

Rochdale Islamic Academy for Girls

Greenbank Road, Rochdale OL12 0HZ

Inspection date

22 January 2020

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(g), 2(2)(h), 2(2)(i)

- The current mixed school's curriculum is well planned and organised. Pupils learn about the different aspects required by the independent school standards (ISS), including linguistic, mathematical, scientific and technical, and human and social education. Pupils' formal experience in aesthetic and creative education is limited to art. This fulfils the requirements of the ISS. However, this experience is narrower than that of pupils in many schools. Pupils do not study music as a formal part of the curriculum.
- The school's curriculum policy and schemes of work provide sufficient detail for leaders and teachers to plan pupils' learning. The schemes of work for secular education are currently very similar in both the girls' and boys' divisions of the current school. However, girls study computing, whereas boys study information and communication technology.
- Pupils spend most of their time studying secular education.
- Pupils are provided with information about careers, particularly as they get closer to leaving the school. This includes contributions from professional people who are independent of the school. This programme helps pupils to know about the range of possible choices for their future.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(h), 3(i), 3(j)

- Leaders intend that the existing team of experienced teachers will continue to work at the school when it separates to become a girls' school. These teachers are skilled in helping pupils to learn well and achieve highly. Pupils' books show that teachers are skilled at planning for pupils' learning to build up stage by stage. Pupils gain in their knowledge and understanding. Pupils are typically successful in their GCSE examinations.
- Leaders have ensured that the resources pupils need are available. Most classrooms are equipped with televisions to act as computer display screens. Up-to-date

textbooks are used by teachers and pupils. The school has a library that contains a wide selection of books. These include popular current fiction written for teenage readers.

Paragraph 3(g), 4, 32(1)(f)

- Pupils sit an entrance examination before they start at the school. Leaders and teachers use information from this examination, as well as national curriculum assessments taken in primary school, as part of their planning to meet pupils' academic needs.
- The school provides termly reports to parents and carers. These include information about each pupil's achievement, behaviour and attitude.

The proprietor has ensured that the standards in this part are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii)

- The school's faith ethos is reflected in the spiritual, moral, social and cultural development. The curriculum for personal, social and health education is based on that provided in a commercially produced textbook widely used in other schools. This allows teachers to ensure that pupils do not develop gaps in their knowledge about important aspects. The programme includes matters such as relationships between people, citizenship and health education.
- When relevant, the curriculum in other subjects supports pupils' wider education, for example by reflecting the wide range of people who have contributed to mathematics or religion in the past.
- The ethos of, and teaching in, the school encourages pupils to develop a strong sense of respect for others.

Paragraph 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders ensure that the school's commitment to being open extends to visitors. Leaders are also committed to ensuring that pupils only experience balanced opinions and views from staff and visitors.

The proprietor has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The school's safeguarding policy is comprehensive. It provides the details needed should anyone need to respond to a safeguarding concern. The policy reflects the latest requirements from the Department for Education (DfE) about keeping pupils safe.
- The new executive headteacher will become the designated senior leader for safeguarding. She is undertaking appropriate training to support her in this role. The training for other staff, including those with current safeguarding roles, is updated regularly.

Paragraph 9, 9(a), 9(b), 10

- The current school's behaviour policy provides suitable information to help staff to reward pupils' good behaviour and challenge pupils if they behave less well. The school's records indicate that incidents of poor behaviour are very rare.
- The current school's records indicate that no instances of bullying between pupils have recently happened. The school's anti-bullying policy includes different types of bullying, such as cyber bullying and homophobic bullying.

Paragraph 11, 12, 13, 16, 16(a), 16(b)

- The school's health and safety policy provides a short summary of the school's commitment to ensuring that staff and pupils' welfare is protected. The school has a sensible range of other policies that link to this policy, concerning, for example, risk assessment, fire safety and first aid. Relevant members of staff have had specific training in relation to health and safety.
- The school's risk assessment policy is supported by risk assessments that have been written to match the circumstances of the school and the activities that pupils undertake.

Paragraph 14

- The proprietor intends that the same staff team that currently teaches girls will continue to teach at the new school for girls only. There are sufficient staff to ensure that pupils are properly supervised.

Paragraph 15

- The current school's admission register is kept as a paper record. This includes the required information about pupils. Attendance registers are taken systematically. Any absence by pupils is recorded using the codes set out in national guidance. Leaders are currently in the process of transferring the school's records about pupils onto an electronic system. This will make it easier for staff to check that there are no gaps or inaccuracies.

The proprietor has ensured that the standards in this part are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b)

- The school's system for checking on the suitability of staff to work with pupils is complete and detailed. All the checks needed are completed before members of staff start their employment at the school. The checks extend to members of the proprietorial body.
- Leaders keep separate electronic records of the checks on adults working in the girls' and boys' divisions of the school of the current school. Leaders intend that the same

staff will continue to teach girls and boys after the formal separation of the current school has been completed. Therefore, these records will continue to be suitable.

- No supply staff are employed to work at the school.

The proprietor has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The premises currently in use for the girls' education are housed in a converted school building. These were used as a music school before the current school took ownership. The premises are clean, tidy and well maintained.
- The classrooms and entrances to the school have suitable lighting. While it was not possible to visit lessons during this inspection, the rooms are divided by thick enough walls to ensure that noise from activities in different classes will not disturb learning. There is suitable space outside for pupils to use during breaktimes and physical education activities.
- There are ample suitable toilet facilities for the sole use of pupils, and showers are available for pupils. The medical room has a sink with hot and cold water, with a toilet facility available adjacent.

The proprietor has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 2(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- Leaders have made sure that the information that they need to publish about the school is readily available. The prospectus sets out clear details about the school.
- The school does not have a website. However, policies, including the safeguarding policy, are available on request from the school.

The proprietor has ensured that the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The school's complaints policy matches the requirements of the ISS. There were no formal complaints about the girls' division of the current school over the last year.

The proprietor has ensured that the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The school has recently been operating with temporary arrangements for its senior leadership. The appointment of the new executive headteacher has meant that the stability of leadership has increased. Other leaders in the girls' division of the current school will continue their permanent roles in the new school.
- The policies and practices in the current school's girls' and boys' divisions are closely aligned. The executive headteacher intends that this arrangement will continue once the schools separate. The staff teams will work together, for example in training activities and preparing the curriculum.
- The current school's effective provision forms the basis for the new school. All parts of the ISS are likely to be met.

The proprietor has ensured that the standards in this part are likely to be met.

Schedule 10 of The Equality Act 2010

- Leaders have prepared a suitable accessibility plan for the school. The premises are all at ground level and are accessible to people with mobility difficulties. When needed, the school responds to the accessibility needs of individuals, for example by preparing personal evacuation plans.

The proprietor has ensured that the requirements of The Equality Act 2010 are likely to be met.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	147662
DfE registration number	354/6039
Inspection number	10135123

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Islamic faith school
School status	Independent school
Proprietor	Muslim Education Association
Chair	Shahzad Aslam Malik
Headteacher	Ms Mehnaz Kauser
Annual fees (day pupils)	£2,000
Telephone number	01706 710184
Website	None
Email address	admin@rochdaleislamicacademy.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	214 (boys and girls)
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	None
Total hours operating as a school per week	40 (boys), 34 (girls)
Total hours of teaching provided per week	35 (boys), 29 (girls)

Pupils

	School's current position (in the girls' division of the mixed school)	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16
Number of pupils on the school roll	134	200	200

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed (information below relates to the girls' division only)	Girls
Number of full-time pupils of compulsory school age	134	200
Number of part-time pupils	None	None
Number of pupils with special educational needs and/or disabilities	None	None
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	None	None
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	None	None

Staff

	School's current position (in the girls' division of the mixed school)	School's proposal
Number of full-time equivalent teaching staff	8	8
Number of part-time teaching staff	9	9
Number of staff in the welfare provision	None	None

Information about this proposed school

- The proprietor proposes that this girls' school is established by separating Rochdale Islamic Academy, a mixed school, into two separate schools, one for boys and one for girls. The mixed school was judged to meet the ISS at the time of its previous standard inspection in June 2017. However, a subsequent emergency inspection in September 2019 found that pupils were separated by sex unlawfully for the whole of their education and at social times. As a result, a number of the ISS were not met. Following this judgement, the proprietor decided to change the single, mixed school into two separate schools, one for boys and one for girls. It is intended that both schools will have the same proprietor.
- The school is currently operating under its registration as a mixed school and providing education for boys and girls in separate divisions. Each part of the school has its own team of staff.
- An executive headteacher has recently been appointed to be responsible for both of the single-sex schools.
- The proposed changes will not change the school's overall approach because boys and girls are already taught separately in different buildings and with separate facilities. The two parts of the school are located about a quarter of a mile apart.
- The school currently does not have a website. A new website is being constructed.

Information about this inspection

- This inspection was commissioned by the DfE following the proprietor's request to change Rochdale Islamic Academy from a single mixed school to two single-sex schools. This pre-registration inspection considered the proposed provision for girls in Rochdale Islamic Academy for Girls.
- This was the school's first pre-registration inspection.
- The DfE also requested that Ofsted should complete a material change inspection for the mixed school to allow it to become a school for boys only. This material change inspection was carried out overlapping with this inspection. The outcome for this material change is reported in a separate inspection report.
- During this inspection, I met with the headteacher and other leaders. I discussed information about both planned schools in some of these meetings. I held a discussion with members of the proprietorial body about the current and planned schools. I scrutinised policies and other information to check the planned school's likely compliance with the ISS. The documents examined included the school's safeguarding policy and record of checks on the suitability of staff. I toured the school's buildings currently used for girls' education.
- I completed a scrutiny of pupils' work to gain information about the effectiveness of the education. It was not possible to visit lessons because staff were completing a training day on the day of the inspection and no pupils were on site.

Inspection team

David Selby, lead inspector

Her Majesty's Inspector

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