

# Bolton Islamic Girls School

Weston House, Weston Street, Bolton BL3 2AW

**Inspection dates**

31 March 2020

**Overall outcome**

**The proposed action plan is acceptable**

## Findings from the action plan evaluation

### Part 1. Quality of education provided

Paragraph		2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)	
Does each action have a date for completion?	Yes	Does each action have appropriate measurable success criteria?	Yes
Is the timescale for each action realistic?	Yes	When implemented, are the actions likely to mean that the standard is met?	Yes
<p>■ At the standard inspection in November 2019, these standards were not met. Leaders did not check curriculum plans and schemes of work carefully enough to ensure that they take account of the ages, aptitudes and needs of pupils, including those pupils with special educational needs and/or disabilities (SEND). Leaders did not have an accurate view of how well pupils are achieving across the curriculum. In some subjects, curriculum plans and schemes of work lacked detail. They did not outline the essential knowledge that</p>			

pupils must learn. As a result, pupils had gaps in their knowledge and struggled when making connections between concepts. For example, in mathematics, some older pupils were unable to solve problems which required complex calculations.

- The school's action plan identifies appropriate actions. Leaders intend to provide staff with additional guidance from a local authority specialist leader for education (SLE). This is to improve subject leaders' knowledge and skills and enable them to carry out their roles effectively by ensuring that the schemes of work are detailed and sequenced appropriately. The plan sets out how actions are to be monitored. For example, the monitoring of teachers' planning is to be completed half-terminly from the start of February. Subject leaders will monitor pupils' work and talk to pupils about their learning. Leaders also intend to provide training for staff on how to use assessment effectively to inform their planning so that any gaps in pupils' knowledge are swiftly resolved.
- The school's plan identifies that the proposed actions are to be implemented in a realistic and timely manner. For example, dates were specifically identified for training for staff in assessment at the start of January.
- The action plan has appropriate success criteria. They are measurable and identify appropriate expectations of the impact of the actions that leaders intend to take.
- This standard is likely to be met.

Paragraph		<b>3(d)</b>	
Does each action have a date for completion?	Yes	Does each action have appropriate measurable success criteria?	Yes
Is the timescale for each action realistic?	Yes	When implemented, are the actions likely to mean that the standard is met?	Yes
<ul style="list-style-type: none"> <li>■ At the standard inspection in November 2019, this standard was not met. This was because teachers did not have the knowledge that they need to ensure that pupils with SEND thrive. Teachers' plans did not take into account the needs of pupils with SEND. At the time of the last standard inspection, leaders had employed an external consultant to help them to identify and assess any possible SEN that pupils may have.</li> </ul>			

- The action plan proposes that leaders and teachers will be trained and supported to be able to identify and support pupils with SEND. The plan sets out how the impact of this training will be monitored, for example reviewing assessment information, teachers' planning and pupils' work. This should make sure that any issues are identified quickly and do not impact negatively on pupils' learning.
- An appropriate timescale for implementation has been put in place.
- The plan contains appropriate measurable success criteria, for example the interventions in place to support pupils with SEND.
- If the planned actions are completed successfully, the standard is likely to be met.

### Part 3. Welfare, health and safety of pupils

Paragraph		<b>9, 9(a), 9(b)</b>	
Does each action have a date for completion?	Yes	Does each action have appropriate measurable success criteria?	Yes
Is the timescale for each action realistic?	Yes	When implemented, are the actions likely to mean that the standard is met?	Yes
<ul style="list-style-type: none"> <li>■ At the standard inspection in November 2019, this standard was not met because the behaviour policy that leaders provided was out of date.</li> <li>■ The action plan identifies that leaders will review the behaviour policy. The action plan proposes that the new policy will be shared with pupils, staff, parents and carers.</li> <li>■ The timescales for the implementation of the actions were appropriate.</li> <li>■ Leaders provided a copy of the new up-to-date school behaviour policy as additional evidence. The new policy sets out the high expectations of leaders and the sanctions to be adopted in the event of any misbehaviour.</li> <li>■ The success criteria are measurable and appropriate, for example the policy is available to parents.</li> <li>■ The new policy is available on the school's website.</li> </ul>			

<ul style="list-style-type: none"> <li>■ This standard is likely to be met.</li> </ul>			
Paragraph			<b>13</b>
Does each action have a date for completion?	Yes	Does each action have appropriate measurable success criteria?	Yes
Is the timescale for each action realistic?	Yes	When implemented, are the actions likely to mean that the standard is met?	Yes
<ul style="list-style-type: none"> <li>■ At the standard inspection in November 2019, this standard was not met because leaders did not provide an up-to-date first aid policy.</li> <li>■ The action plan showed that leaders intended to review the school’s policy and share the new policy with staff.</li> <li>■ It is to be completed in a timely manner and the success criteria are measurable and appropriate. The school provided a new updated first aid policy as additional evidence. The policy sets out the roles and responsibilities in the event of an incident. The appointed persons for first aid are included in the policy. Procedures relating to the administration of first aid, that staff are expected to follow, are clearly set out.</li> </ul> <p>This standard is likely to be met.</p>			

## Part 8. Quality of leadership in and management of schools

Paragraph		34(1), 34(1)(a), 34(1)(b)	
Does each action have a date for completion?	Yes	Does each action have appropriate measurable success criteria?	Yes
Is the timescale for each action realistic?	Yes	When implemented, are the actions likely to mean that the standard is met?	Yes
<ul style="list-style-type: none"> <li>■ At the inspection in November 2019, these standards were not met. This is because directors and trustees had not provided sufficient support and challenge to school leaders. They had not ensured that weaknesses in the quality of education, welfare, health and safety and leadership and management had been addressed.</li> <li>■ The action plan shows that leaders intend to strengthen the leadership and management of the school. The plan proposes the reorganisation of existing staff and the appointment of new staff. For example, the creation of a governing body curriculum sub-committee and the creation of middle leaders with clearly defined roles and responsibilities. The action plan also identifies training opportunities for leaders, such as working with the local authority, independent consultants and colleagues in other schools as well as a national online resource for governors.</li> <li>■ The school's action plan contains appropriate timescales.</li> <li>■ The action plan contains suitable and measurable success criteria that identify the intended impact of actions. For example, the design and implementation of a 'monitoring chart' so that leaders have an accurate view of how well pupils are achieving across the curriculum.</li> <li>■ The school's safeguarding policy is up to date and pays due regard to the current advice of the Secretary of State. The policy is available on the school's website.</li> <li>■ This standard is likely to be met.</li> </ul>			

## Schedule 10 of the Equality Act 2010

Does each action have a date for completion?	Yes	Does each action have appropriate measurable success criteria?	Yes
Is the timescale for each action realistic?	Yes	When implemented, are the actions likely to mean that the standard is met?	Yes
<ul style="list-style-type: none"> <li>■ At the inspection in November 2019, leaders did not comply with the requirements of schedule 10 of the Equality Act 2010. Leaders did not provide an accessibility plan in accordance with paragraph 3 of the schedule which requires that schools have such a plan.</li> <li>■ The school's action plan identifies the action to be taken to review the accessibility plan. It is to be completed in a timely manner. The school provided a new updated accessibility plan as additional evidence. The accessibility plan sets out the school's aims in accordance with the Equality Act 2010. It identifies roles and responsibilities, current practice and any action that may need to be taken.</li> <li>■ The accessibility plan pays due regard to the physical environment, the school's curriculum and any additional resources or adaptations which may be required.</li> <li>■ The planned actions are likely to mean that this standard will be met.</li> </ul>			

## School details

Unique reference number	138498
DfE registration number	350/6001
Inspection number	10147959

This evaluation was carried out at the request of the registration authority for independent schools.

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	118
Number of part-time pupils	0
Proprietor	Makkah Academy Trust
Chair	Kamran Khan
Headteacher	Dr Zakia Maqbool
Annual fees (day pupils)	£1,600
Telephone number	01204 771570
Website	<a href="http://www.boltonislamicgirlsschool.org.uk">www.boltonislamicgirlsschool.org.uk</a>
Email address	<a href="mailto:info@boltonislamicgirlsschool.org.uk">info@boltonislamicgirlsschool.org.uk</a>
Date of previous standard inspection	19–21 November 2019

## Information about this school

- This school has an Islamic ethos.

## Information about this evaluation

- The registration authority required the school to prepare the action plan as a result of non-compliance with the independent school standards being identified on a standard inspection which was conducted on 19–21 November 2019.

## Inspector who carried out the evaluation

Amanda Stringer, lead inspector

Her Majesty's Inspector



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