

Madni Academy

40-42 Scarborough Street, Savile Town, Dewsbury, West Yorkshire WF12 9AY

Inspection dates

5–7 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders have high aspirations for all pupils. They have created a culture of high expectations. They ensure that the independent school standards are met.
- Leaders ensure that staff receive bespoke professional development. Staff are enthusiastic to improve their practice.
- Most pupils make good progress from their different starting points because of effective teaching, particularly in secondary lessons.
- Pupils are well cared for. Leaders ensure a comprehensive programme to support pupils' well-being and personal development.
- Pupils are extremely polite and well-mannered. They show respectful and tolerant attitudes. They enjoy learning about other religions and faiths.
- Leaders foster British values exceptionally well. Pupils have a clear understanding of the importance of British values.
- Pupils are proud of their school. Most pupils attend school well. However, persistent absence by some secondary pupils has recently increased.
- Leaders have created a strong culture of reading. Pupils enjoy reading regularly. However, the development of pupils' literacy skills is not consistent across the all-through school, particularly in key stages 1 and 2 in subjects other than English.
- Leaders ensure that the curriculum is well considered. There is a wide range of extra-curricular activities, trips and visits. However, the quality and delivery of schemes of learning in key stages 1 and 2 is more variable and teachers do not consistently address pupils' misconceptions
- Teaching is consistently strong in key stages 3 and 4. However, there is some variability in the quality of teaching across the all-through school.
- Children in the early years make good progress. However, there are more limited opportunities for children to enhance their basic skills outdoors.
- Governors are committed and have high expectations. Despite this, governors do not consistently challenge leaders.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - further developing opportunities for early years children to enhance their basic skills outdoors
 - ensuring that primary pupils' knowledge, understanding and skills are more secure in subjects such as history and geography, and teachers routinely address pupils' misconceptions
 - providing more opportunities for pupils in key stages 1 and 2 to develop their literacy skills in subjects other than English.
- Improve the quality of leadership and management by:
 - developing more high-quality primary schemes of learning, in subjects such as history, geography and science
 - further enhancing the skills of governors so that they can challenge leaders more effectively.
- Reduce the number of secondary pupils who are regularly absent from school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear vision for the school. This is shared by staff and governors. Staff, leaders and governors have high aspirations for pupils' academic success. They place equal importance on developing pupils' life skills and wider experiences.
- Well-established and effective systems to check the quality of education ensure that leaders are aware of the school's strengths and areas for improvement. However, leaders can have an overgenerous view of some aspects of the school's work.
- Leaders ensure that staff have access to high-quality professional development. Staff talk positively about the effect of professional development on improving their teaching practice. For example, they work with coaches and mentors to develop and enhance their teaching. However, further work is needed to support teachers to improve primary schemes of learning in subjects such as history, geography and science.
- Staff morale is high. The staff who made their views known to inspectors feel well supported by senior leaders.
- There are myriad trips, visits and enrichment activities which enhance the taught curriculum. For instance, there is a regular programme of visiting speakers. During the inspection, a representative from a national bread company gave a talk about the history of bread-making to primary pupils. A local community police officer talked to pupils about the emergency services.
- Leaders place high importance on ensuring that pupils understand British values. The pupils who inspectors spoke to were knowledgeable about democracy, the rule of law and the public institutions in Britain. Leaders ensure that pupils learn about different religions, faiths and cultures. Pupils show very respectful and tolerant attitudes. Visits to places of worship enhance their understanding of other faiths. As a result, pupils are well prepared for life in modern Britain.
- The vast majority of parents and carers hold positive views about the school. Ninety-six per cent of parents who responded to Ofsted's online survey, Parent View, would recommend the school. Parents, who made their views known to inspectors, appreciate the opportunities to attend workshops to help them support their child's learning at home. Parents feel well informed about their child's progress. One parent's view reflects the views of others: 'I have heard from staff that it is a "Madni family", and indeed, as a parent, I can say it is a family.'
- Leaders ensure that the independent school standards are met. However, during the inspection the site was not secure. A company next to the school site had taken down the boundary fence. This was rectified during the inspection. A temporary fence was erected, to secure the site, until a permanent fence is built.

Governance

- Since the previous inspection, a governing body has been established. Governors meet regularly with school leaders. Governors are committed to improving the school. Although

they understand the school's strengths, they have a more limited understanding of the areas for improvement.

- Leaders recognise the need to develop the skills of the governing body so that governors can challenge leaders more effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff understand the important role they play in keeping pupils and children safe. For example, staff understand the signs to look out for should a pupil be at risk of a forced marriage. Staff are vigilant and pass on any concerns they may have about pupils to the designated safeguarding lead.
- In weekly staff meetings, the headteacher ensures that staff are informed of any issues within the community. Discussing the welfare of pupils takes high priority at weekly staff meetings.
- Staff have undertaken 'Prevent' duty training and understand the local risks. They know their legal responsibility to report female genital mutilation to the police.
- The safeguarding policy is in line with current government requirements and is available to parents on the school's website.
- Leaders ensure that appropriate safety checks are carried out before secondary pupils take part in work experience.
- Pupils told inspectors that they feel safe in school. Parents who responded to Parent View agree that their children feel safe.
- The headteacher ensures that all legal checks are carried out prior to the appointment of new staff. During the inspection, an error was discovered on the school's central register, which records recruitment checks on staff. This was quickly rectified.

Quality of teaching, learning and assessment

Good

- Teachers set high expectations. Pupils are well prepared for their lessons. Pupils demonstrate very positive attitudes towards their learning. They are eager to learn and make progress.
- Most teachers demonstrate good subject knowledge. They ask questions that help pupils to think more deeply about their learning. Pupils are confident to contribute in class. They work well with their peers and individually.
- The development of pupils' subject-specific vocabulary is strong. For instance, in a Year 9 history lesson, pupils were able to explain the differences between a democracy and a dictatorship, and capitalism and communism, with confidence.
- Pupils respond increasingly well to the feedback they receive from their teachers, particularly in English lessons. Teachers ensure that work is challenging for the most able pupils. They provide support for those pupils who need additional guidance.
- There is an increasingly consistent approach to implementing the school's presentation policy. Most pupils take pride in the presentation of their work in many subjects.

However, although pupils in key stages 1 and 2 present their work well in English and mathematics lessons, teachers do not ensure that pupils' presentation in other subjects is equally strong.

- Pupils' literacy skills are well developed in key stages 3 and 4. Pupils' literacy skills in key stages 1 and 2 are strongly developed in English lessons. However, there are fewer opportunities for primary pupils to enhance their literacy skills in subjects such as history and geography.
- There is some variability in the quality of teaching across the all-through school. For example, teaching in key stage 3 and 4 is consistently strong. However, teaching is more variable in primary. Some teachers do not address pupils' misconceptions and errors quickly enough. Primary pupils' knowledge, understanding and skills in subjects such as history, geography and science are not as secure as in English and mathematics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Secondary pupils have a good understanding of the protected characteristics. All pupils who inspectors spoke to demonstrate tolerant views. They respect difference. Pupils enjoy learning about different religions and cultures.
- Pupils show very positive attitudes towards their learning. Staff have created a culture where pupils feel confident to express their views and opinions. Pupils enjoy learning about current affairs. They talk positively about the regular opportunities to discuss events in the local and national news.
- Many pupils relish the opportunity to develop their leadership skills. For instance, pupils act as playground buddies, they take on prefect roles and mentor younger pupils. Some pupils take responsibility for helping to run the school library.
- The pupil council (student shura) enables pupils to have a say in their school. During the inspection, there was a student shura meeting. Pupils discussed how to raise the profile of healthy eating and improve the school's tuck shop.
- Pupils contribute to their community. For example, they fundraise for local and national charities. During the inspection, pupils in Years 9 and 10 met to discuss a community project involving meeting with pupils from other schools, faiths and cultures.
- Pupils understand how to stay safe online. They have a good knowledge of what can constitute the different types of bullying, including cyber bullying. Pupils told inspectors that bullying is rare. Inspectors talked to several pupils during the inspection. They said that there is someone to talk to in school if they have any concerns. Pupils are confident that staff will deal with any issues promptly. The school's own records show that incidents of bullying are rare. However, a few pupils and parents, who responded to Ofsted's online surveys, do not think that staff deal with bullying effectively.

Behaviour

- The behaviour of pupils is good.

- Pupils behave exceptionally well in lessons and around the school. As a result, there is a calm and purposeful environment. Behaviour incidents are rare.
- Pupils are respectful and courteous to visitors. They display impeccable manners. There are positive relationships between pupils and staff. Consequently, there is a culture of mutual respect.
- Pupils who spoke to inspectors said that they are very proud of their school. However, inspectors found a lot of litter in the school playground.
- Pupils understand the importance of good attendance. Over time, pupils' attendance has been above the national average. Primary pupils' attendance remains above the national average. Despite this, secondary pupils' attendance has declined since the previous inspection. The number of secondary pupils who are regularly absent from school has increased recently. Leaders do not check attendance trends against national trends. Consequently, they were not aware that the rate of persistent absence for secondary pupils is above the national average.

Outcomes for pupils

Good

- Secondary pupils make good progress in a range of subjects, including in English and mathematics. In the last two years, the number of Year 11 pupils achieving a grade 5 or above in GCSE English and mathematics has been above the national average.
- All secondary pupils study the English Baccalaureate (EBacc). In 2017 and 2018, a higher proportion of pupils achieved the EBacc compared to the national average. Pupils' attainment in most of their GCSE examinations is higher than the national average. Pupils make good progress from their different starting points, including pupils with special education needs and/or disabilities.
- Pupils make particularly strong progress in GCSE art. The celebration of pupils' artwork around the school is testament to this.
- Pupils in key stage 3 make good progress across a range of subjects. Secondary pupils have many opportunities to write at length across the curriculum and develop their literacy skills. However, primary pupils have more limited opportunities to develop their written skills in subjects other than English.
- The proportion of Year 6 pupils who achieve the expected standard in reading and mathematics is consistently above the national average. Pupils in Year 6 also achieve outcomes in the English grammar, punctuation and spelling tests that are typically well above the national average.
- Pupils in key stages 1 and 2 make good progress in English and mathematics. However, their knowledge, understanding and skills are less secure in subjects such as history and geography. Schemes of learning are not as well developed in these subjects compared to in English and mathematics.
- There is a culture of reading. After the previous inspection, leaders invested in the school library. As a result, there is a wide variety of fiction and non-fiction books for pupils of all ages to choose from. Pupils enjoy reading. They read regularly at school and home. Pupils who need additional support to improve their reading skills are identified quickly;

intervention actions are then put in place. For instance, older pupils read with younger pupils.

- There is an effective careers programme. Careers education is woven throughout the curriculum from the early years to Year 11. All secondary pupils receive an impartial careers interview. Year 10 pupils take part in a work experience placement. Pupils talk positively about the yearly careers fair. Pupils have high aspirations for their futures. They are exceptionally well prepared for their next steps in education, employment or training.
- The proportion of pupils who leave the school at the end of Year 11 not in education, employment or training is consistently below the national average.

Early years provision

Good

- Children make good progress in the early years from their different starting points.
- A higher proportion of children than found nationally achieve a good level of development by the end of Reception because of effective teaching. Children are well prepared to start Year 1.
- Adults quickly establish routines to develop children's social skills. Children are kind to each other and they behave well. Children appear happy.
- Early years leaders have a good understanding of the strength and areas for development of the provision. Teachers develop their practice through regular professional development.
- Staff establish good relationships with parents. There are increasing opportunities for parents to attend workshops to help them support their children's learning, for instance the recent parent workshop on phonics. Parents are kept well informed of their child's progress.
- From the very beginning of the early years, staff place a strong emphasis on daily storytime, including the sharing of rhymes, to develop children's enthusiasm for reading. Staff develop in the children the skills of being able to listen and concentrate.
- Leaders ensure that the independent school standards for the early years are met, including the welfare requirements.
- There are limited child-friendly signposts and guidance outdoors to develop children's independent learning in number and early writing. Leaders acknowledge that the outdoors area needs further development to enhance the children's basic skills.

School details

Unique reference number	107794
DfE registration number	382/6017
Inspection number	10061230

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

Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 16
Gender of pupils	Girls: aged 2 to 16 Boys: aged 2 to 7
Number of pupils on the school roll	212
Number of part-time pupils	0
Proprietor	Savile Town Muslim Parents' Association
Chair	Shakera Mirza
Headteacher	Shakera Mirza
Annual fees (day pupils)	£1,500 secondary £1,350 primary
Telephone number	01924 500335
Website	www.madnimuslimgirls.org.uk
Email address	school.office@madnimuslimgirls.org.uk
Date of previous inspection	11–13 October 2016

Information about this school

- Madni Academy is an all-through Muslim independent day school. The school has an open admissions policy and admits pupils from all faiths.
- The school educates boys up to the age of seven and girls up to the age of 16.
- The school is registered on the government's website, 'Get information about schools', for girls. However, the school admits a small number of boys in the primary phase.

- In 2017, the school changed its name from Madni Muslim Girls' High School to Madni Academy to reflect the school's all-through provision.
- The previous standard inspection took place in October 2016.
- The school does not use any alternative education provision.
- There are no pupils who have an education, health and care plan.
- At the time of the inspection, the school was in the process of recruiting a new chair of the governing body. The headteacher is currently carrying out this role until a new chair is appointed.

Information about this inspection

- The inspection was carried out with one day's notice. The inspection was conducted over two and a half days.
- Inspectors visited lessons in all key stages, including in the early years. Inspectors looked at the work in pupils' books in a range of subjects and across all year groups.
- Inspectors met with pupils formally and informally during breaktimes and lunchtimes.
- Inspectors held meetings with the headteacher and other members of the senior leadership team.
- An inspector met with the school's local community police officer, who was giving a talk to pupils at the time of the inspection.
- An inspector met with the designated senior lead for child protection.
- An inspector listened to some pupils read.
- Inspectors held discussions with some parents to get their views about the school.
- A meeting was held with two proprietors and five governors.
- A meeting was held with seven members of staff.
- An inspector toured the school site to check compliance with the independent school premises standards.
- A wide range of documentation relating to the school's work was scrutinised during the inspection, including the school's development plan and self-evaluation, information relating to the progress and attainment of pupils, a wide range of school policies, behaviour and attendance records, minutes of governing body meetings, and documents relating to the independent school standards.
- Inspectors took account of the views of 23 parents who responded to Ofsted's survey, Parent View, including the five free-text comments. Inspectors also considered the 18 responses to Ofsted's pupil survey.

Inspection team

Michele Costello, lead inspector

Her Majesty's Inspector

Steve Rogers

Ofsted Inspector

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