

Rochdale Islamic Academy

Greenbank Road, Rochdale, Lancashire OL12 0HZ

Inspection dates

18 September 2019

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

Paragraph 3, 3(j)

- Leaders segregate pupils by sex for the whole of their education and at social times. The school's buildings are on two separate sites, one of which is for boys and the other for girls. Pupils do not have the choice to socialise or work with pupils of the opposite sex. This is detrimental to their education and social development. Boys and girls also follow a different curriculum. Their choice of subjects is limited by their sex. For example, boys spend less time learning secular subjects than girls because they spend every morning taking part in Islamic Studies. This is discrimination because of sex and contrary to the Equality Act 2010.
- Leaders are currently applying to register the school's two sites as two separate schools, one for boys and one for girls. Leaders have collected most of the required documentation to support an application to the Department for Education (DfE) for this purpose. However, this process is incomplete. Leaders have not yet submitted their application to the DfE. Leaders have taken no steps to cease the unlawful practice of segregation by sex in the meantime.
- The standard in this part is not met.

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

Paragraph 5, 5(a), 5(b), 5(b)(ii), 5(b)(vi)

- Pupils are segregated by sex. Pupils cannot choose to work or socialise with pupils of the opposite sex. Because of this, pupils of both sexes suffer a detriment to their education and social development.
- Leaders are not promoting principles that enable pupils to show respect for the law because they are promoting an unlawful practice of segregation by sex.
- Leaders' organisation of the school results in discrimination including detriment to pupils' social and educational development. For example, boys sometimes visit the girls' building to work in the science laboratory. However, they never have the opportunity to work with girls there. Such segregation does not promote respect for those who share all the protected characteristics set out in the Equality Act 2010.

- The standard in this part is not met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1), 32(1)(c)

- The school's safeguarding policy is thorough and up to date. It follows the most recent guidance from the government. This policy is published on the school's website.
- Pupils who spoke with the inspector said that teachers help them to feel safe in school. For example, pupils have a secure knowledge on how to stay safe on the internet. They have confidence that staff will help them if they have any concerns.
- One new member of staff has joined the school since the previous emergency inspection. Leaders make all the necessary checks on their staff. Leaders keep a single central record of these checks up to date and compliant with the government's requirements.
- The standard in this part is met.

Part 8. Quality of leadership in and management of schools

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

- Leaders have not ensured that all the independent school standards are met. They segregate pupils by sex, denying them opportunities to work and socialise with pupils of the opposite sex. For example, boys and girls never have opportunities to share facilities for the purposes of learning or recreation. Girls have more time and lessons dedicated to learning secular subjects than boys do. Pupils experience detriment as a result of this practice. Leaders have begun to remedy the position by taking steps to register two separate, single-sex schools. Although they have completed most of the required documentation associated with the process, there is still some that is incomplete. They have not yet submitted the application to the DfE. In the meantime, leaders have not taken any other steps to address the ongoing unlawful segregation.
- Leaders actively promote pupils' well-being because they have effective safeguarding procedures in place. The school's safeguarding policy is thorough and follows the government's guidance. Pupils who spoke with the inspector said that they feel safe in school and that staff look after them well.
- The standard in this part is not met.

Schedule 10 of the Equality Act 2010

- The school has a detailed plan that explains how leaders will make sure that they secure accessibility to the school for disabled pupils. For example, leaders undertake to provide desks in classrooms that can be adjusted in height. They also use alternative formats for the presentation of information, depending on need.

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, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	134575
DfE registration number	354/6006
Inspection number	10124070

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 school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	None
Number of pupils on the school roll	221
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Muhammad Ikram
Chair	Sohail Ahmad
Acting headteacher	Shamsul Siddique
Annual fees (day pupils)	£2,000
Telephone number	01706 710184
Website	www.rochdaleislamicacademy.co.uk
Email address	headteacher@rochdaleislamicacademy.co.uk
Date of previous standard inspection	20–22 June 2017

Information about this school

- Rochdale Islamic Academy opened in 2017, replacing Rochdale Girls School which opened in 2003. There are two separate sites. One is for boys and the other for girls.
- The academy is an independent day school for secondary-aged girls and boys. It is a member of the Association of Muslim Schools UK and is an Islamic independent school.

- Leaders do not make use of off-site provision by alternative providers.
- At the time of the inspection, there were no pupils with special educational needs and/or disabilities (SEND). There were no disadvantaged pupils.
- The previous full inspection was in June 2017. The school was judged to be good.

Information about this inspection

- The Department for Education (DfE) requested that Ofsted conduct an emergency inspection to report specifically against paragraphs 3, 3(j), 5, 5(a), 5(b), 5(b)(ii), 5(b)(vi), 34(1), 34(1)(a), 34(1)(b) and 34(1)(c) of the independent school standards.
- The inspection was unannounced.
- The inspector examined the school's website and the school's safeguarding policy.
- The inspector visited both school sites and briefly visited classrooms.
- The inspector held discussions with the proprietor, the acting headteacher and other senior leaders. He spoke with the designated leader for safeguarding. He also spoke formally with a group of pupils at each site about safeguarding and their learning experiences in school.

Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.

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(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which—
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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.

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