

Al Jamiah Al Islamiyyah

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

Inspection date

15 June 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Part 2. Spiritual, moral, social and cultural development of pupils (in relation to pupils' behaviour)

Paragraph 2(1), 2(1)(a), 2(1)(b)(i), 2(2), 2(2)(a), 2(2)(h), 2(2)(i)

- Leaders' curriculum policy does not reflect the actual subjects offered at the school. At key stage 3, pupils study a wide range of subjects that give them experience in different aspects of education, such as linguistic and technological. However, despite leaders' policy stating that pupils study up to 10 GCSEs at key stage 4, pupils can work towards GCSEs in only five subjects. These subjects are English language, mathematics, double science and religious studies. All pupils also work towards a level 2 qualification in information technologies and they take part in physical education.
- In the sixth form, students' curriculum is further constrained. These students can study towards a level 2, or level 3, teaching assistant qualification, or a BTEC level 3 in information technologies. Some students choose to follow both of these courses. No students are able to study A-level courses. This narrow range of subjects limits students' future choices for education, employment or training.
- Leaders' curriculum takes very little account of pupils' aptitudes, interests or needs. Moreover, the range of subjects taught is constrained by leaders' difficulties in recruiting and retaining teachers.
- Leaders have not developed curriculum plans and schemes of work for all the different subjects. They have not considered the important knowledge that they want pupils to learn.
- Leaders' expectations of what pupils can achieve are low. In 2022, very few pupils achieved a grade 5 or above in English language and mathematics. Only half of all pupils achieved a grade 4 or above in English language and mathematics. This is despite pupils only being entered for a very small number of qualifications.

Paragraphs 3, 3(a), 3(c), 3(d), 3(e), 3(g), 3(h), 5, 5(b), 5(b)(iii)

- Leaders told inspectors that the quality of teaching is poor. Leaders struggle to recruit and retain teachers. Leaders do not provide training or support for teachers, including

for those staff who are not subject-specialist teachers. This was confirmed by inspection evidence. For example, most pupils achieve poor outcomes by the end of key stage 4 after five years at the school.

- Leaders keep no records of behaviour incidents and any sanctions imposed. Despite this, the pupils who spoke with an inspector said that some pupils had received consequences for poor behaviour, including removals from lessons and suspensions. The evidence gathered by inspectors confirmed that there had been incidents of poor behaviour in school. For example, inspectors saw graffiti on the walls. Added to this, teachers have received no training to support them in managing pupils' behaviour.
- The independent school standards (the standards) checked in this part are not met.

Part 3. Welfare, health and safety of pupils

Part 4. Suitability of staff, supply staff and proprietors (in relation to the proprietor body's checks on the suitability of staff)

Part 6. Provision of information (in relation to the publication of the school's safeguarding policy)

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c), 18(2), 18(2)(c), 18(2)(c)(iv), 18(2)(d), 18(3)

- Leaders have not ensured a culture that safeguards and promotes the welfare of pupils at this school. Leaders' approach to safeguarding is lax. They do not fulfil their legal obligations in relation to keeping children safe at school.
- There has been no substantive designated safeguarding lead in post for over 12 months. The current designated safeguarding lead acts in a 'voluntary' capacity. This leader has no additional time to carry out the role.
- Leaders and staff have had recent online safeguarding training. However, this training has not provided them with the relevant skills and knowledge to safeguard pupils effectively. Leaders and staff are unclear about their roles and responsibilities in relation to safeguarding.
- Leaders have no established systems in place for staff to report and record any safety and welfare concerns about pupils. Neither are there any robust processes in place for leaders to follow up on any concerns. Leaders assert that no concerns have been reported about pupils since the previous inspection. Inspectors found this to be inaccurate because leaders and staff had failed to respond appropriately following a recent serious safeguarding incident.
- Leaders' recruitment processes are weak. They do not carry out all the required checks on the suitability of staff and other adults who work in the school. Leaders have not ensured that those leaders and staff involved in the recruitment and employment of staff have received appropriate safer recruitment training.
- The school's safeguarding policy is not published on the school's website.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 14

- Leaders have drawn up behaviour and anti-bullying policies. However, these policies do not meet all of the requirements as set out in statutory guidance. For example, the policies do not include measures to prevent prejudice-based and discriminatory bullying. Leaders and staff do not follow their agreed processes as set out in these policies.

- Leaders have no processes in place for staff to report and record any behaviour or bullying incidents. They have no systems in place to follow up on any behaviour or bullying concerns. Leaders have no records of any behaviour or bullying incidents since the previous inspection. Leaders have no records of any sanctions applied, such as exclusions, suspensions or the use of the isolation room.
- Despite the absence of any records of behaviour incidents, inspectors found evidence of wilful damage to school property. Moreover, pupils told inspectors that their lockers were often broken into by other pupils and that property had been stolen. Inspectors saw evidence of deliberate damage to lockers. Added to this, those pupils who spoke with an inspector said that some pupils have received consequences for poor behaviour, including pupils being sent home from school.
- Due to the evidence of significant environmental damage, it is clear that adults do not supervise pupils effectively while they are at the school.
- Leaders have not ensured that staff have had training to support them to manage pupils' behaviour and deal with bullying effectively.

Paragraphs 11, 12, 16, 16(a), 16(b)

- Leaders have drawn up health and safety and risk assessment policies. Leaders and staff do not follow their agreed processes as set out in these policies.
- Leaders have systems in place for staff to report and record any health and safety issues. Nevertheless, leaders do not follow up on these concerns. Leaders shared photographs of health and safety defects around the school. Inspectors found that these had not been resolved. For example, inspectors confirmed that a broken toilet cistern, a broken window and missing tiles in a shower cubicle, which were reported to leaders, remained unresolved at the time of the inspection.
- Leaders have failed to resolve the serious failings identified in a fire risk assessment. This assessment found significant defects that put pupils, staff and visitors at risk. For example, the push bar on the fire-exit door in the prayer hall was missing, the smoke detector in the dining hall had been damaged and there were overloaded electrical sockets. Inspectors found that none of these defects had been rectified.
- With the exception of the fire risk assessment, leaders provided inspectors with generic risk assessments. Leaders have not considered the specific risks presented by the school's premises. Nor had they considered the risks associated with external trips and visits, and those activities carried out as part of the curriculum.

Paragraph 13

- Leaders have drawn up a first-aid policy. However, this policy is out of date. Moreover, this policy is generic and does not take into account the specific circumstances of this school. For example, the policy references a 'head of school'. There is not a member of staff who holds this post.
- Most of the named first aiders are up to date with their training. Nevertheless, leaders did not have certificates for all these first aiders to confirm that they have completed the relevant training.
- Leaders have ensured that most first-aid kits in the school have appropriate contents.

Paragraph 15

- Leaders have failed to maintain an admissions register, as required by the Education (Pupil Registration)(England) Regulations 2008.
- Leaders have not ensured that all the correct emergency contact details are recorded in the admissions register.
- The attendance registers did not reflect what pupils told inspectors about leaders' use of suspensions.
- The standards checked in this part are not met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(c), 28(1), 28(1)(a), 28(1)(b)

- The school premises are entirely unsuitable for use by pupils and staff. The lack of general cleanliness poses a risk to pupils' and staff's health.
- Leaders have not ensured that there are suitable toilets and washing facilities.
- Inspectors found that the toilets were dirty. Some toilets were broken and others were blocked. Leaders have failed to ensure that toilets are well maintained and that any issues are resolved promptly. Inspectors found that toilet roll was not provided in most toilets and that many toilet roll holders were broken. The pupils who spoke with an inspector were dissatisfied with the lack of cleanliness, and the poor state of repair, of the toilet facilities.
- Pupils do have access to showers. However, some of these are in a poor state of repair. For example, some shower cubicles have missing tiles.
- There is no suitable changing area for use by the pupils.
- A drinking water dispenser is located in the religious ablutions area. Pupils drink direct from the tap in this dispenser. The surfaces on this dispenser around the tap are filthy.

Paragraph 25

- The premises and the accommodation are in a poor state of repair. Leaders have failed to resolve the myriad of health and safety defects that they have identified.
- Inspectors found that there had been no cleaning staff employed for over two months. Added to this, leaders were unclear about who is responsible for the maintenance of the school's premises and accommodation. Leaders told inspectors that these issues are exacerbated by the perilous financial position that the school is in currently.
- The standards checked in this part are not met.

Part 8. Quality of leadership in and management of schools

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

- Leadership is in disarray. Pupils are being failed at this school. They receive a poor quality of education and have to put up with a dirty and unsafe environment.
- The proprietor body and leaders have failed to establish clear roles and lines of responsibility. The person identified by the principal and trustees as the headteacher at the start of the inspection told inspectors that he was not the headteacher. This

was also the case for the designated safeguarding lead. The person identified by the principal and trustees as the designated safeguarding lead told inspectors that he acted in a 'voluntary' capacity. He resigned from this post over 12 months ago.

- The proprietor body has struggled to recruit and retain a headteacher and teaching staff. The proprietor body has failed to appoint a designated safeguarding lead. It has not provided current staff with the training and support needed to carry out their work effectively.
- The leadership and management of the school are weak. The proprietor body does not discharge its statutory duties effectively. It has failed to ensure that the school consistently meets the standards.
- The proprietor body does not successfully hold leaders to account for the quality of education. Members have not prioritised pupils' welfare, well-being and safety.
- The standard checked in this part is not met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	130285
DfE registration number	350/6017
Inspection number	10295208

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	Other independent school
School status	Independent boarding school
Age range of pupils	11 to 25
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	160
Of which, number on roll in sixth form	Information not provided
Number of part-time pupils	None
Proprietor	Al-Jamiatul Islamiyah Darul Uloom, Lancashire UK
Chair	Yakub Nanji
Principal	Yakub Nanji
Annual fees (day pupils)	£2,950
Telephone number	01204 62622
Website	http://boltondarululoom.org.uk
Email address	siraj.madari@boltondarululoom.org.uk
Date of previous standard inspection	17 to 19 May 2022

Information about this school

- The school's previous standard inspection was on 17 to 19 May 2022.
- Al Jamiah Al Islamiyyah is an Islamic faith boarding school for boys.
- The school operates from premises at Mount St Joseph's Convent, Willows Lane, Deane, Bolton, Lancashire, BL3 4HE.
- At the time of the emergency inspection, there was no substantive or temporary

headteacher in post.

- The numbers of pupils on roll, reported by leaders to inspectors, differed from the numbers reported to inspectors on the contemporaneous boarding school inspection. The numbers of sixth-form students were not reported.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This emergency inspection was carried out at the request of the Department for Education (DfE), the registration authority for independent schools. This inspection was commissioned following a complaint received by the DfE about the school. The purpose of the inspection was to check leaders' compliance with a number of standards and other requirements in respect of the quality of education; welfare, health and safety; premises and accommodation; and leadership and management.
- An inspection of the boarding provision took place on 13 to 15 June. This inspection is reported separately under URN SC009423. This inspection report can be found at <https://reports.ofsted.gov.uk/provider/1/SC009423>.
- This was the first emergency inspection since the standard inspection in May 2022. It was conducted without notice.
- The inspectors met with a representative of the proprietor body, the principal and staff. They reviewed the curriculum policy, plans and schemes of work. An inspector visited some lessons.
- An inspector spoke with pupils about their experience of school and about safeguarding matters. The inspectors also spoke with teaching staff.
- The inspectors examined a range of documents, including the safeguarding policy.
- An inspector conducted a tour of the premises.

Inspection team

Pippa Jackson Maitland, lead inspector	His Majesty's Inspector
Ahmed Marikar	His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act

responsibly.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
 - 18(2)(c)(iv) where appropriate, the person's qualifications;
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
 - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(a) suitable drinking water facilities are provided;
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing

facilities have an adequate supply of hot and cold water.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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 1231, 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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023