

Inspection of a school judged good for overall effectiveness before September 2024: Madani Boys School

77 Evington Valley, Leicester, Leicestershire LE5 5LL

Inspection dates:

7 and 8 May 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a welcoming, popular and thriving school. Expectations are high, and pupils strive to live up to them. Relationships between pupils and staff are supportive and trusting. Pupils enjoy school and agree that they feel safe. They attend well and are punctual. Parents and carers are overwhelmingly supportive of the school, typically commending its 'well rounded ethos'. The 'parent and carer day' is a special annual event that showcases the closeness of the bond between the school and its community.

Pupils' conduct and attitudes towards one another, and with adults, is exemplary. Classrooms are busy and quietly industrious. Pupils consistently respond well to the high-quality teaching and learning activities that stimulate their interest in all subjects. Pupils in key stage 4 are exceptionally well prepared for public examinations. Pupils, especially disadvantaged pupils, achieve well in almost all subjects. They achieve particularly well in English, mathematics, science and technology.

The school provides excellent opportunities for pupils to develop their confidence and resilience. Informed by the school's Islamic faith and correlative 'HEART' values, pupils are exceptionally well prepared for life in modern Britain. They embrace the importance of equality and fairness, showing high levels of respect for the characteristics that make people similar and different.

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

Pupils, staff and families are proud to be part of the Madani Boys School. The school's population has grown rapidly, with many more wishing to join. Central to the school's success is an unwavering commitment that equally promotes pupils' academic and social

development. The school ensures that all aspects of its provision are well informed, connected, underpinned by strong partnerships and a universally shared vision. Staff, together with pupils, perceive the school as a united 'family'.

The high levels of academic and social achievement are driven by exceptionally cohesive opportunities for professional learning, contributing to a remarkably consistent quality of teaching. Pupils are kept informed about this professional development so that they know what to expect in their lessons.

Pupils are challenged to achieve and aspire to their very best as soon as they join the school. They study a broad and ambitious curriculum. The suite of subjects that make up the English Baccalaureate are popular with most pupils. New courses such as citizenship are too. Pupils benefit from being taught by specialist staff who expertly use their strong subject knowledge to instruct and question pupils consistently well.

Staff use assessment highly effectively when checking the depth of pupils' understanding in all subjects. Misconceptions are identified and remedied without delay. Teachers nurture pupils' ability to articulate their thinking, helping to build both confidence and competence in handling progressively more demanding tasks. By the end of key stage 4, pupils are well guided to independently use different techniques that support their performance in public examinations. Inspectors noted this in English and mathematics, for example.

Pupils are expected to read frequently and independently in dedicated reading sessions. Any pupils who are at an early stage of developing their reading and comprehension skills receive the extra help that they need to achieve as well as their peers. Pupils in Years 7 and 8, for example, flourish as a result.

The school has strong oversight of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND receive dedicated support. Teachers ensure that pupils with SEND learn the same curriculum as their peers. They regularly check in with them. Many parents shared their views about how staff 'go above and beyond' to help their children succeed.

The school's programme for pupils' personal development permeates every aspect of daily life. Pupils have an exceptionally strong understanding of social and moral issues. Pupils embrace opportunities to take on leadership roles and responsibilities, such as being members of the school council, and as anti-bullying ambassadors, as well as volunteering and charity fundraising. High-quality careers guidance helps all pupils to secure meaningful next steps in furthering their education.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2016.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138869
Local authority	Leicester
Inspection number	10347549
Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair of governing body	Hussein Suleman
Headteacher	Riyaz Laher
Website	https://madani.school
Date of previous inspection	6 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Madani Schools Federation.
- Madani Boys School is a Muslim faith school. The most recent section 48 inspection of this Islamic school, which is an inspection of the school's religious character, took place in March 2024.
- The school makes use of one unregistered alternative provision.
- The school has worked in partnership with the NOVA Education Trust over the last eight years.

Information about this inspection

- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher and other leaders, including the coordinator of the provision for pupils with SEND.
- The lead inspector spoke to the chair of the governing body. He also spoke by telephone with the chief education officer of the partnership trust.
- To evaluate the effectiveness of the arrangements for 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.
- Inspectors visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work across a range of subjects.
- Inspectors reviewed a wide range of school documentation, including school policies and the school's records for pupils with SEND.
- Inspectors observed pupils' behaviour in lessons and around the school site during social time.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's surveys for staff and pupils.

Inspection team

Chris Stevens, lead inspector

Ofsted Inspector

Anna Crawte

Ofsted Inspector

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