

Rochdale Islamic Academy

Greenbank Road, Rochdale, Lancashire OL12 0HZ

Inspection dates

22–23 January 2020

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school is implemented

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.
- Leaders provide Islamic education each morning and secular education each afternoon.
- 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 boys' and girls' divisions of the current school. However, boys study information and communication technology, whereas girls study computing.
- 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 boys' school. These teachers are skilled in helping pupils to learn well and achieve highly. Teachers have strong subject knowledge. This gives pupils the confidence they need to respond in class and try

hard. 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 text books are used by teachers and pupils. The school has plans to increase the library provision for pupils.
- The boys' division of the current school does not have a science laboratory. However, boys will continue to use the laboratory at the girls' school once the schools have separated.

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' needs.
- The school provides termly reports to parents. These include information about pupils' 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 of pupils. The curriculum for personal, social and health education is based on one 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 matter such as relationships between people, citizenship and health education.
- When relevant, the curriculum in other subjects supports pupils' wider education, for example by including discussion of child labour and radical politics in the past in an English lesson visited during the inspection.
- The ethos of and teaching in the school encourage 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. They 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 necessary details 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 school's records indicate that no instances of bullying between pupils have happened recently. The school's anti-bullying policy covers 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 the welfare of staff and pupils 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 pupils undertake.

Paragraph 14

- The proprietor intends that the same staff team that currently teaches boys will continue to teach at the school when it is for boys 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 all the required information about pupils. Attendance registers are taken systematically. Any absence of 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 boys' and girls' divisions of the current school. Leaders intend that the same staff will continue to teach boys and girls 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 boys' education are housed in a converted building that was once part of a mill. The premises are clean, tidy and well maintained.
- The classrooms and entrances to the school have suitable lighting. Most classrooms are completely separate from each other, so there are no problems from noise travelling between classrooms. Two classrooms are formed from a larger room by a thin partition. These rooms are used for faith learning. The activities in each part of the larger room do not interfere with each other. There is suitable space outside for pupils to use during breaktime activities.
- There are suitable toilet facilities for the sole use of pupils. No showers are available for pupils. However, physical education is provided at an off-site sports centre with provision for changing and showers. The medical room has a sink with hot and cold water. There is a toilet nearby.

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 boys' 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 boys' division of the current school will continue their permanent roles in the new school.

- The policies and practices in the current school's boys' and girls' 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 on different floors and the age of the building makes accessibility for people with mobility difficulties limited. However, some classrooms are on the ground floor. Leaders intend to use these to give pupils access to learning, if required.

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 that are relevant to the material change.

School details

Unique reference number	134575
DfE registration number	354/6006
Inspection number	10144032

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

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	20–22 June 2017

Pupils

	School's current position (in the boys' 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	80	100	100

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed (information below relates to the boys' division only)	Boys
Number of full-time pupils of compulsory school age	80	100
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 boys' division of the mixed school)	School's proposal
Number of full-time equivalent teaching staff	12	12
Number of part-time teaching staff	None	None
Number of staff in the welfare provision	1	1

Information about this school

- This 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 material change inspection considered the proposed single-sex provision for boys in Rochdale Islamic Academy.
- This was the school's first material change inspection in relation to the separation of boys' and girls' education.
- The DfE also requested that Ofsted should complete a pre-registration inspection of Rochdale Islamic Academy for Girls. This pre-registration inspection was carried out overlapping with this inspection. The outcome for this pre-registration inspection is reported in a separate inspection report.
- During this inspection, the inspector met with the headteacher and other leaders. He discussed information about both planned schools in some of these meetings. He held a discussion with members of the proprietorial body about the current and planned schools. The inspector scrutinised policies and other information to check the planned schools' likely compliance with the ISS. The documents examined included the school's safeguarding policy and record of checks on the suitability of staff. The inspector toured the school's buildings currently used for boys' education.
- The inspector visited lessons to gather evidence about teaching, learning, and pupils' behaviour and attitudes.

Inspection team

David Selby, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020