

# Bolton Islamic Girls School

Weston House, Weston Street, Bolton, BL3 2AW

## Inspection dates

11–12 June 2013

### Overall effectiveness

	Adequate	3
Pupils' achievement	Adequate	3
Pupils' behaviour and personal development	Adequate	3
Quality of teaching	Adequate	3
Quality of curriculum	Adequate	3
Pupils' welfare, health and safety	Adequate	3
Leadership and management	Adequate	3

## Summary of key findings

### This school is adequate because

- Students' achievement is adequate because they make adequate progress in most subjects, including English and mathematics.
- Teaching is adequate and this ensures that students learn adequately over time. It is not good because teachers do not plan lessons that meets the needs of all students or provide them with sufficient opportunities for independent learning in order to raise their achievement.
- Students' overall adequate behaviour and personal development make a significant contribution to the school's ethos and to learning in lessons. Personal development is not good because there are too few opportunities to promote students' social and cultural development.
- Leadership and management have ensured that teaching and achievement are adequate. Nevertheless, the school's self-evaluation and improvement plan do not reflect whole-school needs sufficiently.

### The school has the following strengths

- Students make good progress in science due to one-to-one teaching support in class. They also make good progress in religious education due to the strong subject knowledge of the teachers.
- Students' behaviour is good in lessons and they have good relationship with fellow students and teachers.
- The school has established good links with parents and carers, and communicates with them well on a regular basis.

### Compliance with regulatory requirement

The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- This inspection was carried out with one day's notice. The inspector observed five lessons taught by three members of staff, looked at students' work, held meetings with the headteacher, and met staff and students.
- The school's documents were scrutinised, including policies and procedures, schemes of work, teachers' planning, assessment records, and checks made on the suitability of staff.
- No parent or carer used the Ofsted on-line questionnaire but parents' views were gathered through personal meetings and telephone calls.
- The views of staff were considered through questionnaires and discussions.

## Inspection team

Lubna Aziz, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Bolton Islamic Girls School is an independent faith school, which opened in September 2012 and is located in a semi-residential area of Great Lever, Bolton.
- The school is registered for 150 students. Currently, there are four students on roll in Years 8 and 10, none of whom has a statement of special educational needs.
- The school is open to girls from any ethnic heritage but at present has students from Pakistani and Indian heritages.
- The school aims to support its students to become confident in their identity as Muslims living in Britain with an enduring desire to perform their religious duties, live in harmony with fellow citizens and contribute positively to the social, political and economic well-being of the nation.
- The school had its pre-registration inspection in May 2012. This is the school's first full inspection.

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

- Improve the quality of teaching throughout the school by:
  - making sure that activities set for students are always at the right level of difficulty and provide sufficient challenge for all groups of students
  - improving teachers' marking of students' work and the quality of feedback on how to improve their work
  - providing further opportunities for independent learning.
- Further enrich the social and cultural development of students by:
  - improving links with the local community
  - visiting a broader range of places of cultural interest.
- Improve the leadership and management by:
  - ensuring that the school's self-evaluation reflects its needs more precisely
  - developing the school's improvement plan so that it focuses sharply on improving students' achievement.

## Inspection judgements

### Pupils' achievement

### Adequate

Students' achievement is adequate overall across the full range of subjects offered by the school. All of the evidence indicates that the progress made is sustained over time. The progress made by students from their different starting points is not good because there is not enough good teaching. This is particularly so in English and mathematics. The school's records show that all students make variable progress across the subjects and year groups. For example, in science students make good progress in Year 8, but only adequate progress in Year 10. Similarly, in Year 10 they make good progress in English but adequate progress in mathematics.

The students' attainment on entry to the school is in line with age-related national expectations. By the end of Year 10, their achievement is adequate and they are on course to attain average GCSE grades, for example in modular science. Students make adequate progress in reading and demonstrate a secure understanding of text as they have suitable opportunities to read and discuss in a number of subjects. Numeracy and literacy are also developed through appropriate learning tasks, particularly in science. Students' skills in writing are adequate but are not developed sufficiently. The writing tasks provided, and the feedback received through marking, do not provide sufficient guidance to enable students to make rapid progress. Younger students are prepared for functional qualifications in English and these provide a suitable basis for moving on to GCSE courses in Key Stage 4.

Students make good progress in religious education such as Qur'an *Tajweed* (the correct pronunciation of the Qur'an) because the students are keen to learn this. Students make adequate progress in languages such as Arabic and Urdu due to the adequate subject knowledge of teachers.

### Pupils' behaviour and personal development

### Adequate

Students' behaviour and personal development are adequate overall. The behaviour and attitude of students in lessons is good, as are the moral aspects of their development. There are very few incidents of misbehaviour. Leaders recognise that behaviour around the school is not as good as in lessons and are developing strategies for improvement so that it becomes good at all times. Spiritual development is adequate. The impact of Islamic teachings of *adab* (manners) and moral values during the routine of the school, such as Islamic greetings, is good. The students are respectful and caring towards each other and to adults around them. Students report there is no bullying. They feel safe and secure due to the small numbers of students and because they all know each other well. The attendance of the students is good.

There is an appropriate programme for personal, social and health education (PSHE) and citizenship. Students learn how to respect the criminal and civil law and put forward balanced political views. For example, they learn about the voting system in different countries and then compare this with the system in England. Students have also learnt about civil partnerships and how to be respectful of others, regardless of their belief or tradition.

Students' social and cultural development is adequate. The school teaches its students about other cultures and religions, and how to live in harmony with other communities through the teaching of religious education and the PSHE programme. However, there are insufficient opportunities for social development and for students to take part in the life of the local and wider community. Students contribute to fundraising for national charities. They engage in visits of cultural interest which support their cultural development adequately. This is a relatively recent development in this new school and firm plans are in place for further visits to another local school and to a variety of places of worship. Visitors are regularly invited to talk to students, such as a lawyer who discussed

the English law and legal system. This helps students to develop an understanding of English public institutions. Students learn to take responsibility, such as deciding about the type of uniform they would like to wear. They are equipped with a good knowledge of practices in Islam through the study of the Qur'an, religious education and Islamic ethos of the school.

### Quality of teaching

### Adequate

Teaching is adequate and, as a result, the progress the students make in reading, writing and mathematics is adequate. It is not good because teachers do not always plan challenging enough activities to engage all students. As a result, higher attaining students, for example, do not make rapid enough progress in developing the accuracy of grammar and sentence construction in writing, or problem-solving in mathematics. Teachers make adequate use of modern technology, such as a digital projector, that helps to engage the students in their learning. However, although teaching methods and activities are suitable, occasionally, there is not enough variety in the tasks and activities provided for the students to broaden their knowledge and to deepen their understanding sufficiently. Teachers have appropriate subject knowledge but this is not always secure enough to enable students to make good progress. Where it is good, students make good progress in religious education and their learning of the Qur'an. The school's learning resources are adequate for the number of students, including sufficient numbers of computers and books.

Teaching encourages students to raise their self-confidence and self-esteem by involving them in classroom interactions. Students are confident to discuss and to share their own ideas when the style of teaching encourages them. They enjoy lessons such as art due to the creative activities involved in the subject and this provides suitable opportunities to work independently and to make decisions about their own learning. Occasionally, teaching does not give sufficient time for students to work on their own activities as teachers intervene too quickly and direct the learning when students need time to think and organise their answers independently. This is due to teachers' planning which, although adequate, does not always take full account of the ability of all groups of students. Teachers manage behaviour well and create a positive learning atmosphere.

The assessment completed by the teachers is adequate in both secular and Islamic subjects. Teachers adequately assess students' standards of work in English, mathematics, science and other subjects using accurate National Curriculum levels and the criteria of the awarding bodies. Some use is made of nationally standardised tests but occasionally this testing is not comprehensive enough to provide a full account of students' achievement. There is a regular check on the progress of the students by marking in their books but the written comments provided are not detailed or precise enough to enable students to know what they need to do to improve.

### Quality of curriculum

### Adequate

The curriculum is adequate and covers all of the required areas of learning. The curriculum is not good because it does not lead to good achievement. There are schemes of work in all subjects and these enable teachers to identify suitable learning objectives for their lessons. However, occasionally, there is insufficient detail in the schemes of work to demonstrate how concepts and skills will be developed progressively within and across each key stage. Teachers' planning of the daily lessons is adequate but there is insufficient detail in lesson planning to demonstrate how students of different abilities will be challenged or supported to produce work at the levels of which they are capable. There is an appropriate emphasis on literacy and numeracy, and the school suitably prepares its students for the next stage in their education. The school also provides extra support to those who need more help in English but this is not focused sufficiently on specific aspects for improvement. Geography and history are covered through English, science and religious education at Key Stage 3 and there are firm plans in place to increase the provision for these subjects. There is a sufficient emphasis on physical education to encourage a healthy lifestyle.

The school places a good emphasis on the teaching of religious education and, as a result, students make good progress in this subject. The students are adequately prepared for GCSE subjects such as English, mathematics, science and information and communication technology. They are taught about other religions and community cohesion, marriage and family and spiritual aspects of Islam. Careers education is developing appropriately through PSHE. A start has been made with providing information about possible career paths, for example visitors from different professions are invited to give talks to the students. In Year 10, all students attend work placement arranged by the school in their area of interest. For example, one individual is set to take work experience with a local solicitor. Information provided for students to date, does not cover a wide enough range of options and opportunities to inform future choices.

### **Pupils' welfare, health and safety**

### **Adequate**

The provision for welfare, health and safety is adequate. All the regulations are met. The senior designated officer for child protection has completed higher level training and all other staff members are trained in basic child protection procedures. A range of policies are in place, including those for child protection and health and safety but these are not all focused precisely enough on the particular circumstances of this school. The anti-bullying policy is suitable and is applied effectively. All staff members are aware of these policies and implement them consistently. The school takes suitable steps to ensure fire safety and holds regular fire drills. Portable appliance checks are carried out regularly. There are policy and clear procedures for educational trips and visits, and the school carries out satisfactory risk assessments.

Safe recruitment practices and vetting procedures ensure that all staff members are suitable to work with students and the required checks are adequately recorded in the single central register. This also includes volunteers. The admission and attendance registers meet requirements. First aid procedures are implemented effectively, including recording of all the incidents. There are minor inaccuracies and omissions in some of the required administration related to aspects of health and safety as monitoring of procedures is not fully effective.

### **Leadership and management**

### **Adequate**

Leadership and management are adequate. Since the pre-registration inspection, the headteacher and governors have taken the necessary steps to ensure that the school meets all the regulations for the continued registration as an independent school. Leadership and management are not yet good as the quality of teaching is not ensuring that students make good progress in their learning in the different subjects taught. Training is provided for teachers, and the headteacher monitors the quality of classroom practice, however, this does not result in clear targets for improvement and does not have sufficient impact.

Governors are keen to improve the school further. They have shown a strong commitment to improve the facilities. The premises are kept in a tidy state, decoration is of appropriate standard, teaching rooms are of a good size and there is sufficient outdoor space for play and physical activities. There is a room for those who are ill that meets requirements.

The required information for parents and carers is made available on the school's website, including the safeguarding policy. The school has good links with parents and carers and keeps them well informed through letters, the school website and text messages. Parents and carers state that they are happy with the quality of the education provided and with the personal development of their children. The school's complaints procedure meets requirements and is implemented correctly.

The school's self-evaluation is adequate. However, it does not focus sufficiently on the regulatory requirements for independent schools. The identified points for improvement are not specific enough to ensure a strong impact, for example, the improvement plan does not focus sharply on

improving students' achievement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.



## School details

<b>Unique reference number</b>	138498
<b>Inspection number</b>	420256
<b>DfE registration number</b>	350/6001

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Faith School
<b>School status</b>	Independent School
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	4
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Makka Masjid
<b>Chair</b>	Dr Ghulam S Ashraf
<b>Headteacher</b>	Mrs Shamim Mehmood
<b>Date of previous school inspection</b>	Not previously inspected
<b>Annual fees (day pupils)</b>	£900
<b>Telephone number</b>	01204 771570
<b>Fax number</b>	01204 771570
<b>Email address</b>	info@boltonislamicgirlsschool.org.uk

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