

# Inspection of Bolton Muslim Girls' School

Swan Lane, Bolton, Greater Manchester BL3 6TQ

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Inspection dates: 13 and 14 December 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Bolton Muslim Girls' School under section 5 of the Education Act 2005. However, Ofsted previously Bolton Muslim Girls' School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Senior leaders, trustees and governors are driven to provide equality and high ambition for all pupils at this school. They are determined to overcome any social disadvantage or risk of gender inequality. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), experience success across those subjects that they study. However, despite leaders' intentions, the breadth of subjects that pupils study is limited.

Many pupils like attending Bolton Muslim Girls' School. They told inspectors that they feel happy and secure here. They make friends easily. Pupils are quick to embrace newcomers to their school. Pupils learn to understand and value people's differences. However, some pupils said that they are reluctant to report incidences of bullying and prejudicial language. Some staff do not resolve such worries quickly or well.

Leaders have high expectations of pupils' behaviour. Most pupils meet these expectations. Classrooms are calm and orderly places. Pupils settle to their work and behave very well in lessons.

Pupils are confident and sociable. They enjoy the extra-curricular activities that are offered by staff. Pupils flourish, especially through the rich choice of leadership roles that they take on with pride.

## **What does the school do well and what does it need to do better?**

Senior leaders care deeply about the education and well-being of each girl that attends this school. They greet pupils and speak with them at social times. Pupils, including those that are disadvantaged and pupils with SEND, achieve very well in those subjects that they study. Many of them move on successfully to academic study linked to these subjects. However, pupils are provided with a too-narrow range of courses and academic experience. They do not develop a fully broad and deep range of subject knowledge. Leaders' intentions to strengthen pupils' curriculum offer is at an early stage.

Subject leaders map out the important knowledge that pupils need to learn and the order that this information should be taught. They ensure that pupils build knowledge in a well-ordered way. Teachers deliver the intended subject curriculums well. Staff have a belt and braces approach to check pupils' current understanding and their memory of previous learning. They revisit knowledge where necessary until they are confident that pupils' learning is secure.

Girls with SEND are identified and supported well at this school. They get to learn the same key curriculum knowledge as other pupils. Leaders make staff clear of the different requirements of these pupils. Trained adults and teachers work well together in class to help these pupils to succeed.

Leaders help to build pupils' strong reading habits and expertise. Pupils value reading. The library is a popular place where pupils of all ages read, at breaktimes and lunchtimes. Leaders systematically identify any pupils who find reading more difficult. They make sure that these pupils catch up and become accurate, confident and fluent readers.

Pupils are exceptionally keen to do well in class. Their concentration in lessons helps them to learn and remember more. Staff, notably senior leaders, help to maintain the calm and positive atmosphere at social times. Most pupils behave well. However, sometimes pupils fall out. Some of them are reticent to report their concerns about the behaviour of others to some teachers. They say that they do not trust some adults in school to listen to and resolve these incidents well.

The personal development curriculum is thorough and well designed. Leaders think of new ways to involve pupils in activities beyond the classroom. These include clubs, such as debating and chess. Pupils also enjoy trips, the Duke of Edinburgh's Award and positions of responsibility. Pupils are well prepared to understand and participate in modern Britain. The union flag is a centrepiece of the school site. Pupils receive very high-quality, independent careers advice and guidance.

Trustees and governors meet their statutory obligations. They help inform and secure improvement. They understand their role to help secure a broader curriculum for all pupils. Many staff are proud to work at the school. However, some staff shared concerns with inspectors about workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders keep staff up to date with information about the dangers that pupils may face. Staff are quick to spot the signs that pupils may be at risk of harm. They report any concerns in a timely way. These concerns are acted upon promptly. Leaders ensure that pupils and their families swiftly get the help that they need.

Through the curriculum, pupils find out how to stay safe. They learn how to spot and avoid risks to their safety.

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

### **(Information for the school and appropriate authority)**

- Some pupils are not confident to report some of their concerns around behaviour to staff. They feel that some staff do not follow up on their worries about bullying, name-calling and prejudicial language as well as they should. Accordingly, some of these incidents are not resolved promptly and effectively. Leaders should ensure that staff have additional guidance and training to implement the school's behaviour policy consistently well across the school. They should ensure that

pupils have confidence that staff will take effective action to address any concerns.

- The range of subjects that pupils study is limited. This restricts pupils' curriculum experience and knowledge. Leaders must continue to broaden and enrich pupils' academic curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142340
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10242502
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	684
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Faruk Patel
<b>Headteacher</b>	Idrish Patel
<b>Website</b>	<a href="http://www.bmgs.bolton.sch.uk">www.bmgs.bolton.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bolton Muslim Girls' School converted to become an academy school in September 2016. When its predecessor school, Bolton Muslim Girls' School, was last inspected, it was judged to be outstanding overall.
- The school meets the requirements of the Baker Clause, which requires schools to provide information for pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- Leaders do not make use of any alternative education.
- The school has an Islamic ethos and welcomes girls of all faiths and none.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with senior leaders and subject leaders.
- The lead inspector met with a group of governors and trustees, including the chair of the Prosper Multi Academy Trust of which the school is part.
- The lead inspector met with the chief executive officer of the trust. The chief executive officer is also the headteacher of the school.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what to do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in design and technology, English, history, mathematics and science. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

### **Inspection team**

Stephen Ruddy, lead inspector	Ofsted Inspector
Claire Hollister	Ofsted Inspector
Osama Abdul Rahim	Ofsted Inspector
Andy Cunningham	His Majesty's Inspector

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