning identifies suitably ambitious end points so that pupils are ready for the next phase. With a small team, staff can liaise regularly to check pupils are progressing as they should. Subject planning highlights key knowledge and vocabulary which teachers skilfully reinforce to support pupils, including those who speak English as an additional language.

Teachers demonstrate strong subject knowledge. They show enthusiasm for their subject and explain new learning clearly. Generally, they set well-chosen activities that allow pupils to apply their knowledge in depth, including creating extended pieces of writing. Teachers use questioning smartly to find out what pupils know. If pupils are unsure in a lesson, teachers act there and then to support pupils' understanding.

A thriving culture motivates pupils to read widely. As well as a well-stocked school library, pupils enjoy walking to a local library to choose from an even wider range. Older pupils read fluently. When pupils start in Year 1, teachers establish a baseline of what pupils know and can do. Pupils quickly start to learn the different letters and sounds that help them to read. Staff are suitably trained in teaching pupils the school's chosen phonics scheme. However, pupils are not consistently reading books that match the planned phonics curriculum. Sometimes, pupils can read other books that contain sounds they do not yet know. This slows down pupils' progress in learning to read.

Staff strive for every pupil to succeed academically. For the few pupils with special educational needs and/or disabilities, clear processes are in place to spot where extra support or adaptations to the curriculum are needed. Supporting adults are utilised very well in providing bespoke teaching to pupils.

Pupils' behaviour is outstanding. They possess great qualities in wanting to learn and achieve highly in life. Staff consistently apply the school's clear rules. This leads to disruption-free classrooms. There is a harmonious atmosphere during the school day.

The personal development programme is entwined across the school's provision. Across subjects and enrichment opportunities, pupils develop a good understanding of fundamental British values. For example, the school actively liaises with elected MPs and different visitors to broaden pupils' knowledge and minds. The school's teaching of relationships and sex education and health education is age appropriate. Pupils show a good understanding of staying healthy, both physically and mentally. The proprietor body continues to ensure that the school complies with schedule 10 of the Equality Act 2010.

Due to reduced capacity in the school's staff team, there has not been enough time set aside to develop the knowledge and skills of subject leaders. Therefore, leaders and governors are not fully proficient in effectively monitoring and evaluating the impact of the quality of education. They are not always sure about the foci for staff development and training.

The school is keen to identify where the school can continue to improve. The governing body is developing how it holds leaders to account for the school's performance. Members have accessed training to help them better understand their core functions. They provide strategic direction and utilise the views of parents well in considering how well the school is doing. Staff are very happy and praise how the school supports their workload and well-being. They feel they belong. Governors show a good insight into the school's strengths and areas to work on next. They have continued to have a sharp eye on meeting the standards.

Safeguarding

The arrangements for safeguarding are effective.

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

- Occasionally, pupils at the early stages of reading are not reading decodable books that closely align with the school's phonics programme. This hinders how well pupils learn to read. The school should ensure that pupils read books that match their phonics knowledge so that they catch up more quickly.
- The monitoring and evaluation of the implementation and impact of the curriculum is underdeveloped. This means leaders and governors are not always clear enough about how strongly the teaching of the curriculum contributes to pupils' knowledge retention. The school should continue with training staff as leaders so they can have a strong impact on pupils achieving highly across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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

School details

Unique reference number	140624
DfE registration number	851/6000
Local authority	Portsmouth
Inspection number	10267666
Type of school	Other independent school
School category	Independent day school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	57
Number of part-time pupils	0
Proprietor	The Madani Academy Portsmouth Limited
Chair	Abdul Mukit
Headteacher	Mohammad Luthfur Rahman
Annual fees (day pupils)	£2,300 to £2,600
Telephone number	02392 830 764
Website	www.madani-academy.org
Email address	info@madani-academy.org
Date of previous inspection	24 June 2021

Information about this school

- Madani Academy is an Islamic all-through school offering education to boys and girls aged five to 11 years old, and then for girls only who are aged 11 to 16 years old.
- Following a material change inspection in June 2021, the school expanded to open a secondary phase for girls. Thus, the school changed its name from Madani Primary School to Madani Academy.
- The proprietor body consists of two directors, including the headteacher. There is a separate governing body of three members, with one who is the overall chair of the proprietor body.
- The school makes no use of 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the other director and staff. The lead inspector held a telephone call with the chair of governors.
- The inspection team carried out deep dives into these subjects: early reading, English, mathematics and history. To do this, they met with leaders, looked at curriculum planning, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.
- Inspectors talk to pupils about their learning and experiences at school.
- The views of staff and parents were gathered through discussions and Ofsted's online surveys.
- The lead inspector toured the school site to gather evidence about compliance with the standards. Inspectors also reviewed a range of other documents and

policies.

Inspection team

James Broadbridge, lead inspector

His Majesty's Inspector

Deborah Gordon

Ofsted Inspector

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