

Inspection of Al-Madani Independent Grammar School

1 Whittle Parkway, Slough, Berkshire SL1 6FE

Inspection dates: 14 to 16 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?

Pupils are unequivocally proud of this ambitious and inclusive school. They are motivated to achieve well and be successful. Pupils understand the value of their academic work and approach all aspects of school life with tremendous respect and maturity. They are well prepared for the next stage of their education.

Pupils' behaviour is exemplary. They are avid learners who happily meet their teachers' very high expectations. Pupils' exceptionally positive attitudes are further reflected in their excellent rates of attendance. Staff lead by example, preparing pupils to 'become leaders of the future'. They look after pupils well and make sure that pupils are safe. The warm and nurturing relationships between staff and pupils are the bedrock of this school's success.

The school's religious ethos is the cornerstone of everyday life here. Pupils celebrate and capitalise on each other's rich cultural heritage and that of the school's staff. They learn about the major world religions, including Christianity, Judaism and Buddhism and make mature comparisons to their own Islamic faith. This teaches pupils to become well-rounded citizens, who are positively prepared for life in modern Britain.

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

Pupils take great pride in their work and are eager to do well. They fully appreciate and value the kind and respectful way in which teachers interact with them. A calm and peaceful atmosphere coupled with pupils' positive behaviours set the tone for learning throughout the school. This makes for purposeful classrooms filled with inquisitive pupils, where no learning time is lost.

The school has designed a broad and ambitious curriculum that enables pupils to achieve well. This interesting curriculum is sequenced carefully and identifies precisely the essential knowledge and skills pupils need to learn and remember. Pupils enjoy the wide range of subjects on offer. They achieve GCSE qualifications in many subjects by the end of Year 11.

Teachers have strong subject knowledge. They are skilled at selecting appropriate activities to enable pupils to learn the curriculum well. Teachers are clear about the individual needs of pupils, including the very small number with special educational needs and/or disabilities (SEND). Where necessary, they provide timely support to any pupils who need a little bit of extra help. However, sometimes teachers do not check what pupils know and understand carefully enough before moving them on to more complex concepts. When this happens, pupils do not learn as well as they could.

Rightly, there is a strong culture of reading across the school. There are many opportunities for pupils to read widely and often, in both English and Arabic. They are proficient and prolific readers. Teachers provide rich opportunities for pupils to

develop their vocabulary and cultural awareness. As a result, pupils are confident communicators and use their vocabulary with precision to discuss and explain their ideas.

Parents are overwhelmingly supportive of the school. They are well informed about their children's achievements through detailed reports and regular opportunities to meet with staff. One parent echoed the views of many by saying, 'My son is incredibly happy here. He appears to have found his place, where he can be himself and trust [that] the teachers have his best interest at heart.'

The school's personal, social and health education curriculum is comprehensive. Pupils learn about topics such as healthy relationships, consent and online safety. They enjoy a range of well-considered visits, including to the theatre, places of worship and to the British Museum. Pupils receive regular, useful, unbiased careers advice. For instance, they visit universities, learn about apprenticeships, and practise interviews linked to their future aspirations. This means that they are well informed about different career pathways and future study options.

The proprietor and governors are ambitious for the school and its pupils. They are knowledgeable about the school's work and they carry out their roles well. This ensures that all relevant independent school standards are met in full, and the school complies with the schedule 10 of the Equality Act 2010. There is a strong feeling of camaraderie across the school. Staff feel well supported and really enjoy their work. They highly value that the school is considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

- Sometimes, teachers do not check what pupils know and understand carefully enough before moving them on to more complex concepts. When this happens, pupils do not learn as well as they could. The school should ensure that all teachers assess pupils' knowledge consistently well during lessons, and use what they learn to make good decisions about what to teach next.

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	145416
DfE registration number	871/6004
Local authority	Slough
Inspection number	10267685
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	89
Number of part-time pupils	0
Proprietor	Aqeel Lone
Chair	Zabear Bowkan
Headteacher	Nyron Gonzales
Annual fees (day pupils)	£4,900
Telephone number	01753 202203
Website	www.amigs.uk
Email address	headteacher@amigs.uk
Date of previous inspection	6 to 8 November 2018

Information about this school

- The previous standard inspection took place in November 2018. At this point, the school was registered for pupils aged 11 to 14. It applied to increase the age range and received a material change inspection to consider this in November 2020. The application was successful and the school now caters for pupils aged 11 to 16.
- Al-Madani Independent Grammar School is an Islamic secondary school for boys. It is situated at the same location as Al-Madani Masjid. The school is part of the Abu Haneefa Educational Trust, which also manages a neighbouring independent Islamic faith school for girls.
- The school is registered for up to 120 pupils. The school supports a very small number of pupils with SEND and does not have any pupils who have education, health and care plans.
- The proprietor of the school is Mr Aqeel Lone. The school has four governors currently.
- The school is not currently using any alternative providers.
- At the time of the inspection, the school's website was under construction.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 team held a wide range of meetings with the headteacher, other leaders and teachers in the school. The lead inspector also met with the school's sole proprietor. She also met with representatives of the board of governors, including the chair of governors.
- Inspectors carried out deep dives in these subjects: English, science, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team looked at the school's website, had a tour of the school premises, examined policies and associated documentation and spoke to staff to consider if the school meets the independent school standards.
- Inspectors considered the views of parents submitted through Ofsted's parent survey. Ofsted's surveys for staff and for pupils were also considered.

Inspection team

Louise Walker, lead inspector

His Majesty's Inspector

Deborah Gordon

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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