

Inspection of Bolton Islamic Girls School

Weston House, Weston Street, Bolton BL3 2AW

Inspection dates: 26 to 28 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils are happy in this welcoming and friendly environment. They have strong relationships with staff. They feel cared for. Pupils explained that they like and respect each other, regardless of any differences that they may have. They treat each other with kindness.

Pupils rise to the high expectations that the school has for their behaviour and achievement. This is reflected in pupils' positive attitudes to learning and their high aspirations. Pupils are proud to be recognised as 'top students' in assemblies. They strive to embody the school's motto to 'believe, achieve and succeed.' Most pupils achieve well.

Pupils value the opportunities that they have to develop new talents and interests. For example, the debating club allows pupils to discuss a range of local, national, and international topics. Pupils enjoy boxing, sports, business, and meditation clubs. They benefit from trips and visits to museums and different places of interest. These experiences help pupils to develop self-esteem and confidence.

Pupils also make a positive contribution to the life of the school and to the wider community. For example, the student council has been proactive in making changes to the school uniform. They also organise events to support the community such as collections for a homeless shelter.

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

The school is ambitious for its pupils. This is reflected in the school's curriculum offer which provides a broad range of subjects and fulfils the requirements of the independent school standards ('the standards'). Pupils are well supported to gain qualifications which help them in the next stage of their education or employment.

The school's curriculum identifies the essential knowledge and vocabulary that pupils should learn and when they should learn it. This ensures that pupils build their knowledge in a logical order. Gaps in pupils' knowledge are swiftly identified. Staff use this information effectively to shape future learning. This helps pupils to develop confidence and a sense of achievement.

Reading has been given a high priority. Some pupils join the school from other countries, and many speak English as an additional language. Staff give these pupils the help that they need to learn well and overcome the initial challenges that they might face. The school provides pupils with a range of texts to read. These broaden pupils' vocabulary and enrich their language skills. Staff ensure that pupils receive prompt help if they need to catch up on any missing phonics knowledge. Older pupils are proud to be reading mentors for younger members of the school. Pupils' competence in reading contributes well to their achievement in subjects, and to their success in examinations.

The school has strengthened its systems for identifying any additional needs that pupils may have. It ensures that staff have appropriate information about those needs. However, the school has not fully ensured that teaching is adapted to best meet the needs of some pupils with special educational needs and/or disabilities (SEND) effectively. This means that some of these pupils do not achieve as well as they should.

The school's work to prepare pupils for life in modern Britain is a strength. A comprehensive personal, social and health education (PSHE) and relationships and sex education (RSE) curriculum fully reflects the school's ethos and values. It pays particular regard to the protected characteristics as set out in the Equality Act 2010. For example, pupils learn about respectful relationships. They are taught to understand and appreciate different faiths, religions, and beliefs. This helps them to have a better understanding of the similarities and differences between people in our diverse society.

Pupils receive suitable independent careers advice and guidance so that they are fully informed about the post-16 options available to them. They receive the support that they need to create plans for their future and to achieve the necessary qualifications. For example, pupils visit a range of colleges and training providers within the local area. This enables pupils to gain realistic experiences in preparation for their further learning.

Pupils behave well. They are committed to their education. They know what the rules and routines are in school and strive to follow them. The school makes effective use of information about pupils' attendance. It checks that pupils are safe if they are not in school and provides pupils with effective support to improve their attendance if this is necessary.

Staff feel valued and listened to. They appreciate the school's consideration for their workload and well-being. They particularly value the training and support that they receive to help them in their roles.

The proprietor ensures that the premises are well-maintained and equipped with sufficient facilities to support the needs of pupils. The school is compliant with Schedule 10 of the Equality Act 2010. The standards are consistently met.

The proprietor and governors seek to gauge the impact of any decisions made on pupils' achievement. They have effective systems in place to hold the school to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- For some pupils with SEND, staff do not effectively adapt the delivery of the curriculum to meet their needs. As a result, these pupils do not achieve as well as they could. The school should ensure that staff receive appropriate support and training to meet pupils' individual needs effectively.

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.

School details

Unique reference number	138498
DfE registration number	350/6001
Local authority	Bolton
Inspection number	10342079
Type of school	Other independent school
School category	Independent day school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	124
Number of part-time pupils	0
Proprietor	Makkah Academy Trust
Chair	Kamran Khan
Headteacher	Zakia Maqbool
Annual fees (day pupils)	£3,600
Telephone number	01204 771 570
Website	www.boltonislamicgirlsschool.org.uk
Email address	info@boltonislamicgirlsschool.org.uk
Date of previous inspection	6 to 8 July 2021

Information about this school

- The school is located at Weston House, Weston Street, Bolton BL3 2AW.
- The school provides education for Islamic girls.
- Makkah Academy Trust is the proprietor body. Since the last inspection, the proprietor has established a governing board for the school which includes individuals who are not employed by the proprietor.
- The school does not make use of alternative provision.
- The school is registered to admit up to 150 pupils.
- The school received its previous standard inspection on 6 to 8 July 2021.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders, including those responsible for SEND, pupils' behaviour and attendance and personal development.
- The lead inspector met with members of the proprietor body, including the chair of the proprietor body.
- The lead inspector spoke to a representative of the local authority. She also made a tour of the premises to check the school's compliance with the standards.
- Inspectors carried out deep dives in English, mathematics, and art and design. For each deep dive, they held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects with leaders. The lead inspector observed some pupils reading.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors spoke to pupils about their experience of the school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at break times.
- Inspectors scrutinised a range of documentation. This included documentation and information relating to standards and the school's improvement plans.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors considered the responses to Ofsted's Parent View, including the free-text responses. Inspectors also spoke to parents and carers at the start of the school day.
- Inspectors considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Rebecca Jewitt, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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