

# Madani Girls' School

## Religious School

### Inspection Report

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**Local authority:** Leicester  
**Inspected under the auspices of:** AMS-UK  
**Inspection date:** 6<sup>th</sup> March 2024  
**Lead Inspector:** Yusuf Seedat

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

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<b>Type of school</b>	Secondary School
<b>School category</b>	Voluntary Aided School URN 129645
<b>Age range of pupils</b>	11 to 16 years
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	423
<b>Appropriate authority</b>	The governing body of Madani Schools Federation.
<b>Chair</b>	Hussein Suleman
<b>Executive Headteacher</b>	Riyaz Laher
<b>Date of previous school inspection</b>	October 2014
<b>Address:</b>	77 Evington Valley Road Evington Leicester LE5 5LL
<b>Telephone number:</b>	0116 249 8080.
<b>Email address:</b>	office@madani.leicester.sch.uk
<b>School website:</b>	<a href="https://madanigirls.school/">https://madanigirls.school/</a>

Introduction

## **Inspection team**

Lead Inspector: Yusuf M Seedat

Team Inspector/s: Mohammad Asad

This inspection was carried out by two inspectors. They visited eleven 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 Girls' School was originally established as Muslim Girls' High School in 1981 to cater to the local Muslim community, 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.

Madani Girls School, a vital component of the Madani Schools Federation, epitomises excellence in education and community service. Founded alongside Madani Boys School in 2012, it continues the legacy of educational brilliance established by its predecessor, the Muslim Girls' High School, which originated in 1981.

Nestled in Leicester, Madani Girls School provides a nurturing environment for female students from diverse backgrounds and ethnicities. Despite its smaller size, the school maintains a rich cultural diversity, welcoming students from various minority ethnic groups.

In line with the Federation's ethos of inclusivity, Madani Girls School demonstrates a commitment to supporting disadvantaged students, as evidenced by its above-average

proportion of pupils eligible for pupil premium funding and drawing students from diverse backgrounds and ethnicities.

Moreover, the school prioritises holistic development, ensuring that the diverse needs of its students are met. This includes catering to students with special educational needs, reflecting the school's dedication to providing equitable opportunities for all.

## Inspection judgments

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

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

The pursuit of excellence is deeply ingrained in the Madani Girls' School's ethos, with leaders, teachers, and staff driven by a commitment to continuous improvement. Regular reflection allows the team to refine their approaches and ensure high levels of achievement across the Federation.

The school's distinct faith ethos is deeply imbedded in all aspects of its operations, with robust leadership ensuring exceptional effectiveness and efficiency in delivering Religious Education (RE). Collaborative teaching methods and ongoing professional development exemplify best practices, fostering a culture of continuous improvement.

The Madani Schools Federation exemplifies a highly effective commitment to its vision and mission, centred around the HEART values (Honesty, Excellence, Accountability, Respect and Teamwork) that form the foundation of its ethos. The school's vision prioritises providing sustained exceptional education and care, aiming for all learners to achieve personal excellence regardless of their background. The mission emphasises holistic development, equipping learners with knowledge, skills, identity, and values to contribute meaningfully to society.

The HEART values permeate the school's culture, shaping the identity, character, and leadership qualities of its students. The school's commitment to mutual respect and

compassion is evident in its emphasis on Honesty, Excellence, Accountability, Respect, and Teamwork. These values foster an understanding of faith, promoting Islamic principles throughout the learning community.

Regular training and staff development sessions, led by the Director of Ethos and the Headteacher, emphasise the importance of the school's faith-based ethos. These sessions, based on teachings from the Qur'an and the Prophet Muhammad (PBUH), provide staff with a clear understanding of the school's faith designation and its significance. Additionally, they educate staff on various traditions of the faith and how to uphold the ethos of the Federation.

Students at Madani Girls School exhibit a strong grasp of religious knowledge, as evidenced by their participation in regular questioning and assessments. Lessons are consistently of high quality, equipping students with skills in RE that prepare them for future academic pursuits and life as British Muslims. The school emphasises the importance of meeting the needs of all learners, challenging them to think independently and engage with innovative ideas.

Religious observance is woven into the fabric of daily life at Madani Girls School, with opportunities for worship provided within the Madani Masjid and during congregation events. Students benefit from daily religious messages and participate in communal prayers, further enriching their spiritual development.

The school places a strong emphasis on promoting Spiritual, Moral, Social, and Cultural (SMSC) development, offering a wide range of events and activities that enhance students' understanding of their faith and identity. From World Hijab Day to Holocaust Memorial Day, students actively engage with diverse topics and perspectives, fostering a sense of community and global citizenship.

Madani Girls School nurtures a powerful sense of moral responsibility among its students, who demonstrate courage in choosing what is right over what is wrong. The supportive relationships among students contribute to a positive learning environment, where success is celebrated, and individual growth is valued.

In summary, Madani Girls School exemplifies excellence in Religious Education, driven by a commitment to continuous improvement and a holistic approach to student development. Through a combination of rigorous academic standards, spiritual enrichment, and inclusive community engagement, the school empowers students to thrive academically, morally, and spiritually.

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

At Madani Girls' School, the Religious Education curriculum is administered by a team of highly skilled educators including experienced scholars who possess deep knowledge in their field. Students are motivated to strive for their utmost potential and are disappointed by anything less. Achievement is well above national average with support for Year 11 students in achieving optimal GCSE outcomes. The school has developed a tailored "one-hundred-day plan," with similar support initiatives planned for the Year 10 cohort.

The curriculum emphasises understanding the identity of British Muslims within local, national, and global contexts. Topics such as rites of passage in the Abrahamic faiths, navigating a Muslim life in Britain, and contemporary relationships and families are explored in a religious context. Throughout their learning journey, students undergo regular assessments to ensure comprehension and retention of knowledge. Assessments include quizzes, end-of-topic tests, quick retrieval tasks, and mini exams, guiding future teaching strategies and interventions.

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 and develop into proficient theologians. Students confidently share personal experiences, such as personal accounts of visiting Jerusalem as an epicentre of Abrahamic faiths.

Various enrichment clubs, including the Seerah Club and Debate Club, provide platforms for students to delve into spirituality in supportive environments. Reading lists, featuring titles like "The Seerah," "1001 Inventions," and translations of the Qur'an, promote ongoing learning beyond the classroom, aligning with the school's ethos of continuous knowledge acquisition.

### **What does the school need to do to improve further?**

Improving the transition unit of study as Year 9 draws to a close would provide Year 11 students with extra opportunities to delve even more deeply into important Islamic themes. Consequently, this enhancement would contribute to further strengthening the delivery and outcomes of the GCSE examinations.

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

At the Madani Schools Federation, teaching and learning are grounded in research-led principles, ensuring excellence across all subjects, including Religious Education (RE). Educators employ a structured approach to introduce new content, using relevant examples to illustrate underlying concepts and encourage critical thinking. Through guided practice and regular review sessions, students consolidate their understanding by connecting new information with prior knowledge, facilitating continuous and rapid progress.

A variety of questioning techniques are employed to anticipate and address misconceptions, catering to students of varying abilities. Interactive questioning techniques ensure active participation throughout lessons, fostering attentive listening and promoting deeper engagement by building on peer contributions.

Integration of reading, writing, and comprehension skills within the RE curriculum enhances student engagement and commitment to learning. Utilisation of quality resources, including ICT where appropriate, supports teaching objectives. Rigorous assessment practices, including consistent and constructive feedback, facilitate significant gains in knowledge and understanding. Innovative teaching methods, complemented by relevant homework assignments and timely support, meet the diverse needs of individual students, resulting in exceptional learning outcomes.

The curriculum addresses complex issues and diverse perspectives within a nurturing and inclusive environment. RE lessons encourage critical thinking and analytical skills through the exploration of various sources of wisdom and authority. Tailored instruction ensures that all students are appropriately challenged, fostering both academic achievement and enjoyment of the subject.

The presence of a dedicated SENDCo supports effective differentiation, ensuring that every student is empowered to thrive. High expectations for behaviour and attitude are reinforced through clear communication and positive reinforcement, with recognition awarded to students who demonstrate excellence and teamwork. Through quality marking, constructive feedback, and opportunities for reflection, students experience continuous growth and success.

Educators at the Madani Schools Federation are committed to shaping students' holistic development, guided by the principle of being 'shepherds over their flock,' as prescribed in the Hadith of Prophet Muhammad (PBUH). This comprehensive approach to education underscores the Federation's dedication to nurturing students academically, socially, and spiritually, enriching their lives both within and beyond the classroom.

### **What does the school need to do to improve further?**

The overarching priority of "Meeting the Needs of All Learners" across the entire school offers Religious Education an ideal opportunity to implement challenges in every lesson. This approach ensures that more advanced learners are pushed to engage with intricate and demanding concepts, while those in need of scaffolding or assistance are provided with the necessary support to access the curriculum at their level.

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

At the Madani Schools Federation, leadership and management exemplify a collaborative and visionary approach, with the Headteacher, Director of Ethos, and leadership team working in synergy to realise the school's mission. Together with the governors, they uphold a clear vision for the institution, ensuring its effective implementation.

Governors play a pivotal role, actively engaging in constructive challenges to school leaders to enhance the provision for religious education and fulfil statutory duties diligently, including compliance with regulations such as the Equality Act 2010 and safeguarding requirements.

All staff members are well-versed in recognising and addressing various safeguarding concerns such as PREVENT, Honour Based Abuse, FGM, Forced Marriage, Domestic Violence/Abuse, abuse linked to faith and culture, and Modern-Day Slavery & Trafficking. They can confidently identify children who may be at risk and are knowledgeable about mandatory safeguarding reporting procedures, being able to report to the designated DSL, Police, or Social Care when necessary. Safeguarding signage is prominently displayed throughout the school including the masjid.

All teachers have undergone PREVENT training to ensure students are protected from extremism, a commitment reflected in lessons addressing respect for Civil law of England and Islamic teachings on Peace and Conflict in years 8 and 9. The GCSE curriculum also includes discussions on SRE relationships, examining both the legal and religious perspectives.

Furthermore, all staff members receive annual Online Safety Training amongst an array of others, equipping them to engage in relevant conversations with students. Additionally, all staff complete annual safeguarding training via the Local Authority to uphold the highest standards of child protection. Their hands-on training equips them with a deep understanding of their role and its significance, reflecting their commitment to the school's mission.

Leadership prioritises the holistic development of students in accordance with Islamic principles, integrating Islamic teachings into all facets of school life. The school calendar meticulously incorporates Islamic events and key dates, underscoring the importance of religious observances throughout the year. Robust systems are in place to monitor and support congregational prayer, ensuring the sanctity of the Masjid is maintained and experienced by all.

Furthermore, the school actively engages with parents, carers, and the wider community through various initiatives and events, fostering collaboration and parental involvement in supporting students' educational journey. Continuous Professional Learning and Development (CPL) is emphasised, with tailored initiatives aligned with school priorities and learner needs, ensuring outstanding teaching and learning standards.

Overall, leadership and management at the Madani Schools Federation is characterised by their proactive 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 (RE) is at the heart of the daily activities, defining the school's identity and values. Madani Girls' School prioritises equipping every student with a comprehensive understanding of various aspects of the faith, ensuring they feel confident in their Muslim identity within the context of Britain.

The curriculum empowers students to become compassionate, confident, and well-informed individuals who contribute positively to society, both locally and globally. Grounded in the teachings of the Qur'an and Sunnah, the educational journey provides students with a solid foundation for their lifelong spiritual and moral development.

Collaborating closely with local schools, the Federation plays an active role in shaping the RE and Islamic curriculum units for schools across the city.

Teachers are passionate and in addition to their expert knowledge, continuously strive to implement best practices in planning and classroom instruction. Regular interventions,

including before and after-school sessions, ensure that students in GCSE groups receive tailored support to excel in their studies. The curriculum and learning is carefully structured by teachers to enable students of all abilities to make exceptional progress and confidently recall knowledge from previous years.

Through visits to various places of worship and hosting visits from other schools, the students create meaningful connections with their faith and forge strong bonds with the wider community. Madani Girls' School facilitates enriching experiences such as interfaith workshops and heritage trails, providing students with valuable cultural capital.

The school's belief in the transformative power of knowledge, particularly Islamic knowledge enables it to strive to empower students to become intellectually curious, responsible, and independent thinkers, capable of making positive contributions to society. Careful planning and leadership at all levels supports students in achieving their best outcomes academically and in developing strength of character.

The focus on developing young Muslim students in the correct manner guides everything the school does, both inside and outside the classroom. The aim is to instil a love for learning and a commitment to lifelong personal and spiritual growth, preparing students to navigate the challenges they may face in the future with confidence and resilience.

### **What does the school need to do to improve further?**

Develop higher level questioning to encourage the More Able and all students to explore beyond the initial question, fostering a learning environment that is both even more challenging and conducive to inquiry.

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

Throughout the entire day and curriculum, there exists abundant opportunities for social, moral, spiritual, and cultural development (SMSC) holistically within the school. SMSC is not merely confined to specific subjects but is integrated across all areas, forming an integral part of the school's ethos. Students are encouraged to discuss and explore their faith and the faith of others comparatively with confidence. The values of the school permeate every aspect of the students' experiences, shaping their actions and interactions. During discussions with inspectors regarding the significance of SMSC elements, a student astutely remarked, "Educating the mind without educating the heart is no education at all" referring to the proverb commonly used by the school to describe the approach.

Over the course of their five-year journey at the school, students engage in various activities that contribute to their SMSC development. For instance, the 'Hadith of the Week' and its reflections strengthen their spiritual growth, fostering a sense of God consciousness and love for the Prophet (PBUH). The 'Salaah log' aids students in establishing their five daily prayers, while the volunteering section offers opportunities for social, moral, and cultural development. These volunteering activities are not only linked to the 'Hadith of the Week' but also allow students to choose activities aligned with their own interests and passions.



Daily assemblies preceding the Zuhr salaah serve as reminders for students to focus on character development and strengthening their faith. Break-time activities, such as the 'Zikr Majlis,' provides students with moments for reflection on the Greatness of God. Various events, including Islamic Awareness Week, daily programs during Ramadan, Spiritual Saturday, and Hajj Week, further instil a love for religion and spiritual growth among students.

To support students who require additional assistance in Islamic studies, extra intervention sessions are provided in the mornings. Here, students learn to recite the Quran with Tajweed and memorise portions of it, fostering a deeper understanding of their faith. Additionally, students actively participate in charitable activities, demonstrating their compassion for humankind. One student expressed, "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 role of 'Ambassadors of Islam' led by the Director of Ethos and Mentors is pivotal in fostering the spirituality of their peers. Under the guidance of the leaders, these ambassadors share nasihah in the masjid, contributing to the spiritual growth of the school community.

Extra-curricular and enrichment opportunities are seamlessly integrated throughout the school day and beyond. These activities, including clubs like Productivity in Islam, Stories of the Prophets, Nasheed Club, Podcast Club, Oracy Club, and Islam around the world, foster students' moral, social, and cultural understanding.

Trips across various subject areas are organised to enhance cultural awareness and spiritual development, with considerations given to aspects such as Salaah. Students visit various places of worship and engage with diverse communities, including a recent visit from a local Sikh school. Events like Holocaust Memorial Day and Black History Month provide students with opportunities to explore important historical and cultural themes.

The school's career journey programme offers a structured pathway for students' personal and professional development. From visiting universities to participating in career fairs and networking events, students are exposed to a variety of experiences that prepare them for future success. The Pastoral Weekly Programme further enhances students' character development and safeguards their faith through activities such as the 'Hadith of the Week,' Dua, Adab-character education, reading programs, and recitation/listening to Surah Kahf.

Assemblies serve as platforms for students to showcase their talents and build confidence. These assemblies are intricately linked to the HEART values, derived from the beloved Prophet Muhammad (PBUH). The entire school community is committed to upholding these values, challenging stereotypes, and promoting respectful language and behaviour. Teachers embody the HEART values of Honesty, Excellence, Accountability, Respect, and Teamwork, recognising the transformative power of knowledge acquisition.

The school's numerous national accolades, including 'The International Schools Award,' underscore its commitment to excellence and values-driven education. Through these accolades, the school implements strategies that align with its ethos and values, contributing to the holistic development of students.

In conclusion, the school provides students with a broad and balanced knowledge-rich curriculum that reflects the unique nature of our local context and community priorities. They aim to prepare students for success in this life and the hereafter.

## **Views of parents and carers**

The feedback received from parents regarding the school is overwhelmingly positive, with a resounding consensus that the institution provides excellent provisions and education for their children. Parents consistently emphasise the pivotal role the school plays in fostering confidence and nurturing their children's faith.

Furthermore, parents deeply appreciate the approachability of all staff members, expressing a sense of assurance in seeking guidance and advice on both personal and school-related matters. This profound trust reflects the school's unwavering commitment to cultivating a supportive and inclusive environment for students and their families.

It is evident from parents' feedback that the school excels not only in delivering quality education but also in establishing strong bonds of trust and collaboration with the wider community. This mutually beneficial relationship significantly contributes to the overall success and well-being of the students.

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
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.