

# Madani Muslim High School (VA)

## Inspection report

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<b>Unique Reference Number</b>	129645
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	328518
<b>Inspection dates</b>	18–19 March 2009
<b>Reporting inspector</b>	Michelle Parker HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	580
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hussein Suleman
<b>Principal</b>	Mohammed Mukadam
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	77 Evington Valley Road Leicester LE5 5LL
<b>Telephone number</b>	0116 2498080
<b>Fax number</b>	0116 2735647

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## Description of the school

The school is smaller than most secondary schools. Students come from a diverse range of social, economic and ethnic groups living in and around the city of Leicester. The majority are of Indian heritage, together with a small number of students of Pakistani and African/Black British heritage. The proportion of students eligible for free school meals is above the national average. The percentage of students with learning difficulties and/or disabilities, including those with statements of special educational needs, is below the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Students greatly enjoy their education, as shown by their outstanding attendance. The strong Islamic ethos underpins all aspects of school life, and motivates all staff and students to do their best at all times. Since the school opened in 2007, it has worked hard and successfully to establish a good reputation in the area. The careful guidance of the headteacher ensures it is well led and managed at all levels, and is a haven of calm and friendliness.

Good teaching promotes good overall student achievement and attainment. Teachers are developing confidence in teaching more creatively and seeking ways of building on their good practice. Students with learning difficulties and/or disabilities have work which is suitably matched to their needs and receive effective support from teachers and classroom assistants. However, higher attaining students are not always sufficiently challenged. Feedback to students has improved and students understand their targets, but marking of work does not always explain what students have done well or what they need to do to improve.

The curriculum is satisfactory but there are some limitations, with little provision for music, restricted option choices in Key Stage 4 and limited provision for vocational subjects. Provision for students who are gifted and talented is limited. The school is mindful of these shortfalls and is already planning to widen choices in the future. A focus on information and communication technology (ICT) and the development of literacy skills supports all learners effectively. Numeracy skills are well developed in mathematics but less evident than they should be in other curriculum areas. However, one of the strengths of the curriculum, which enhances students' learning and their life chances, is the well planned life skills, citizenship and personal, social and health education programme, covering aspects of human rights, personal finance, healthy eating and bullying. These activities make a significant contribution to students' enjoyment of learning, to their personal development and to their outstanding preparation for their future economic well-being.

Students feel very safe, and bullying is rare and dealt with swiftly and effectively. Students behave safely and have a good understanding of the importance of healthy eating and healthy lifestyles. Both girls and boys take advantage of the good opportunities to participate in extra-curricular sporting activities. This includes competing against other schools.

The spiritual development of students, nurtured through the 'Tarbiah programme', is very strong. This includes a clear focus on the importance of taking responsibility for oneself and the community. The school's work in the community has strengthened students' understanding of the city's different communities. Friendships have now formed with students from the partner school on the opposite side of the city.

### What the school should do to improve further

- Ensure that all marking clearly explains what students have done well and what they need to do to improve.
- Ensure that higher attaining students' needs are better met through providing them with greater subject choice and more challenging activities in lessons.

## **Achievement and standards**

### **Grade: 2**

Students enter school with attainment that is broadly in line with national expectations and make good progress. In 2008, students' GCSE attainment was well above the national average for five A\* to C grades, at 87%. Results in English, with 90% of students gaining A\* to C, and mathematics, with 71% achieving A\* to C, were much higher than national figures. Both science and modern foreign languages were well above the national average. Monitoring of mathematic trends indicates that students will exceed last year's performance in this subject. Students' high attainment in the core skills of literacy, numeracy and ICT positions them exceptionally well to take up opportunities in further and higher education. The school ensures that students with learning difficulties and/or disabilities and those with English as an additional language are effectively supported so that they also make good progress.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of students are good. Students value their education and want to learn and succeed, which is reflected in their outstanding attendance rates. The school has taken strong and effective action to reduce absence from holidays in term time. Although parents have expressed some concerns about behaviour, during the inspection behaviour around the school and in most lessons was observed to be good. In a few lessons where teaching was less than good, there was some minor disruption. The school has appropriate plans to eradicate this. A work experience programme encourages very good teamwork skills and helps students to be articulate and confident. Together with the very strong growth in their basic skills and good careers education, this means that students are prepared exceptionally well for the next phase of their life., A high number of students progress to higher education. The social, cultural and moral development of students is good, and their spiritual growth is particularly strong. They make a good and positive contribution to the community, for example through participation in school council activities, contributing to assemblies and raising money for charities. The school has appropriate plans to further increase students' cultural awareness through curricular and extra-curricular activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall. Relationships are positive and teachers have high expectations, good subject knowledge and an appreciation of examination requirements. In the good and outstanding lessons seen, planning focused on students' learning and teachers made very good use of a variety of resources (including power-point presentations and the internet) to support and encourage students' understanding. These lessons proceeded at a quick pace and maximised use of the time available. Where teaching is satisfactory it does not take sufficient account of the spread of ability and so able students are not suitably challenged. In these lessons, questioning does not sufficiently probe and develop students' understanding.

Recent strategies to raise the quality of teaching, including a greater emphasis on creativity supported by whole-school initiatives on assessment and differentiation, are beginning to have

a positive impact on improving the quality of teaching and learning. The use of marking and test results to set targets for individual students is improving. However, there is inconsistency in the marking of students' work. Some marking is detailed and good advice for improvement is given but sometimes the marking is brief or superficial.

## **Curriculum and other activities**

### **Grade: 3**

The current curriculum satisfactorily meets the needs of the majority of students. The leadership team acknowledges that there are a number of limitations in the current provision regarding music, option choices in Key Stage 4, vocational pathways, and programmes for gifted and talented students. The school has well judged plans to broaden the curriculum.

A well planned programme of careers education and work experience successfully helps prepare students for the next stages of their education and employment. The school works effectively with partners to provide students with experience of future education and training, such as visits to, and support from, local colleges and local businesses. The school provides an extensive number of extra-curricular opportunities in sports, including rugby, football, badminton and fitness. Mother and daughter programmes encourage parental participation in the life of the school. Revision, homework and reading clubs are well attended. Enrichment activities such as theatre trips and poetry readings are increasingly being used to support students' education and develop their awareness of the community.

## **Care, guidance and support**

### **Grade: 2**

Staff know students well and provide good levels of care and support. Students report that there are adults to turn to for help and advice. Safeguarding procedures are robust and meet all statutory requirements. Good use is made of electronic data tracking systems to provide staff with information about individuals' personal development. Information on higher attaining students' current level of work is not always used effectively to ensure they are appropriately challenged. Students requiring additional support are quickly identified and tutors have opportunities to mentor individual students on a regular basis. Students receive clear guidance from their tutors about their learning targets and what they need to do to achieve them, and are given regular information about the progress they are making. Students with learning difficulties and/or disabilities and other vulnerable students are very well supported so that they make good progress. Good use is made of external agencies to provide specialist support. There is regular partnership working with the local authority behaviour support team so that, for example, students with behavioural difficulties better manage their behaviour. A group of students has benefited from the support provided by a community organisation. Good impartial advice and guidance is given to students to support their successful progress into further education and this is supported by good and developing links with local sixth form colleges. The school ensures all health and safety procedures meet statutory requirements.

## Leadership and management

### Grade: 2

The headteacher, senior leadership team and all staff share the same passion for helping all students to succeed. Leadership at all levels is effective because all staff understand the challenging targets that they need to meet and they work hard to achieve them.

Leaders have good systems for evaluating the work of the school, and have a good understanding of what is working well and what is not. The school's systematic analysis of tracking data in all years enables quick and effective interventions. Governance is good. All governors understand performance data and continually challenge the school to do better. They effectively make sure that the school manages its budget, so ensuring good value for money. The new purpose-built facilities ensure that resources and accommodation provide an excellent learning environment.

Effective, continuous professional development supports all managers and staff through, for example, 'the masters' course run by University of Gloucestershire. This promotes the good capacity of the school for further improvement.

The morning 'Nasiah' programme focuses on developing positive attitudes among all teachers so that all groups of students are treated equally. This underpins the school's strong ethos of inclusion and equality. The school's contribution to community cohesion is good because staff believe this is an integral part of its work. This is a quickly developing area. In the short time in which the school has been open, it has worked hard and taken the lead in developing a wide range of local and national initiatives, such as partnering a school on the opposite side of the city, which has mainly White students. It successfully ran an Islamic awareness week and an Educational Conference to which schools throughout Britain were invited to attend. A number of students were invited to talk to the United States of America cultural attaché to discuss their views on President Obama's first 100 days.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 March 2009

Dear Students

Inspection of Madani Muslim High School, Leicester, LE5 5LL

Thank you for the warm and friendly welcome you gave us when we came to inspect your school. We were very impressed with how smart you are in your school uniform and your openness when answering our questions. We agree with you that you go to a good school. You behave with respect towards each other and your teachers and staff.

All the staff show a real commitment to your education, care and well-being. They support you well in your faith and help you to play an active role as citizens in a multicultural society. The school is well led by your headteacher and senior staff. Teaching is good overall. You work hard and attain well. All of you make good progress but higher attaining students are not always sufficiently challenged. We have asked the school to improve this. Target setting and tracking of your work is good, and staff quickly intervene to support you and help you to improve. This enables you to do well in external examinations. You do well in English, mathematics and ICT, which prepares you extremely well for your next stage of education. The majority of you take this up. Teachers talk to you about your work, but marking often does not explain what you have done well and how you can do better. We have asked the school to improve this. Although there are not many opportunities for music in school and your option choices are limited at the moment, the curriculum is satisfactory. The school is already planning to widen choices in the future. You enjoy the opportunities the school is developing to go on visits and trips which extend your understanding of subjects.

We were pleased to hear how much you enjoy school and to learn that your attendance is exemplary. You said you felt very safe and that the rare instances of bullying are dealt with swiftly. You participate well in after-school activities, especially sports, and know how to keep yourselves healthy. Your behaviour in school is good.

Your personal development is good, as are the care, guidance and support the school gives you. You have all benefited from the inclusive ethos of the school in challenging all of you to do your best.

We wish you every success in all you do.

Yours sincerely

Michelle Parker

Her Majesty's Inspector