

Madani Boys' School

Religious School

Inspection Report

Local authority: Leicester
Inspected under the auspices of: AMS-UK
Inspection date: 5th March 2024
Lead Inspector: Yusuf Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Secondary School
School category	Voluntary Aided School URN: 138869
Age range of pupils	11 to 16 years
Gender of pupils	Boys
Number on roll	425
Appropriate authority	The governing body of Madani Schools Federation.
Chair	Hussein Suleman
Executive Headteacher	Riyaz Laher
Date of previous school inspection	October 2014
Address:	77 Evington Valley Road Evington Leicester LE5 5LL
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School website:	https://madaniboys.school/

Introduction

Inspection team

Lead Inspector: Yusuf M Seedat

Team Inspector/s: Munir Vali

This inspection was carried out by two inspectors. They visited twelve lessons or parts of lessons (including a collective prayer session namely Zuhr salaah and assembly). They held meetings with the Director of Madani Federation Schools Trust, Chair of governors, Headteacher, Director of Ethos, Key leaders, staff, and groups of students. Inspectors observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE (Islamic Studies) curriculum, the school's self-evaluation documents and the school's Islamic Studies development plan.

The inspection team looked in detail at the following:

- The RE curriculum.
- The progress pupils make in Religious Education.
- The quality of teaching in Religious Education.
- Leadership and management for Religious Education.
- Spiritual, moral, social and cultural development, including collective worship.

Information about the school

Madani Boys' School, a constituent of the Madani Schools Federation, stands as a distinguished institution within the educational landscape. Established in late 2012 as part of the restructuring of the highly esteemed Madani High School, it inherits a legacy of excellence in education and community service. Situated in Leicester, Madani Boys School serves as a beacon of educational opportunity for the Muslim community, drawing students from diverse backgrounds and ethnicities.

Despite its relatively smaller size compared to other secondary schools, Madani Boys School boasts a rich cultural tapestry, with pupils hailing from a range of minority ethnic groups. The school's commitment to inclusivity is evident in its above-average proportion of disadvantaged pupils eligible for pupil premium funding, aimed at providing additional support to those in need.

With a focus on nurturing holistic development, Madani Boys School caters to the wider needs of its students, maintaining an increasing proportion of pupils with special educational needs.

Madani Boys School embodies the values of community cohesion, exemplifying unity amidst diversity. Originally established as the Muslim Girls' High School in 1981 to cater to the local Muslim community and later evolving into Leicester Islamic Academy, the school continues to uphold its tradition of fostering a supportive and inclusive learning environment. As part of the Madani Schools Federation, it remains steadfast in its commitment to providing high quality education and shaping future generations of confident and responsible citizens.

The Madani Schools Federation, in its various manifestations, serves as a living testament to the vision of its Patron, who had an unwavering devotion, deeply committed to nurturing the intellect and spirit of future generations and has left an indelible mark.

Inspection judgments

Overall effectiveness	1
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The achievement of pupils in their Religious Education.	1
The quality of teaching and learning.	1
The effectiveness of leadership and management of Religious Education, including the role of the school's governing body in RE.	1
The extent to which the Religious Education curriculum meets pupils' needs.	1
The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.	1

Overall effectiveness: the quality of religious education provided at Madani Boys' School is Outstanding because:

Madani Boys' School is committed to providing outstanding education, particularly in Religious Education (RE). The school's distinct faith ethos permeates all aspects of its provision, with strong leadership ensuring exceptional effectiveness and efficiency in RE delivery. Best practices, such as collaborative teaching methods and continuous professional development, contribute to a culture of ongoing improvement.

Madani Schools Federation, particularly the Madani Boys School has demonstrated a highly effective commitment to its vision and mission, with a focus on the HEART values (Honesty, Excellence, Accountability, Respect, and Teamwork) that form the core of its ethos.

The school's vision emphasises providing sustained exceptional education and care, ensuring all learners achieve personal excellence and aspirations, regardless of their background and starting points. The mission underscores holistic development, equipping learners with knowledge, skills, identity, and values to contribute wholeheartedly to the community and society.

The HEART values are deeply embedded in the school's culture, shaping the identity, character, and leadership qualities of students. The commitment to mutual respect and compassion are evident in the values of Honesty, Excellence, Accountability, Respect and Teamwork. The HEART values foster an understanding of faith, promoting Islamic values throughout the learning community. The commitment to Tarbiyah (rounded spiritual nurturing) God-consciousness and developing spiritual human beings aligns with the school's faith designation.

The school emphasises the importance of its faith-based ethos through regular training and staff development. Led by the Director of Ethos, with the active participation of the Headteacher, INSET sessions are conducted based on the Qur'an and teachings of Muhammad (PBUH). These sessions provide staff with a clear understanding of the school's faith designation and its significance, while also educating them on various traditions of the faith and how to uphold the Federation's ethos.

Additionally, the school prioritises Spiritual, Moral, Social, and Cultural (SMSC) development, fostering character, creativity and community among pupils. Despite challenges posed by the socio-economic background of many students, Madani Boys School demonstrates remarkable success in supporting academic and personal development. Furthermore, leaders ensure that Spiritual, Moral, Social, and Cultural (SMSC) development and the HEART values are addressed across all subjects, ensuring a holistic approach to education that aligns with the Federation's ethos.

Moreover, the Madani Boys' school collaboration with external agencies and community groups underscores its dedication to holistic student development. Strong partnerships enable the provision of additional resources and support services to address diverse needs, despite 90% of pupils living in areas of high deprivation.

The proactive leadership team has established a respectful and orderly environment conducive to learning, empowering students to thrive academically and personally. Despite challenges, pupil progress remains well above average and highly commendable considering their varied starting points.

Safeguarding and welfare are a notable strength starting with the experience and expertise of the Headteacher, with robust leadership capacity across all areas. The school's commitment to staff and student well-being, reflected in dynamic action plans and dedicated continuous professional learning sessions, underscores a comprehensive approach to ensuring a safe and secure learning environment.

In summary, Madani Schools Federation effectively translates its vision, mission and HEART values into tangible actions, creating a thriving learning community that prioritises academic excellence, faith-based principles and the well-being of all its stakeholders.

Madani Boys School excels in providing a rich and inclusive curriculum, exceptional programmes for character development and unwavering commitment to excellence in RE. Through targeted interventions, inclusive practices and nurturing ethos, the school equips pupils with the skills and values necessary for success in their academic and personal lives.

Achievement of pupils at the school in their Religious Education is Outstanding because:

Madani Boys' School's Religious Education curriculum is delivered by a team of excellent teaching professionals including scholars, who are well versed in their subject. Students are eager to achieve to their highest potential and are disappointed in attaining anything less than this. The school has devised a specific 'one-hundred-day plan' to support Year 11 students in

achieving the best possible outcomes for GCSE and a similar support package will be in place to support the Year 10 cohort.

Students develop an understanding of what it means to be a British Muslim, whilst appreciating the local, national, and international context. These discussions permeate from the topics investigating rites of passage comparatively in the Abrahamic faiths, how to live a Muslim life in Britain, and relationships and families in the 21st century through the lens of the school ethos.

Regular tailored assessments throughout their learning journey ensure that the students are absorbing the knowledge and are able to recall and articulate the same. Learning is monitored by the use of quizzes, end of topic tests, quick retrieval tasks and mini exams, which in turn inform future planning and strategic intervention.

With the help of the introduction of Oracy, classroom discussions are lively with students' responses being both knowledgeable and articulate. Learners are confident in asking challenging questions as they aim to add to their knowledge base and become 'mini theologians.'

Introducing Oracy has enlivened classroom discussions, with students offering knowledgeable and articulate responses. They are encouraged to pose challenging questions, aiming to expand their knowledge. Students confidently share personal experiences, such as personal accounts of visiting Jerusalem as an epicentre of Abrahamic faiths.

A number of students deliver messages and sermons in the Masjid and enrichment clubs such as Seerah Club and Debate Club, provide the space, the time and the opportunity to discuss their spirituality in safe and supportive environments.

Reading lists encourage students to continue their reading journey outside of the classroom with texts such as 'The Seerah,' '1001 Inventions', and 'Translation of the Qur'aan', as to 'Seek knowledge from the cradle to the grave' is one of the motivating factors.

What does the school need to do to improve further?

Despite the RE GCSE results consistently surpassing the national average, efforts are underway to ensure that any drop is avoided. Enhancing the transition unit of study at the conclusion of Year 9 would afford Year 11 students additional time to delve into crucial Islamic themes, consequently bolstering the delivery and outcomes of the GCSE examinations.

The quality of teaching and assessment in the school is outstanding because:

The educational approach at the Madani Schools Federation emphasises research-led principles to enhance teaching and learning across various subjects, including Religious Education (RE). Teachers employ a structured method to introduce latest content, using key examples to demonstrate underlying concepts and thinking. Through guided practice and regular opportunities for recap and retrieval, students link new knowledge with prior learning, ensuring rapid and sustained progress.

Various questioning strategies, are utilised to anticipate and address misconceptions, enabling students of all levels to access challenging material. "Hands down" questioning ensures engagement throughout lessons, fostering effective listening skills and encouraging depth in student responses by building on or challenging peer contributions.

Reading, writing and understanding in RE are effectively integrated across the curriculum, fostering levels of engagement and commitment to learning. Quality resources, including ICT where relevant, support teaching efforts. Consistent, high-quality marking and constructive feedback facilitate rapid gains in knowledge and understanding. Inspirational teaching strategies, appropriate homework and timely support match individual needs accurately, resulting in exceptional learning outcomes.

Challenging issues, including diverse perspectives, are integrated into the curriculum within a safe and supportive learning environment. RE lessons incorporate sources of wisdom and authority, developing critical skills such as evaluation, interpretation and inference. Tailored lessons, inclusive of challenge for all students, contribute to high levels of achievement and enjoyment of the subject.

An experienced specialist SENDCo supports differentiation, ensuring all learners thrive and succeed. High expectations for behaviour and attitude are clearly communicated through the Behaviour Policy, with positive recognition awarded to students demonstrating excellence and teamwork. High-quality marking, alongside constructive verbal feedback and opportunities for reflection and improvement, supports rapid and sustained progress for all students.

Staff are dedicated to shaping students' lives both inside and outside the classroom, embodying the responsibility of being a 'shepherd over their flock,' as commanded in the Hadith of Prophet Muhammad (PBUH). This holistic approach to education underscores the commitment of the Madani Schools Federation to (tarbiyah) nurturing students academically, socially, and spiritually.

What does the school need to do to improve further?

Embed Key Questions as the basis of each unit/lesson to enable the more able students to go beyond the question and to create a learning environment which is even more challenging.

The effectiveness of leadership and management of Religious Education is Outstanding because:

The leadership and management at Madani Schools Federation are exemplary, marked by a strong collaborative approach in promoting the schools' ethos involving the Director of Ethos, the Headteacher, and the rest of the leadership team, including the governors. Together, they share a clear vision for the school and work cohesively to ensure that this vision is effectively implemented.

Governors actively engage in constructive challenges to school leaders, ensuring that the provision for religious education is exceptional for all students. They are well-informed about

school improvement priorities and fulfil their statutory duties diligently, including compliance with the Equality Act 2010 and other safeguarding requirements.

The leadership team demonstrates a deep commitment to the holistic development of students in line with Islamic principles. They prioritise the integration of Islamic teachings into all aspects of school life, fostering an environment where students are prepared intellectually, socially, morally, spiritually and culturally for both this life and the hereafter.

The school calendar reflects a remarkably meticulous attention to Islamic events and key dates, emphasising the significance of religious observances throughout the year. Additionally, robust systems are in place to monitor and support congregational prayer, ensuring that the sanctity of the Masjid is maintained and felt by all.

Furthermore, the school actively engages with parents, carers and the wider community through various initiatives, workshops and events. Parental involvement is encouraged, with a focus on equipping parents with the skills to support their children's educational journey and promote positive conversations around faith and online safety.

Continuous Professional Learning and Development (CPL) is a central focus, with all staff supported in their professional growth and development. Initiatives are carefully chosen to align with school priorities and the needs of learners, ensuring that teaching and learning consistently meet outstanding standards.

Overall, the leadership and management at Madani Schools Federation is characterised by their initiative-taking collaboration, unwavering commitment to Islamic values and dedication to providing an exceptional educational experience for all students.

The extent to which the Religious Education curriculum meets pupils' needs is Outstanding because:

At Madani Schools, Religious Education is given significant importance in the day-to-day activities of the school and is central to the school's identity. The school places great emphasis in ensuring that each student gains a sound knowledge of different strands of the faith and is comfortable with being a confident Muslim in Britain.

Students develop into kind, confident, well-informed and responsible young people. The curriculum empowers students to leave as proud and active members of society who contribute positively to society, Britain and the wider world. The learning journey focuses on the Qur'aan and Sunnah and provides students with a foundation for their journey through their school life.

Whilst the Masjid is the specified Islamic Place of Worship for students, it is visited by schools across the city and beyond, the school also works closely with primary and secondary schools to accommodate visits and learning about Islam.

As well as a passion for their subject and expert knowledge, the teachers have a developing understanding of best practice planning and effective practice in the classroom.

Interventions are regular for those in GCSE groups and are held at a variety of times to enable all students the opportunity to attend before school, after school and on weekends. Students of all abilities make exceptional progress in RE. The curriculum is coherently sequenced, where students are able to recall and retrieve the knowledge from previous years' learning.

By means of visits to various places of worship and by other schools visiting the masjid, students are able to create links to their own faith and identify areas of comparison, whilst forging strong and effective links with the wider community. Each pupil in Year 7 and Year 8 participates in a visit to a place of worship and in Interfaith workshops facilitated by Leicester Council of Faiths.

The school is a Heritage England school and participates in the annual WWI trail, in which students visit buildings of significance, such as the Town Hall building, the Guildhall, Newark Magazine and the World War memorial. Each student and staff member aims to be a champion of the HEART values of: Honestly, Excellence, Accountability, Respect and Teamwork.

The school endeavours to intertwine Islam into every facet of the school's curriculum from Ethical Islamic finance in Maths to the Golden Age of Islam in History, to calligraphy in Art to the scientific wonders within the Qur'aan. The theme of Islamic Awareness Week and a visual display for the whole of Ramadhan showed the 1001 Islamic Inventions and the contribution of prominent Muslim scientists, links to the Science curriculum areas.

The daily act of collective worship, salaah, the RE and wider curriculum contribute significantly to the spiritual and moral development of pupils.

What does the school need to do to improve further?

In revising the Schemes of Learning, the School has adopted a targeted approach by integrating Key Questions into every unit/lesson.

This adjustment aims to extend the boundaries for the More Able students, encouraging them to explore beyond the initial question and fostering a learning environment characterised by heightened challenge and curiosity.

The extent of pupils' Spiritual, Moral, Social and Cultural development is Outstanding because:

There are numerous opportunities for social, moral, spiritual and cultural development across the entire day and curriculum. SMSC is a whole school approach and is found across all subject areas. It is integral to the work of the school. Students are confident to talk about their faith and the faith of others. The values of the school can be seen in everything they do. Whilst speaking to one of the inspectors about the importance of the elements of SMSC, a student confidently shared, 'Educating the mind without educating the heart is no education at all.'

Students develop their SMSC through many activities which take place during their five-year journey at the school. The 'Hadith of the Week' and its reflections strengthens their spiritual development and creates God Consciousness and the love for the Prophet (PBUH). The 'Salaah log' supports the young people in establishing their five daily Salaah. The volunteering section supports the students socially, morally and culturally. Volunteering is linked to the 'Hadith of the Week' but is also one in which students can select their own activities.

Daily assemblies also take place before the Zuhr salaah and students are constantly reminded about character development and strengthening their faith. Break time activities led by the Director of Ethos include 'Zikr Majlis' which helps students reflect over the Greatness of God and the love for their religion is instilled through various activities which take place such as Islamic Awareness Week, daily programmes during Ramadan, Spiritual Saturday and Hajj Week.

The school gives extra intervention in the mornings in Islamic studies to those that require it. They learn how to recite the Qur'an with Tajweed and memorise portions of the Qur'an. They hold a clear understanding of the love for humankind, and this can be seen through them participating in many charitable activities. In regards with the charitable work undertaken at school, a student said, 'It enables me to sympathise with the less fortunate and makes me feel content and thankful for all that I have been blessed with'.

The position of 'Ambassadors of Islam' plays a significant role in developing the spirituality of their peers by sharing nasihah in the Masjid under the guidance of the Director of Ethos.

Extra-curricular/Enrichment opportunities are embedded across the Federation during and after the school day. Talents and interest are nurtured amongst the students. Some of the clubs which take place are - Productivity in Islam, Stories of the Prophets, Nasheed Club, Podcast Club, Oracy Club and Islam around the world, Science and the Quran. All the clubs help to develop the students and enhance their understanding morally, socially, and culturally.

Trips are arranged across all subject areas, as well as building cultural awareness. Aspects of spiritual development including Salaah play a huge consideration in planning. Trips to various places of worship are undertaken. There was a recent visit from a local Sikh school. Other examples include Holocaust Memorial Day in which the students were in attendance and shared their speeches confidently on this year's theme 'Fragility of Freedom' reflecting on current suffering in the world. Black History Month is explored across curriculum areas and provides an awareness for the students. Students will have the opportunity of a subsidised Umrah Trip in the coming academic year and will be prioritising support for the most disadvantaged students to support.

The careers journey is one which is established within the Federation. It is set out to provide action plans for each child and a clear pathway which provides a variety of experiences from

Y7-11. Experiences ranging from visiting universities', meeting people from different career professions, bespoke guidance meetings, interview practice, careers/apprenticeship fayres, taking part in networking across the city and region. They are given the opportunity to network with successful British Muslims in an array of disciplines.

The Pastoral Weekly Programme which takes place during tutor time is another layer which is set out to perfect young people's character and protect their faith. Hadith of the Week, Dua, Adab-character education, reading programme and recitation/ listening to Surah Kahf are explored weekly throughout the school year.

Assemblies across the Federation provide a wonderful opportunity for the students to present and build their confidence. Assemblies are intricately linked to the HEART values which derive from the beloved Prophet Muhammed (PBUH). Every member of the MSF family is a champion of the HEART values. Challenging of stereotypes and use of derogatory language in lessons and around the school effectively and decisively. The teachers encompass the HEART values: Honestly, Excellence, Accountability, Respect and Teamwork.

The school has received several leading national accolades that are consistent with and enhance the ethos and values. One of the most prestigious achievements was gaining 'The International Schools Award,' which involved an exchange programme with schools in Europe. Other notable mentions include the UNICEF Child Rights Award, Anti-bullying (ABA Gold School), Oracy awards (ESU and Voice 21). Madani is one of the three secondary schools nationally to achieve accreditation as an Oracy Centre of Excellence.

Students receive a broad and enriching experience to become confident British Muslim citizens. All students are provided with a broad and balanced knowledge-rich curriculum, built on high aspiration and ambition, that also reflects the unique nature of the local context and community priorities. This is illustrated in the range of topics that are taught and they aim to prepare students for success in this life and the hereafter.

Views of parents and carers

The feedback from parents regarding the school is overwhelmingly positive, with a strong consensus that the school provides excellent provisions and education for their children. Parents express that the school plays a crucial role in fostering confidence and strengthening their children's faith.

Furthermore, parents appreciate the approachability of all staff members and feel confident in seeking guidance and advice on both personal and school-related matters. This reflects the school's commitment to creating a supportive and nurturing environment for both students and their families.

Parents' sentiments underscore the effectiveness of the school in not only delivering quality education but also in cultivating a sense of trust and partnership between the school and the wider community. This positive relationship contributes to the overall success and well-being of the students.

Glossary

What inspection judgments mean

Grade	Judgment	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.