

# Al Jamiatul Islamiyah

Mount St Joseph's Convent, Willows Lane, Deane, Bolton, Lancashire BL3 4HF

**Inspection Dates**

18 May 2017

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2, 2(1)(a), 2(2)(d) and 2(2)(d)(ii)*

- At the previous inspection carried out in March 2016, this standard was not met because the proprietor did not have in place a curriculum policy and arrangements for teaching personal, social, health and economic (PSHE) education that encouraged respect for people, particularly those with protected characteristics set out in the 2010 Equality Act.
- These standards are now met. Earlier this year, leaders developed a curriculum policy for teaching PSHE education. Leaders have implemented many aspects of this policy through modification of the existing curriculum and the introduction of a wide range of events. In December of 2016, all staff and all pupils undertook training on the Equality Act 2010, focusing particularly on the protected characteristics. Pupils took part in an enterprise week. Pupils go on visits, including to universities and a residential in the Lake District. Added to this, pupils organise community events, which have included seeking and making large contributions to the local food bank, providing a tea party for older members of the local community and the production of a 'panto' for local primary schools.
- Contained in the policy is the statement, 'We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as pupils embark upon their adult lives'. These values are already manifest in the boys' beliefs and values. It was clear from the pupils the inspector spoke to that they fully understand all of the protected characteristics and that their rights and freedoms are protected by law. They believe in individual liberty and see no contradiction between Islam and British values.

#### *Paragraph 2, 2(2)(g) and 2(2)(i)*

- At the previous inspection, the school failed to meet this standard because the proprietor did not have a programme of activities for students above compulsory school age appropriate to their needs. Other subjects beyond Islamic studies were offered, such as sports studies and computer studies. However, these were not at an appropriate level for learners and achievement was poor. In addition, students were not prepared effectively for the opportunities, responsibilities and experiences of life in British society.
- Improvements have been achieved and these standards are now met. A review of the

courses offered to students in the sixth form has taken place. Leaders of Al Jamiatul Islamiyah have developed a close partnership with Bolton College, enabling students to follow courses both there and within Al Jamiatul Islamiyah, or exclusively within the school.

- Students who continue their sixth-form studies at Al Jamiatul Islamiyah have an increased number of courses to choose from. A BTEC course in business studies has been introduced. This is a good addition as it provides opportunities for further education and career development which meet the aspirations of many students.
- Students are given guidance on how to progress their studies beyond school. All of the BTEC courses offered through the school lead directly to higher-level qualifications and entry to university.
- The increased provision to promote pupils' PSHE and spiritual, moral, social and cultural (SMSC) development across the school has also benefited sixth-form students. Small groups of Year 12 students take part in five-day residential visits to the Lake District, where they work with students from different schools. Al Jamiatul Islamiyah enrolled all students with the Bolton Lads and Girls Club. Students are encouraged to attend the club in their free time. A programme ensuring that all students complete a meaningful work experience placement during the sixth form has been established.
- Leaders continue to review the provision for the sixth form, including further broadening of the curriculum.

*Paragraph 3, 3(a), 3(d) and 3(g)*

- At the previous inspection, the school failed to meet this standard because teaching did not allow all pupils to acquire new skills and make good progress. Work in pupils' books showed that teachers did not apply the school's assessment policy. Teachers did not give pupils constructive feedback that enabled them to identify how to improve. Some books were left unmarked for long periods. Consequently, while lessons were planned following thoughtful schemes of work, teachers did not use what they should know about pupils' learning to adapt teaching and learning activities to better meet pupils' needs. The impact of this was particularly apparent in English, where pupils' progress was too slow. Pupils' reading and writing skills needed further development. Too few pupils were admitted for two science qualifications and this was again limiting their future prospects.
- These standards are now met.
- In 2016, the attainment of Year 11 pupils in English improved. In 2015 only two pupils attained a B grade pass. In 2016, 13 pupils attained a B grade or an A grade pass. The standards current pupils are achieving in English are at least as high as last year.
- Leaders have increased the curriculum time currently allocated to English by 50% compared to last year. Their curriculum model for 2017/18 shows a further increase in the time that pupils will study English.
- The quality and effectiveness of marking have improved. In January 2017, leaders implemented a school-wide policy on marking and feedback. A review of pupils' work books shows that teachers are adapting to this development and, where the policy is fully implemented, it is helping pupils improve their work.
- When planning lessons, teachers are taking much more account of what pupils already know, understand or can do. In the mathematics department, teachers analysed how

well each of their pupils performed in each question in a recent examination. This led to teachers preparing a sequence of lessons to help pupils improve in the areas of weakness teachers had identified.

- Currently, there are about twice the number of pupils studying two science qualifications rather than one. Pupils are enrolled on to these courses appropriately and this is based on their prior scientific achievement and their literacy and numeracy skills.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5, 5(a) and 5(b)(vi)*

- At the previous inspection, the school did not meet this standard because the proprietor did not have a policy to promote the SMSC development of pupils. The proprietor ensured that respect for people of different race, religion and culture was promoted. However, leaders did not address all the specific characteristics described in the Equality Act 2010 and so respect for all could not be assured.
- These standards are now met. Earlier this year, leaders developed a policy for the promotion of the pupils' SMSC development. Leaders conducted an audit of how aspects of personal development were already being promoted. Areas of weakness were identified and the provision was extended. It is now clear which subjects have responsibility for the promotion of specific aspects of pupils' SMSC development. For example, the Year 9 history curriculum includes a study of the Holocaust. Year 9 pupils will also learn about homophobia through their PHSE programme.
- The improvement in pupils' PHSE understanding has also improved their SMSC development. This is particularly evident in the work that leaders have done to promote understanding of all of the protected characteristics.

## Part 3. Welfare, health and safety of pupils

### *Paragraph 8, 8(a) and 8(b)*

- The previous inspection was integrated with an inspection of the school's boarding provision. The school was found not to meet some of the National Minimum Standards for Boarding Schools because arrangements to safeguard pupils and ensure their welfare were ineffective.
- These standards are now met.
- This monitoring visit of the school's education provision aligned with an inspection of the school's boarding provision. Inspectors found improvements had been made to arrangements to safeguard pupils and to ensure their welfare. National Minimum Standards for Boarding Schools are now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34, 34(1)(a), 34(1)(b) and 34(1)(c)*

- At the previous inspection, the school did not meet this standard because leaders had failed to ensure that they met all independent school standards. They had not promoted, through the application of a good PSHE policy, pupils' understanding of all of the protected characteristics described in the Equality Act 2010. Leaders and trustees did not ensure that there were robust systems in place to analyse information about pupils'

progress and use the findings to inform school development planning, including the evaluation and improvement of teaching. Leaders did not ensure that all teachers consistently adhered to school policies in relation to teaching, assessment and marking, or provide pupils with guidance on how to improve. Leadership of the sixth form was poor, which led to inadequate provision in this phase. Leaders of English had not secured good progress and too few pupils were studying at least two sciences, both factors limiting their future opportunities in their education.

- These standards are now met. Particularly strong improvement has been made in the provision for PHSE and pupils' personal development. Pupils are now much better prepared for the opportunities, responsibilities and life in British society.
- The recently appointed headteacher has driven considerable improvement in a short time. The school now has a system that enables teachers and leaders to monitor the progress that pupils make, based on their standards when they join the school. Teachers are developing their skills in using this to identify which pupils need additional support. This system enables leaders, particularly the headteacher, to monitor the progress of pupils and allocate resources to pupils or groups who appear not to be reaching their targets. The evaluation of all aspects of the school's provision has improved. Leaders know well which aspects of the school are effective and which need further development.
- The quality and range of school policies have improved, giving teachers a clear understanding of what is expected of them.

## **Compliance with regulatory requirements**

### **The school now meets the following independent school standards**

- Part 1. Quality of education provided
  - Paragraph 2, 2(1)(a), 2(2)(d), 2(2)(d)(ii), 2(2)(g) and 2(2)(i)
  - Paragraph 3, 3(a), 3(d) and 3(g)
- Part 2. Spiritual, moral, social and cultural development of pupils
  - Paragraph 5, 5(a) and 5(b)(vi)
- Part 3. Welfare, health and safety of pupils
  - Paragraph 8, 8(a) and 8(b)
- Part 8. Quality of leadership in and management of schools
  - Paragraph 34, 34(1)(a), 34(1)(b) and 34(1)(c).

## School details

Unique reference number	130285
DfE registration number	350/6017
Inspection number	10030979

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Independent Islamic faith school
School status	Independent boarding school
Age range of pupils	11 to 21
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	270
Of which, number on roll in sixth form	60
Number of part-time pupils	136
Proprietor	Trustees of Islamic Institute O
Chair	Mr Ismail Mohamed Ali
Headteacher	Mr Arshad Ashraf
Annual fees (day pupils)	£1,550
Telephone number	01204 62622
Website	<a href="http://www.boltondarulloom.org">www.boltondarulloom.org</a>
Email address	<a href="mailto:darulloombolton@yahoo.co.uk">darulloombolton@yahoo.co.uk</a>
Date of previous standard inspection	8–10 March 2016

## Information about this school

- Al-Jamiah Al-Islamiyyah was established in 1993 and is an independent boys' day and boarding school with a clear Islamic ethos and religious purpose. Almost all pupils speak English as an additional language. The majority are British Muslims of Bangladeshi or Pakistani heritage, although some attend the school from other European and international countries.

- The school's stated mission is 'to motivate, inspire, educate and rekindle the spark within the hearts of those youth who are growing up within this country. It aims to provide both religious and secular education to Muslims in an environment which is conducive to their learning and spiritual being.'
- The school is led by an executive principal who has oversight of all aspects of the school's provision. The secular curriculum is led by the 'school' headteacher, who took up post in November 2016.
- The curriculum comprises of Islamic studies, which are taught in the morning, and a secular curriculum, taught in the afternoon. The Islamic curriculum includes Quranic exegesis, Arabic literature, Hadith, theology and jurisprudence as well as the study of Arabic. The secular curriculum is taught in English.
- Some post-16 learners at the school attend Bolton College to undertake part of their studies.
- There is no pupil currently at the school with a statement of special educational needs or an education, health and care plan.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspector reviewed a wide range of documents including school policies. He examined the school's new pupil progress monitoring system. The inspector had discussions with the headteacher and pupils ranging from Year 7 to sixth-form students. The inspector visited classes and looked at the work pupils had produced since the start of the school year.
- The inspector liaised with other inspectors who were on the school site to evaluate the school's boarding provision.

## Inspection team

Neil Mackenzie, lead inspector

Her Majesty's Inspector



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