

Madani High School

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 Local authority: Leicester
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 Date of last inspection: N/A
 Principal: Dr M Mukadam
 Inspector's name: Mohammad Ismail

School context

Madani High school is the first purpose-built Islamic faith state secondary school in the country and it is an outstanding Muslim school. The school serves the Muslim community from different parts of Leicester. There are separate sections for boys and girls. The school attracts students of Muslim faith from different backgrounds. The school sets a good example of community cohesion by serving a multi-racial community. The school was previously registered as Leicester Islamic Academy, which had served the local Muslim community since 1981. In September 2007, the school became part of the Voluntary Aided (VA) sector. At present, there are 580 students on roll.

The distinctiveness and effectiveness of Madani High School is outstanding as a Muslim school

This is due to the clear vision and strong commitment of the principal and the acting assistant principal (who heads RE) and her team for the provision of Islamic studies. The team is fully supported by the governing body. One member of the governing body who is a Muslim scholar, works as an adviser to the head of RE. All members of the teaching staff in the RE team are subject qualified as well as qualified teachers. The multi-religious and multiracial make-up of the whole school community is also an excellent example for students to experience the best Islamic community cohesion and enjoy their learning. The principal, the head of R.E. and her practicing team are excellent role models for their students. The school has adapted good schemes with an appropriate assessment system. The school's provision for future economic well being is excellent. The school offers a safe and secure Islamic learning environment. The students enjoy their learning, making very good progress in RE. They have developed outstanding behaviour. This is clearly visible in their courteous and respectful manners, which was clearly observed by the Inspector during different activities and around the school. All of the students, both boys and girls were very assertive in conveying their views and opinions during conversations with the inspector, in which they expressed their strong affiliation to their school and faith and respect for others. They understand their prospective role in the wider community. They have an elected school's council. The students' views are taken into account by the school in any decision making process. There are planned visits to other places of worship and the school regularly invites external speakers from other communities to talk to the students. The school enjoys the full support of parents and the local community. The school is also maintaining close links with local mosques, other Muslim schools and other faith communities. The school is aiming for specialist status in community cohesion through the well-planned (SMSC) *tarbiyah* Spiritual, Moral, Social and Cultural programme.

Established strengths

- Outstanding behaviour.
- Outstanding impact of collective worship.
- Excellent leadership and management support.
- Outstanding Islamic teaching, curriculum and excellent pastoral care.
- Strong support from the local faith community.
- All adults in the school community are excellent role models for pupils.
- Multicultural and multi-faith staff.

- Effective self-evaluation system.
- RE curriculum linked across other areas of the school's curriculum.
- ICT link with RE makes learning more enjoyable for students.
- Excellent mosque facilities within the Islamic architect designed building.
- Optional after school extra Islamic curricular activities.
- Optional after school provision of *tahfeez* (memorisation of the Holy Qur'an).

Focus for development

- Enhancing the provision of spiritual, social, moral and cultural development through the school's SMSC (*tarbiyah*) programme.
- Maintaining the school's academic achievements and standards.
- Seeking means to offer F.E provision as a progression route for the students.
- To follow the outlined improvement plan related to the school's Islamic Ethos and the RE (Islam) curriculum.
- To strengthen the monitoring and evaluation system of the RE provision for maintaining the highest level of achievements.

The school, through its distinctive Islamic character and its promotion of Community Cohesion, is outstanding at meeting the needs of all learners

The resources for Islamic studies are of good quality and quantity. There is a system in place through which resources are regularly reviewed and updated to meet the needs for RE. The library has an automatic borrow and exchange facility operating. The school clearly demonstrates its firm commitment to its mission statement with the assertion of its Islamic ethos that provides a purposeful, caring, safe and happy Islamic environment. This was evidently observed during lessons, around the school, in the school council meeting, in the mosque and during other activities. The principal, head of RE and other members of the team are practising Islamic role models for students. The head of RE and other members of the management and leadership team conduct regular meetings to assess, evaluate and plan accordingly. Parents are also involved in their children's learning process through regular meetings, newsletters and the school website. Various parents' events are also held throughout the year. The School through its RE programme provides learners the opportunity to differentiate between right and wrong and to be aware of other cultures. For example, the inspector observed that students in Y9 class were learning about 'how people remember their loved ones' in different cultures. Leaders of other faiths and cultures are invited to the school and the school arranges visits to other places of worship for the children. The whole school community enjoys a beautiful modern style building and a mosque facility, which is fully equipped with an excellent *wudoo* (pre prayer ablution) facility and a beautiful prayer hall. Pupils expressed their love and affiliation to the mosque. They enjoy taking part in the congregational prayer in the mosque. All this proves that the support offered by the governing body, management and leadership to the RE provision is excellent. The principal and the head of RE have established good relationships with partners, the local Muslim community, the wider community and other schools in the area. Students' work shows that students are making very good progress. There is an assessment and marking system in place. The school is making an excellent and valuable contribution towards community cohesion locally, nationally and globally. The whole school community is reflected by the Islamic practice of care and courtesy.

The impact of collective worship on the school community is outstanding

The whole school is offered the opportunity to take part in the collective act of worship during the daily prayers in congregation. In this process, all students use the newly installed pre-prayer washing facilities to make their *wudoo*. After *wudoo* the students enter into the beautiful *masjid* (prayer hall) which is magnificently decorated with the 99 names/attributes of *Allah* (God). This environment helps in the spiritual reflection of the students. They come and sit in rows orderly. They listen to some important reminders from the principal about

different issues. The congregational prayer is led by a senior *imam* (scholar) who is the RE adviser. After the prayer a collective supplication is offered. The RE team and other Muslim members of staff were also present for supervision and guidance. All students were reflected by the whole session in the mosque and their behaviour was outstanding. There are also daily *tarbiyah* (spiritual development) programmes offered in the *masjid* (the prayer hall) where the whole-school weekly assemblies are also conducted. As a result of this outstanding provision of collective worship, the students were found to be courteous and respectfully greeted each other and visitors with the greeting of peace. The school also organises sessions for the recitation of the Holy Qur'an and *nasheeds* (Islamic songs) on special occasions.

The effectiveness of the religious education is outstanding

The head of RE leads the provision with excellent guidance. The school strongly promotes Islamic spiritual and moral values according to its ethos. The School has developed a successful curriculum by adopting different and carefully selected textbooks and materials. The curriculum is broad and balanced and it meets the needs of all the students. The Curriculum includes Qur'an with the rules of *tajweed* (the correct recitation of Qur'an), a selection of *Hadith* (traditions narrated from the Prophet Muhammad (peace and blessings be upon him)), *fiqh* (theology) Islamic history, manners and *nasheeds* (Islamic songs). The students also have the optional facility of memorising parts or the whole of the holy Qur'an and the necessary supplications from the traditions of the Prophet Muhammad (peace and blessings be upon him). There is appropriate and sufficient input about other faiths and traditions in the curriculum. EAL and SEN learners' needs are taken into consideration. During Qur'anic sessions rules of *tajweed* are observed and the teachers are qualified for teaching *tajweed*. There is a marking and assessment system in place, which informs planning. Excellent RE results from last year prove that students are making outstanding progress. All the teachers in RE are qualified teachers with subject specialism. The teachers share planning and take the assessment data into account when planning. Most lessons were outstanding and some were good. Teachers deliver their lessons with good planning, using appropriate language and methods. The School has a library and a good bank of resources, which is continuously reviewed and updated. The school in its RE curriculum has excellent ICT input. The RE curriculum is also linked across with other areas of the curriculum.

The effectiveness of the leadership and management of the school as an Islamic school is outstanding

The school enjoys the benefits of having a governing body, which represent different sections of the community bringing in a range of experiences and skills. A Values & Ethos sub committee deals regularly with Islamic issues ranging from the RE curriculum to *tarbiyah* and it is committed to ensure that the School functions in line with its Islamic Ethos. As a result the school has successfully developed itself in a very short period of time into a distinctive Islamic school through a clear vision inspired by the principal which is shared by the school governors and staff. As a result of this success, the school takes pride in being part of the local Muslim community and also enjoys being part of the wider community. The leadership has a clear vision for future of the school and about the economic well being of the students at the school. The principal has a clear and well focussed vision for the school to be an excellent Muslim school in which all learners develop academically, socially and spiritually. Through a set of measures, the school involves parents and the community in this process of the children's development. The head leads all staff and works with the governors to

implement the school's mission statement. The governing body and all staff are committed to the school ethos and mission statement, which is appropriately displayed around the school and reflected in the school's documentation. The school's own assessment and evaluation system is effective. Daily briefing, weekly staff meetings, regular team meetings, lesson observations and staff training sessions are conducted. The school accommodation is a newly designed beautiful building, which is kept nice, clean and appropriately decorated. Classrooms are extremely well prepared with all the latest expectations and ICT links. The playground is appropriately decorated according to the school's needs. There is a large sports facility within the school building. Managers and staff assert pride in being part of the school. The school is well resourced. All staff are well aware of the school's ethos and they are appropriately guided by the leadership.

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