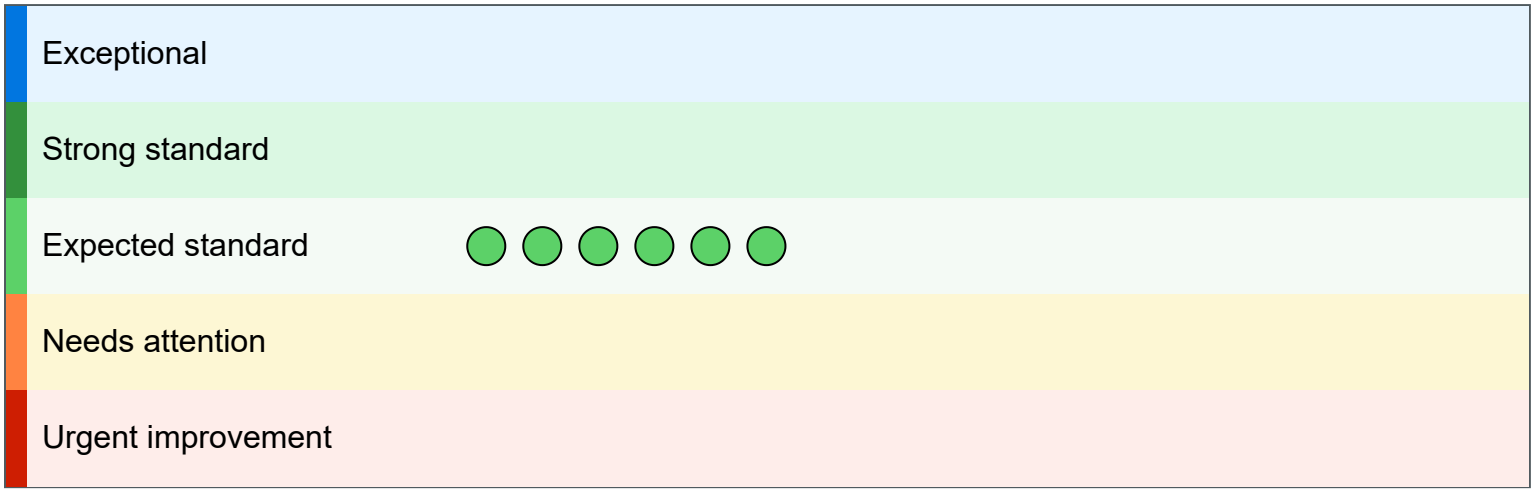
Madani Academy

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

Unique reference number (URN): 140624

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard

Pupils generally achieve well. On the whole, they learn the knowledge and skills they need to be ready for their next steps. In key stages 1 and 2, pupils learn important English and mathematics knowledge securely. Younger pupils quickly develop secure phonics knowledge. In addition, they learn to communicate clearly, spell accurately and write legibly. Pupils also learn important mathematical information such as knowledge of how numbers work and basic calculation. However, in some other subjects at key stage 2, such as science and history, pupils do not consistently develop a detailed understanding of the curriculum and subject-specific vocabulary.

In key stages 3 and 4, pupils learn a broad curriculum well. They explain their understanding of a wide range of subject-specific concepts with confidence and often in impressive detail.

The school provides well-considered, targeted support to pupils who need additional help to catch up with their learning. Carefully planned interventions help pupils to catch up quickly with their peers.

Attendance and behaviour

Expected standard

Most pupils attend school regularly and on time. The school's attendance is in line with the national average. Leaders routinely monitor pupils' attendance to identify when pupils are not attending school as regularly as they should. Leaders promote the importance of high attendance through regular communication with families and through seeking ways to address persistent absence robustly. The proprietor ensures that the school complies with the independent school standards relating to attendance by maintaining admissions and attendance registers as required.

Pupils generally behave well. Leaders have high expectations for pupils' behaviour and conduct. They have established clear, consistent routines which pupils follow diligently. Most pupils demonstrate highly positive attitudes to learning. They concentrate well in lessons and work hard. Relationships across the school are warm and purposeful. Pupils readily show respect for each other and for adults. Pupils are polite, well-mannered and kind.

At break times, pupils socialise well together and clearly enjoy the company of their peers. Adults maintain high levels of supervision which helps to keep pupils safe.
Incidents of bullying and discriminatory behaviour are very rare. However, leaders have appropriate systems in place to address these should they occur.

Curriculum and teaching

Expected standard

Leaders have implemented a well-sequenced curriculum. This identifies the important knowledge and skills that pupils need to learn to be successful. Leaders have a clear understanding of where the curriculum is delivered effectively and where this needs to improve. In key stage 1, and for older pupils who need this, the school prioritises the development of important English and mathematics knowledge. Well-trained staff teach

phonics well. Pupils also learn to spell accurately and write legibly. In addition, pupils have ample opportunities to learn and practise important number facts and mathematics skills.

Generally, staff have the subject knowledge they need to support pupils' learning effectively. For example, pupils often benefit from careful explanations and opportunities to revisit previous learning. However, on occasion, pupils' work does not enable them to learn the curriculum in as much depth as they could. In addition, while staff mostly make regular checks on pupils' understanding and correct their mistakes swiftly, this is not consistent. Sometimes, staff allow errors in pupils' work to persist for too long. When this happens, pupils do not learn as well as they could.

Leaders make sure that those pupils who need additional support to access the curriculum get the help they need. This is particularly effective for those pupils who need extra support to learn to read.

Inclusion

Expected standard

Leaders have appropriate systems in place to identify pupils' additional needs and barriers to success. For example, leaders use strategies such as assessment, discussion with parents and professional advice to determine exactly what is preventing a pupil from learning as well as they could. The school generally provides pupils with carefully considered, bespoke support. This helps them to access the curriculum effectively. As a result, pupils with special educational needs and/or disabilities and those from other vulnerable groups make secure progress from their starting points and achieve well.

Leaders make sure that they regularly review the support that pupils receive. Leaders adjust provision as necessary when pupils' progress is not as expected. In lessons, staff sensibly adapt their teaching and the resources they use to ensure that pupils with additional needs can access the curriculum as well as their peers. When needed, staff provide additional interventions to address gaps in pupils' understanding that prevent them from accessing an age-appropriate curriculum securely. This includes supporting pupils to secure important phonics knowledge as swiftly as possible.

Leaders ensure that they discuss pupils' additional needs with their parents regularly. Parents appreciate the close communication they receive about the support their children receive and the progress that they are making.

Leadership and governance

Expected standard

Leaders have a clear and ambitious vision for this school. They are passionate about providing a high-quality education for the pupils in their care. Leaders are determined to ensure that pupils develop the knowledge, skills and attributes they need to be well prepared for their next steps and gain the qualifications they need to be successful. Governors provide effective challenge and support for the school. They work well with the headteacher to identify the correct priorities for school improvement.

Leaders have effective systems in place to ensure that the independent school standards (ISS) continue to be met. They take appropriate and timely advice from external bodies such as the Association of Muslim Schools to ensure that nothing related to the ISS is missed.

Leaders ensure that pupils benefit from fit-for-purpose premises that meet all the requirements of the ISS. In addition, the proprietor makes sure that school policies meet statutory requirements and are kept up to date.

Staff appreciate the support they receive to manage their workload and wellbeing. They enjoy working at this school because everybody works well together to achieve their very best for the pupils. Generally, staff benefit from appropriate professional development opportunities. In particular, leaders ensure that staff keep their knowledge of statutory requirements such as safeguarding up to date. However, leaders do not consistently ensure that staff's understanding of effective teaching is informed by recent, relevant research.

Parents are unanimously very positive about the school. They really value the care and education that their children receive.

Personal development and wellbeing

Expected standard

The school supports pupils' personal development and wellbeing effectively. Leaders ensure that pupils learn about relationships, health and sex education as required by law, while respecting the school's Islamic ethos. Pupils confidently explain the features of healthy relationships and how to be a good friend. They have an age-appropriate understanding of how to keep themselves safe, particularly when online. Pupils also understand how to keep physically and mentally healthy. They can explain sensible strategies they use to help them to stay mentally well, including getting fresh air, taking exercise and finding time to be quiet and calm.

Pupils are prepared well for life in modern Britain. The school's ethos promotes respect, dignity, fairness and responsibility towards others. Pupils learn how to be tolerant and how to to interact respectfully with people from different backgrounds, cultures and beliefs. Pupils learn age-appropriate information about the importance of laws and democracy.

The school provides a range of opportunities to enrich and enhance pupils' learning. Pupils enjoy visits to places of interest, such as different places of worship, museums and to the beach. Pupils also enjoy developing skills in art and sport through working with visiting artists and sports coaches. In addition, leaders have forged close links with the local community. Through this, pupils enjoy taking part in community events and celebrations. Pupils also learn the importance of being a responsible citizen by giving back to society. For example, they raise money for charities, support the community food bank and enjoy reading with residents in a local care home.

Leaders have implemented a carefully considered careers programme. This provides pupils with appropriate information about a range of academic, professional, technical and vocational opportunities. For example, pupils enjoy university taster sessions and talks from a range of employers. Through this, leaders ensure that they keep pupils' aspirations high while helping them to make informed choices about their futures.

What it's like to be a pupil at this school

Pupils thrive educationally, socially and emotionally at this kind, caring school. They love coming to school and arrive happily each day. Pupils are confident that the adults here want them to achieve their very best. Pupils are keen learners. They want to do well, so they work hard in lessons and study diligently. As a result, pupils generally learn the knowledge and skills they need to be successful and ready for their next steps. The school's Islamic ethos has a tangible positive influence on routines, relationships and conduct. This provides a strong sense of belonging and community in the school.

Pupils behave well. They are polite and well mannered. Pupils show high levels of respect for adults and for their peers. Relationships are warm and purposeful. Pupils readily help each other with their studies and recognise and celebrate the success of their peers. Pupils understand and willingly follow well-established routines. These keep the school calm, enable pupils to focus on their learning and help to keep them safe.

Pupils feel safe in school. This is because they trust the adults in school to keep them safe from harm and to support them with any worries or concerns. Bullying is very rare. Pupils know what bullying is and what it is not. They are adamant that bullying does not occur but trust adults to resolve any concerns where necessary.

Staff make sure that pupils learn the knowledge they need to live happy and fulfilled lives. Pupils learn how to keep physically and mentally healthy. They also learn how to keep themselves safe both online and in the community. Pupils appreciate the wider opportunities offered to them. They enjoy taking part in community events, trips to places of interest, such as museums and a university, and their weekly sports sessions at the local community centre.

Next steps

- Leaders and staff should continually seek to improve their expertise through high-quality professional learning which is informed by the best available evidence and research.
- Leaders should ensure that the school’s schemes of work are taught consistently well throughout the school so that pupils develop detailed knowledge across the whole curriculum.
- Leaders should ensure that staff identify and address pupils’ misconceptions consistently well so that errors in pupils’ work are not allowed to persist over time.

About this inspection

The proprietor is Madani Academy Portsmouth Ltd.

The chair of the proprietor body is Mohammad Luthfur Rahman.

The chair of governors is Abdul Mukit.

The annual fees currently charged are £1,000 to £2,300.

The school's email address is info@madani-academy.org

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

During the inspection, inspectors spoke with the headteacher, proprietor, senior leaders and the chair of the governing body.

The inspectors confirmed the following information about the school:

This school has a Muslim religious designation.

The school does not currently use any alternative provision.

Headteacher: Mohammad Luthfur Rahman

Independent school standards

Independent school standards are either met or not met for each category.

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1. Quality of education provided Standards met

All standards have been met.

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2. Spiritual, moral, social and cultural development of pupils Standards met

All standards have been met.

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3. Welfare, health and safety of pupils Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

5. Premises of and accommodation at schools Standards met

All standards have been met.

6. Provision of information Standards met

All standards have been met.

7. Manner in which complaints are handled Standards met

All standards have been met.

8. Quality of leadership in and management of schools Standards met

All standards have been met.

Lead inspector:
Sue Keeling, His Majesty's Inspector

Team inspector:
Alan Johnson, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 29 September 2026

Total pupils

76

School capacity

185

Pupils with an education, health and care (EHC) plan

2

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ⚫

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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