

Jamiatul-Ilm Wal-Huda UK School

30 Moss Street, Blackburn, Lancashire BB1 5JT

Inspection dates

12 July 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 3, 3(i), 3(j)

- Leaders have ensured that the promotion of British values is a strength of the school's work. This is consistent with the school's stated mission, which is to prepare pupils to 'play a positive and inclusive role in their communities and to be good Muslims and exemplary citizens.'
- Pupils gain a secure understanding of democracy through a range of opportunities and established routines. These include visits from Members of Parliament, trips to the Houses of Parliament and active participation in the school council. Pupils have also produced their own constitution for the school, which is based upon the principles outlined in the Magna Carta.
- Pupils have a deep respect for the rule of law. They understand how laws are made and how they differ between countries. Pupils' exemplary behaviour demonstrates their commitment to following rules and the respect that they have for the rights of others.
- Pupils become active and considerate citizens during their time at the school. They have collaborated with the local authority on a project to clean up different areas of Blackburn.
- Leaders' work to encourage respect for other people aligns with their active promotion of British values. Pupils are aware of the different protected characteristics as set out in the Equality Act. They can recall how they have engaged in meaningful learning in relation to all these characteristics. For example, pupils have learned alongside pupils from other schools who have disabilities. They have also visited older people at the local hospice and delivered speeches at a Holocaust memorial event, which aimed to highlight the dangers of prejudice and discrimination.
- Pupils are respectful and tolerant of differences in people's sexuality. They are aware of how issues relating to gender and sexuality have developed over time and in different parts of the world. Pupils are adamant that their belief in Islam has increased the respect that they have for others who are different.

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

Paragraphs 5, 5(a), 5(b)(i), 5(b)(v), 5(b)(vi)

- Leaders are systematic in their promotion of pupils' spiritual, moral, social and cultural understanding. For example, they complete an annual audit to ensure that pupils continue to benefit from a rich and varied programme of experiences.
- Pupils gain first-hand understanding of different cultures and religions through the school's exemplary partnership work. To illustrate, the school is an active member of the local 'Anglican/Muslim Group'. Pupils also benefit from a close working relationship with a school in rural Cumbria, which further heightens their appreciation of difference.
- Pupils feel that they have grown in confidence since joining the school. They feel that the school provides an environment which enables them to be themselves, become more independent and achieve their potential. Pupils particularly value the opportunity to become leaders. They greatly enjoy the chance to deliver assemblies and speeches to different audiences.
- Pupils are trusted to behave responsibly. On the very rare occasions when pupils' conduct does not meet teachers' expectations, pupils are helped to understand the consequences of their behaviour. Teachers use sanctions infrequently. When they are used, teachers adopt a staggered and proportionate approach. Pupils are also given the opportunity to appeal against any sanction that they feel is unfair.
- The school's ethos also enhances pupils' self-esteem. Staff encourage pupils to be the best that they can be for the greater good. As a result, pupils are caring and keen to make a difference to the lives of others. This is reflected in the high number of pupils who join professions that are focused on serving others.
- Leaders encourage pupils to read widely and often. Pupils enjoy reading a variety of fiction and non-fiction texts. Younger pupils reported that they like reading books that they borrow from the library such as 'Maze Runner' and 'The Hunger Games'.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 8(a)

- The school has a clear and thorough safeguarding policy. This policy takes account of recent legislation and guidance. It is available on the school's website.
- Leaders have created a strong culture of safety. Leaders ensure that all appropriate pre-employment checks are carried out. They have established effective routines for training staff on matters relating to safeguarding. For example, staff have completed online training on matters such as child sexual exploitation and e-safety.
- The local authority holds the school's excellent work on preventing extremism in high regard.
- Pupils value their relationships with staff enormously. The staff act as excellent role models, as do older pupils. Pupils say that they know which member of staff they would speak to if they had any worries.
- The work of staff is guided by a very clear code of conduct. Staff are aware of the school's procedures for raising concerns about the conduct of their colleagues,

including those who are leaders.

- Leaders work very effectively with external agencies, including the local authority, if they have any concerns about a pupils' welfare or the conduct of staff.
- Social care inspectors have confirmed that arrangements for keeping pupils safe while in the boarding provision are equally effective.

Part 8. Quality of leadership in and management of schools

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

- Leaders and managers have ensured that the school meets all of the independent school standards that were covered in the scope of this inspection and that pupils' safeguarding and well-being is promoted.
- Staff have confidence in the work of their leaders and managers. They say that they feel supported and that leaders' vision underpins all that the school does.
- Leaders are meticulous in their approach to ensuring that the independent school standards are met. They are equally diligent in their approach to improving the school further and are keen to act upon any advice or training that they receive.

Compliance with regulatory requirements

The school meets 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	131389
DfE registration number	889/6005
Inspection number	10055030

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	450
Of which, number on roll in sixth form	80
Number of part-time pupils	0
Proprietor	Trustees of Jamiatul-Ilm Wal-Huda
Chair	Mr M Munshi
Headteacher	Mr A Ahmed
Annual fees (day pupils)	£1,400
Telephone number	01254 673105
Website	www.jamiah.co.uk
Email address	info@jamiah.co.uk
Date of previous standard inspection	7–9 February 2017

Information about this school

- The school provides day and boarding places to male, Muslim pupils, providing them with both Islamic and secular education.
- One of the purpose-built school buildings also provides accommodation for pupils aged under 18. As well as classrooms and the boarding provision, the school has its own mosque.

- There are no pupils who have special educational needs and/or disabilities. No pupil has an education, health and care plan.
- Pupils are mainly of Asian heritage. All pupils speak English as their first language.
- The school does not make any use of any alternative, off-site provision.
- The school's provision continues post-18 to provide degree-level courses in Islamic studies.
- The school was judged to be outstanding in its previous education inspection in February 2017.
- Leaders are currently overseeing the construction of new buildings with the aim of providing separate education and boarding provision for female pupils.

Information about this inspection

- This inspection was commissioned by the Department for Education in response to a complaint made about the school.
- The inspection was conducted with no prior notice to the school.
- The inspection took place at the same time as a stand-alone inspection of the school's boarding accommodation.
- The inspector held meetings with the headteacher and other senior leaders. He also met with a group of teachers and groups of pupils. He toured the school accompanied by senior leaders. He scrutinised several of the school's policies and other documents, including those relating to pupils' behaviour, the conduct of staff and the promotion of equalities.

Inspection team

Will Smith, lead inspector

Her Majesty's Inspector

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