

Madani Primary School

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

Inspection dates

4–6 July 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although leaders have made a number of improvements since the last inspection, teaching and outcomes are not yet good.
- Leaders' evaluations of the school's effectiveness are too generous. Systems for monitoring the work of the school have only been recently introduced.
- Leaders' expectations of what pupils should know, be able to do and understand are not high enough. Consequently, leaders believe that teaching is more effective than it is.
- Middle leadership is currently in a state of change and does not help to move the school forward.
- Leaders' evaluation of the quality of teaching is overgenerous. As a result, expectations of what pupils should know, be able to do and understand are not high enough.
- Leaders' systems for monitoring the work of the school are underdeveloped or have only been recently introduced. Consequently, leaders are not able to account for the impact of their actions.

The school has the following strengths

- Pupils' personal development and welfare are supported extremely well. This, combined with the strong provision for pupils' spiritual, moral, social and cultural development, ensures that pupils are well prepared for their roles as citizens of modern Britain.
- Previous strengths in teaching have been sustained, resulting in good or very good progress for some pupils.
- Pupils behave well. They are respectful to their teachers and unfailingly polite to visitors. They are proud of their school and wear the uniform with pride.
- The curriculum, including that for Islamic studies, is well planned. Outcomes in the Muslim faith and Arabic language are strong.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 (the independent school standards) and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils, including the most able, make consistently good progress by:
 - raising teachers' expectations of what pupils can do
 - developing teachers' subject knowledge in writing and mathematics
 - establish the use of accurate assessment information to plan lessons which meet pupils' needs
 - ensuring that teachers check learning in lessons and make adaptations to activities as required
 - developing teachers' questioning skills so that they use probing questions which require pupils to think deeply and provide thoughtful responses
 - ensuring that work provides sufficient challenge for pupils, particularly the most able.
- Improve the quality of leadership and management by ensuring that:
 - leaders' evaluations of the quality of teaching and of the progress that pupils make are accurate
 - leaders and governors check the impact of their actions to improve the achievement of all pupils, including the most able
 - all middle leaders develop the necessary skills to drive improvements in their areas of responsibility
 - performance management processes are implemented so that teachers are held to account for the progress that their pupils make.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders' actions to improve the school since the last inspection have been effective and the school is improving. However, some changes did not happen as quickly as they needed to. During the same period, there have been a number of changes of teachers. Consequently, teaching and outcomes are not yet consistently good.
- The headteacher leads the school with warmth, commitment and integrity, seeking the very best for the pupils. He inspires staff and volunteers alike to give generously of their time to work with pupils. This is particularly the case for those who teach Islam and Arabic.
- Since the last inspection, the headteacher, who is also the proprietor, has sensibly worked with a small group of parents to create a governing body. Governors are beginning to hold him accountable and provide support with strategic planning for school improvement. However, this has taken a long time to get going and governors have only recently begun to understand the full scope of their role.
- Recently appointed senior leaders have helped to increase the capacity of school leadership. They are helping to drive improvements. However, they are still developing in their roles and do not yet have all the skills and knowledge they need to be fully effective.
- Improvements to middle leadership have stalled due to changes in staffing. Teachers who had responsibility for subjects have left and, although there has been some reallocation, too little has been done to ensure consistent and effective teaching in individual subjects.
- Leaders' checks on teaching identify ways in which teachers could improve their practice. At times, leaders are too positive about the lessons they see so that they and teachers do not focus sharply enough on what could be better. For example, when teachers provide activities to keep pupils busy, rather than helping them learn, leaders do not always notice.
- Leaders check pupils' progress to identify pupils who are falling behind. Appropriate support is then provided to help them catch up. However, leaders recognise that the current method of assessing progress does not enable them to be as accurate as they need to be and that recorded progress in some classes looks more positive than the work in books shows.
- Staff appraisal processes are not yet in place. Leaders plan for these to be implemented from September but currently teachers are not held accountable for how well their pupils do.
- Although leaders monitor pupils' work in books, they do not hold teachers to account for the quality of pupils' work and presentation. Too much of their evaluation focuses on marking and feedback, without identifying where learning is, and is not, taking place. Typically, work in English and mathematics books is of a higher standard, both in terms of content and presentation, than it is in other subjects.
- The curriculum is well planned to provide appropriate breadth and depth in all subjects. Pupils have opportunities to develop their skills and knowledge in a range of areas. They

develop a good understanding in subjects such as science, geography and design and technology, but the quality of work that they produce does not reflect this.

- Pupils' spiritual, moral, social and cultural development is supported very well through close links with daily faith teaching and weekly assemblies. Pupils are helped to focus on becoming effective members of the local and wider community. Pupils have a good understanding of British values and are well supported to engage in life in modern Britain.
- Parents who completed the school survey and those who spoke to inspectors are very positive about the school. They say that their children are kept safe and that they make good progress. A number of parents recognise that resources are very limited because the school charges such low fees.

Governance

- It is a positive thing that there is a governing body now in place. Although only recently formed, it is becoming effective. Governors ask direct and challenging questions about the information that they have. At present, the information provided to governors is not sufficiently accurate or detailed to enable governors to hold leaders fully accountable.
- Governors are developing their understanding of their safeguarding responsibilities and have undertaken the appropriate training. They understand and carry out the required safer recruitment tasks.
- Governors have a good understanding of business-related elements of governance, such as finance, resources and leadership capacity. They rightly recognise that the leaders have moved forward significantly since the last inspection but that there is more to do.

Safeguarding

- The arrangements for safeguarding are effective. All staff, leaders and governors have undertaken the appropriate training and understand their responsibilities in keeping pupils safe. They take safeguarding seriously and ensure that pupils are well supported to keep themselves safe. They maintain tight site security to ensure that pupils are safe from harm. The recently appointed designated safeguarding lead maintains records of concern and ensures that any required action is taken.
- Appropriate checks are carried out to ensure that all adults in the school are safe to work with pupils. These checks are rigorously recorded and maintained in the central register.
- Leaders carry out useful risk assessments, particularly in relation to the building, which was not designed to be a school. However, some activities are not assessed in as much detail as they need to be to ensure that pupils are fully safe at all times.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is inconsistent across the school. Teachers' expectations of what pupils can achieve is not high enough and, too often, teachers provide activities which keep pupils busy but do not help to deepen their learning.

- Teachers consistently plan work at different levels, recognising the different ages and abilities within the class. However, because teachers do not always check what pupils can and cannot do, frequently tasks are too easy or too hard.
- The most able pupils are not taught as well as they should be. These pupils are frequently given more to do rather than challenged to extend their thinking or deepen their learning.
- The teaching of writing does not enable pupils to achieve at the expected standard. Some teachers do not have sufficient subject knowledge to develop pupils' writing skills at the appropriate standard for pupils' ages.
- The quality of the teaching of mathematics is variable. Work in pupils' books shows that pupils do not have enough opportunities to develop strategies to manipulate numbers and solve problems. Where teachers' subject knowledge is not strong enough, some less confident mathematicians show gaps in their understanding.
- Reading is not taught as systematically as it should be. Reading lessons provide some useful opportunities, but inconsistencies in approach mean that some pupils are not reading books at the right level and do not read enough to adults.
- Relationships between pupils and teachers are warm and supportive. Consequently, pupils show confidence and ask for help.
- Teaching assistants provide useful support. They check how pupils are getting on and work with them when necessary to guide their learning. Pupils who are falling behind receive appropriate additional teaching through interventions outside curriculum time. As a result, they catch up to their peers.
- Lessons to develop pupils' Arabic language and understanding of the Muslim faith are effective. Teaching of science is strong and encourages pupils to develop their skills of prediction and fair testing. Pupils learn some useful skills and knowledge in other subjects, but the quality of the work produced does not reflect this.
- Standards of presentation are not consistently good. Teachers do not insist on pupils taking pride in their work and there is not a consistent approach to what should be expected.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Across the school, pupils demonstrate great confidence, respect for each other and for adults and lovely manners. They take great pride in themselves and their school.
- Pupils learn about being healthy, eating well and taking exercise, in both personal, social and health education and in science lessons. They can explain clearly what makes a meal healthy and why treats should be eaten occasionally, citing Wednesday 'treat day' as a good example. They appreciate the weekly opportunity to bring one item in their lunchbox which is not considered to be quite as healthy as it could be.
- They are taught very well about keeping safe online. Pupils stated confidently that they should not share information about themselves and must tell an adult if someone contacts

them over the internet. They gave examples of what might put them at risk and how to manage this.

- Pupils learn to be safe in other ways, such as crossing the road and not talking to strangers. They are taught ways to manage situations if they are approached by someone that they do not know. When pupils explain their understanding, they cite examples in great detail, indicating their deep understanding.
- Pupils enjoy coming to school and attendance is good. Leaders check this carefully and respond rapidly, taking appropriate action to encourage parents to bring pupils to school.
- Assemblies and personal, social and health education lessons encourage pupils to reflect carefully on their role in society. They consider at length how they can become effective citizens within the local and wider community. The faith teaching that they receive supports their understanding and development extremely well. Pupils speak articulately of the responsibilities that they have to support everyone in school.

Behaviour

- The behaviour of pupils is good. Pupils generally behave with kindness towards each other and towards adults within the community. Pupils have high expectations of behaviour and say that, although it is good, it could be even better.
- Pupils behave well in lessons. Occasionally, they can become distracted when activities go on for too long.
- Behaviour at breaktimes and around the school is good. Pupils play well together, sharing well and including each other in activities.
- Teachers manage behaviour well. They have worked with volunteers who teach in the afternoon to share their good practice and improve behaviour further.
- Pupils say that there is little bullying and that they are confident that teachers resolve it. They said that, if they had a concern, they would tell their teacher or the headteacher.

Outcomes for pupils

Requires improvement

- Leaders rightly recognise that approximately half of the pupils are not working at the expected standard. However, leaders and teachers have not identified how these pupils will catch up and teaching is not sufficiently strong across the school to ensure that pupils get to where they need to be.
- In some year groups, pupils make strong progress and catch up so that they are working broadly at the expected standard. However, in classes where teaching does not meet pupils' needs well enough, pupils do not make consistently good progress. This means that, over time, pupils do not always do as well as they should.
- Typically, pupils come to school with effective reading skills. This strong start is not built upon consistently well. Although some pupils achieve very well in reading, some do not make enough progress and fall behind.
- Pupils do not do as well as they should in writing. Teachers are not clear enough about the national expectations for writing and, consequently, do not expect enough of pupils.

- In mathematics, pupils' progress is variable. At times, pupils make strong progress. However, some teachers have weak subject knowledge, which leads to gaps in some pupils' understanding.
- The most able pupils do not do as well as they should because activities frequently do not challenge them to extend their thinking and understanding.
- Pupils develop a good understanding of other subjects, including science and design technology. However, low expectations of what pupils can achieve means that, too often, their work in subjects other than these does not reflect their skills and knowledge.
- Presentation across the school is not as good as it should be. Pupils do not show the same pride in their work as they do in their school and their appearance. This reflects the low priority placed on presentation by teachers and leaders.
- Outcomes in Arabic and the Muslim faith are strong. Pupils develop a good knowledge and understanding of their religion and the associated language as a result of the sharply focused teaching they receive in these subjects.

School details

Unique reference number	140624
DfE registration number	851/6000
Inspection number	10025993

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Proprietor	Mohammed Luthfar Rahman
Chair	Salik Miah
Headteacher	Mohammed Luthfar Rahman
Annual fees (day pupils)	£2000
Telephone number	02392 830 764
Website	www.madani-academy.org
Email address	info@madani-academy.org
Date of previous inspection	3 February 2015

Information about this school

- The Madani Primary School is an independent Islamic day school. It is registered for up to 45 pupils, aged five to 11.
- The school aims to 'create an independent faith school which will deliver high-quality education of the national curriculum and Islam'.
- Pupils are taught in three classes of Years 1 and 2, Years 3 and 4 and Years 5 and 6. The school does not currently provide education for children in the early years.
- Pupils come from a range of ethnic backgrounds. All current pupils are Muslim, although the school admits pupils from any faith.

- There are very few pupils who have special educational needs and/or disabilities at the school.
- There are no disadvantaged pupils eligible for the pupil premium.
- The school does not use any alternative provision.
- Since the previous inspection, a governing body has been put in place.
- The proprietor is the headteacher of the school.

Information about this inspection

- Her Majesty's Inspector observed 12 lessons or parts of lessons across all classes. Pupils' behaviour was observed during lessons and around the school.
- Meetings were held with the headteacher, other leaders, the chair of the governing body and a group of pupils.
- The inspector gathered parents' views through the school's own survey. She also spoke to some parents at the end of the school day.
- School documentation was reviewed, including the school's evaluation of its effectiveness and the development plan, reports completed by an external adviser and the school's own analysis of pupils' achievement, attendance and behaviour.
- Her Majesty's Inspector also scrutinised safeguarding documentation, including records of the school's work with other agencies.
- Staff views were gathered through informal conversations and meetings with teachers.

Inspection team

Louise Adams, lead inspector

Her Majesty's Inspector

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