

# Inspection of Noorul Uloom

Park Lee Road, Blackburn BB2 3NY

---

Inspection dates: 7 to 9 December 2021

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Noorul Uloom is a welcoming and happy school where pupils flourish. Leaders and staff have high expectations of pupils' behaviour. Pupils try their best and do well. Pupils really enjoy coming to school. They appreciate the small family atmosphere. Pupils who spoke with inspectors said that they feel safe. They said that staff are approachable and caring.

Pupils behave extremely well. They are polite and well mannered. Pupils, and students in the sixth form, have extremely positive relationships with each other and their teachers. Classrooms are calm places to learn. Pupils know that staff will help them if they have a concern about bullying or name-calling. Students in the sixth form are excellent role models for younger pupils. They make a positive contribution to the school.

Alongside Islamic studies and GCSE subjects, pupils take part in many clubs and enjoy visiting museums, a farm and a zoo. Pupils and students develop a strong appreciation of life in modern Britain. They spoke enthusiastically about the voluntary work that they do in the local community and a recent visit to a magistrates' court.

Parents and carers have positive views of the school. One typical comment was: 'Staff help girls to reach their full potential and look after their academic, social and spiritual needs well.'

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

Leaders and the proprietor body are ambitious for all pupils and want them to do as well as possible. Pupils experience a broad curriculum. Islamic studies are interwoven with the national curriculum. This provides pupils with a range of knowledge and transferable skills for future success. Leaders have designed subject curriculums so that pupils learn knowledge in a logical order. Pupils work hard and achieve well. Year 11 pupils value the opportunity to complete their Islamic studies in the school's sixth form.

In most subjects, teachers have secure knowledge to teach the content of subject curriculums. They receive help and guidance from leaders to improve their practice. However, in a small minority of cases, staff's subject-specific knowledge is not as well developed. As a result, some pupils do not acquire the knowledge that they need to build on their previous learning.

In most subjects, pupils have opportunities to revisit and recap their prior learning. Assessment systems are used well in the main. This helps staff to identify what pupils already know and can do. However, in some subjects, assessment is not used as effectively to identify misconceptions and plan for the next steps in pupils' learning.

Leaders prioritise reading. Staff support pupils to read confidently and fluently. Leaders have invested in high-quality texts in the school library to foster pupils' enthusiasm for books. Pupils read frequently in school and they develop a real love of reading.

Currently, no pupils in school have been identified with special educational needs and/or disabilities (SEND). However, leaders have appropriate training and expertise should pupils with SEND attend the school. Leaders know how to identify and support pupils with SEND.

Pupils' behaviour is excellent. Islamic values are at the core of the school. Pupils demonstrate these values in their relationships. Pupils show respect to each other, teachers and visitors. They approach their work with high levels of maturity. Pupils have very positive attitudes to learning in classrooms. Students in the sixth form are polite and courteous. Their exemplary conduct contributes to the peaceful atmosphere in the school.

Leaders have recently revised the personal, social, health and economic education curriculum. This is helping pupils and students to learn about healthy relationships and sex education. The relationships and sex education policy meets statutory requirements and is available to parents on request. Leaders ensure that pupils learn to understand and respect differences between people. Pupils find out about a range of different faiths and cultures. They raise funds for charities, through baking and selling cakes. Pupils learn about democracy through Parliament Week. Students in the sixth form have many leadership opportunities, such as leading assemblies and supporting younger pupils in their learning.

Pupils and students receive high-quality careers advice. For example, they have the opportunity to take part in work placements with local employers. This helps them to make well-informed choices about their next steps and future careers. Most pupils in Year 11 stay in the school's sixth form for one or two years to complete their Islamic studies. Most students in the sixth form move on to study A levels and vocational courses in local colleges.

The proprietor body ensures that the school meets all the independent school standards and the requirements of schedule 10 of the Equality Act 2010. Members of the proprietor body know the school well. They support and challenge leaders effectively. Leaders keep parents well informed about the work of the school. A copy of the safeguarding policy is available on request.

Staff are proud to work at the school. They said that the proprietor body and leaders are supportive and considerate of their well-being and workload. Staff morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is given a high priority. There is a culture of vigilance. All staff receive regular up-to-date safeguarding training. Staff know what to do if they have a concern about a pupil's welfare. Leaders take the necessary action to keep pupils safe. They have strong working relationships with professionals from the local authority. Leaders keep a close eye on pupils' attendance and check on their welfare if they are absent from school. Pupils learn how to keep themselves safe when working online.

## **What does the school need to improve? (information for the school and proprietor)**

- In some subjects, assessment information is not used well. This means that pupils do not always build on what they already know. Leaders should ensure that teachers use assessment information effectively. This will help to deepen pupils' knowledge across all subjects.
- A small number of staff do not have the subject knowledge that they need to deliver the curriculum content. This results in pupils not gaining the knowledge that they need to be successful in later learning. Leaders should ensure that teachers receive the training that they need to deepen their subject-specific knowledge in order to help pupils build on their prior learning.

## **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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	147604
<b>DfE registration number</b>	889/6016
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10203859
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 23
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	140
<b>Of which, number on roll in the sixth form</b>	15
<b>Proprietor</b>	Markazul Uloom
<b>Chair</b>	Muhammad Bilal Bawa
<b>Headteacher</b>	Imrana Kotwal
<b>Annual fees (day pupils)</b>	£1,600
<b>Telephone number</b>	01254 581569
<b>Website</b>	None
<b>Email address</b>	info@nuloom.org.uk
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Noorul Uloom opened in October 2020. The school was established by separating Markazul Uloom (MU), a mixed school, into two separate schools, one for boys and one for girls.
- Students in the sixth form follow Islamic studies. Some students aspire ultimately to become religious scholars.
- The current headteacher was appointed in September 2020 as the headteacher of the girls' division of the previous mixed school.
- The school does not use any alternative provision.

## 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders and staff. An inspector spoke with members of the board of trustees, who also represent the proprietor body and with an education consultant who is employed by leaders.
- Inspectors spoke with pupils and observed their interactions during social times. An inspector spoke with students in the sixth form about their experience of school life.
- Inspectors checked the school's compliance with the standards. As part of this, an inspector toured the school's premises accompanied by leaders.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors scrutinised documents, such as school policies, risk assessments, school improvement plans and behaviour and attendance records.
- Inspectors carried out deep dives in these subjects: English, geography, mathematics and science. Inspectors met with staff, visited lessons, looked at pupils' work and spoke with pupils about their learning. Inspectors also considered other subjects across the curriculum. Inspectors observed pupils reading to a familiar adult.

- Inspectors considered the responses to Parent View, Ofsted's online questionnaire and the responses to the pupil and staff surveys.

### **Inspection team**

Ahmed Marikar, lead inspector

Her Majesty's Inspector

Jackie Stillings

Her Majesty's Inspector

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021