

Rawdhatul Ilm Wal Huda

32 Moss Street, Dasyfield, Blackburn BB1 5JT

Inspection date

26 July 2022

Overall outcome

The school is likely to meet all the independent school standards when it opens

Boarding provision outcome

The school is likely to meet all the national minimum standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)–2(2)(i)

- The proprietor has ensured that there is a suitable written curriculum policy in place to meet the ages and aptitudes of the intended pupils. The associated schemes of work clearly set out what pupils will learn across a broad range of subjects.
- Leaders have the knowledge and understanding that they need to lead the delivery of the curriculum well. Leaders have ensured that subject knowledge is identified in carefully sequenced units of study. Detailed schemes of work identify appropriate links between subjects. This will enable pupils to apply what they know when learning something new.
- The proposed curriculum has a strong focus on the development of pupils' personal, social, health and economic (PSHE) education. Leaders have ensured that schemes of work, including those for PSHE, promote an understanding of fundamental British values. Leaders intend to further enhance the curriculum through a range of planned experiences and opportunities that will prepare pupils well for the future.
- Leaders have a suitable careers programme in place, which will ensure that pupils are able to access impartial careers advice. For example, routes to employment, training and/or education.

Paragraph 2A–2A(1)(g), 2A(2)

- The proprietor body has ensured that there is a suitable policy in place for relationships and sex education (RSE). The proposed policy pays due regard to the statutory guidance. Leaders intend to consult on the contents of the policy with parents and carers when the school opens.
- Leaders have ensured that the intended curriculum for RSE is supported by suitable schemes of work. These reflect the age and development of the intended pupils. This

includes working in partnership with nationally recognised charities and other professionals.

Paragraph 3–3(g)

- Leaders have set out how they will gather assessment information as the pupils start the school. This information will be used to identify what pupils know and can do. It will also help leaders to identify any gaps in pupils' knowledge and understanding across a range of subjects.
- Leaders have identified the core subject and disciplinary knowledge that pupils will gain over time. Leaders intend to use a range of assessment techniques and frequent assessment tasks to check what pupils know and can do. This will enable teachers to plan what pupils need to learn next.

Paragraph 3(h), 3(i), 3(j)

- The proposed behaviour management policy sets out leaders' high expectations of pupils' conduct both in school and in the boarding provision. Rewards and sanctions are clearly explained in the policy. Suitable methods for recording any incidents of poor behaviour are in place.
- The behaviour management policy provides guidance for staff on how to manage pupils' behaviour in a positive manner. Leaders intend to provide additional support for staff, including staff in the boarding provision. This will ensure that all staff implement the proposed behaviour management policy consistently well.

Paragraph 4

- Leaders have ensured that there is a suitable format in place for reporting to parents. Leaders intend to report termly to parents about their child's attitude to learning and their academic progress and achievement.
- The independent school standards in this part are likely to be met.

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

Paragraph 5, 5(a), 5(b)(i)–5(b)(vii)

- There are suitable plans in place to effectively promote the spiritual, moral, social and cultural development of the intended pupils. Leaders plan to place a strong emphasis on promoting tolerance and respect for others. The proposed curriculum pays due regard to those whose characteristics are protected under the Equality Act 2010.

Paragraph 5(c), 5(d)–5(d)(iii)

- Leaders have ensured that there are procedures in place so that staff employed at the school, including staff in the boarding provision, will not promote any partisan or biased political views during the teaching of any subject.
- The curriculum provides guidance for staff on how to support pupils' understanding of the different cultures and beliefs in modern Britain.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- There is a suitable policy in place to promote the health, safety and welfare of pupils, including boarders. The policy takes account of the current guidance from the Secretary of State. The policy also stresses the importance of frequent training for staff, including staff in the boarding provision, to ensure that they are up to date with all relevant guidance.
- The policy provides guidance for staff on how to recognise signs of abuse and the procedures to follow if staff have any concerns about a pupil's welfare. Leaders are able to demonstrate their understanding of what constitutes a safe environment in which pupils can live and learn.

Paragraph 8–8(b)

- The arrangements to promote the safety and well-being of boarders while they are accommodated at the proposed school comply with the national minimum standards for boarding.

Paragraph 9–9(c), 10

- There is a suitable written behaviour policy in place for the proposed school, including the boarding provision. The policy provides guidance for staff on how to promote pupils' positive behaviour and conduct. The written policy for the prevention of bullying links closely with the behaviour policy. It provides information on the different forms that bullying can take. The policy also provides staff with guidance on the procedures to follow should bullying occur. Any incidents will be recorded in an appropriate manner.

Paragraph 11, 12

- The proprietor body has ensured that there is a suitable health and safety policy in place. Leaders have received training relating to the health and safety of pupils. The proprietor body intends to provide appropriate health and safety training for all staff as part of their induction procedures in preparation for them starting work at the proposed school.
- The building for the proposed school is compliant with the Regulatory Reform (Fire Safety) Order 2005 regulations. The newly installed fire alarm system and emergency lighting will be checked frequently by a competent person. Fire evacuation procedures are clearly displayed throughout the building. All fire exits are in good working order and free from clutter.

Paragraph 13, 14, 15

- There is a suitable first aid policy in place. The policy includes guidance on the timely administration of first aid by a suitably trained member of staff. The training that leaders have received is appropriate and up to date. The proprietor body intends to provide first aid training for all staff as part of their induction procedures in preparation for them starting work at the proposed school.
- The proposed number of staff will ensure that pupils will be well supervised throughout the school day.
- The admissions policy for the proposed school complies with the Education (Pupils Registration) Regulations 2006.

Paragraph 16–16(b)

- The proprietor body has ensured that there is an appropriate risk assessment policy in place for the proposed school. The policy includes guidance for staff on how to mitigate risks to pupils.
- Leaders have completed detailed risk assessments for when pupils will be off site. These include going to the local library, trips to the town centre and visits to local restaurants.
- The standards in this part are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 17–18(2)(e), 18(2)(f), 18(3)

- Systems are in place to check the suitability of staff for the proposed school. These include an enhanced criminal record check and checks on the right to work in the United Kingdom.
- There is limited information to evidence that checks have been made on the suitability of proposed staff for the boarding provision in line with the national minimum standards. However, the action plan presented by the proprietor body is likely to ensure that safe recruitment is in place.

Paragraph 19(1)–19(2)(d)(ii), 19(2)(e), 19(3)

- The proprietor body does not intend to use supply staff. However, in the event that additional staff are required, leaders understand the necessary checks that need to be completed before staff begin to work at the school or in the boarding provision.

Paragraph 20(6)–20(6)(c), 21(1)–21(7)(b)

- All of the required checks for the proprietor body and leaders for the proposed school have been completed. These include all safeguarding checks and checks under section 128 of the Education and Skills Act 2008.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23–23(1)(c)

- The new purpose-built building has been finished to a high standard. The proposed boarding school has been designed to meet the requirements of the intended pupils for the school. The building stands in its own grounds. It is set over five floors. The lower ground floor, ground floor and first floor will be used for the proposed school. The remaining floors will be for the boarding provision. The stairwells and corridors are well lit. There is also a lift to each floor to aid access for people with a disability.
- The secure perimeter fence is at an appropriate height. All entrance gates have a coded lock. They can also be opened remotely from the main office. There is a dedicated parking area and drop-off zone for pupils who will attend the school as day pupils.

Paragraph 24(1)–24(1)(b), 24(2)

- The medical room on the ground floor has a bed, blanket and pillow. There is also a well-stocked first aid kit. The room has a sink with hot and cold running water. The room is next to a toilet which is also suitable for use by people with a disability.

Paragraph 25, 26, 27–27(b), 28(1)–28(1)(d), 28(2)–28(2)(b)

- The building has been well designed. On the ground floor there are a suite of offices accessed through the main entrance. This leads onto the extensive main prayer hall with a uniquely designed carpet. There is also a separate meeting room accessed from the main hall.
- On the lower ground floor is another large hall that leaders intend to use as a dining area and for indoor physical education (PE) lessons.
- The main teaching rooms are situated on the first floor. They are suitably furnished for the proposed age of the pupils. The acoustic conditions and sound insulation are appropriate for the intended purpose of each room, including the dedicated room for the teaching of science and the well-equipped computing suite.
- On each floor, there are suitable toilets and handwashing facilities. There is also a toilet suitable for use by people with a disability on each floor.
- There is suitable changing accommodation, including showers, for pupils to use following PE lessons. The water is at an appropriate temperature and does not pose a scalding risk.
- The proprietor body has ensured that pupils will have access to drinking water throughout the day. The drinking fountains on each floor are clearly labelled.

Paragraph 29(1)–29(1)(a)

- The large open space at the front of the building has an artificial surface. The space is suitable for PE lessons.
- Leaders intend to provide further seating to enable pupils to socialise outdoors at allocated times during the school day.

Paragraph 30

- The proprietor body has ensured that the accommodation for boarders is appropriate. The accommodation includes suitably furnished social areas for pupils to use out of school hours. The accommodation for boarders also provides a suitable area for pupils to prepare snacks and meals at reasonable times of the day.
- The standard in this part is likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(1)(j), 32(2)–32(2)(d), 32(3)–32(3)(g)

- The proprietor body has set out a clear and aspirational vision for the proposed school that is reflected in the intended curriculum. This information is available for parents on request.
- The contact details for the proprietor body are available on the school website. The proprietor body has also ensured that a range of further information is available to parents on request. This includes the safeguarding policy, how complaints will be handled and admission arrangements for the proposed school.
- There is an appropriate format for the reporting of a pupils' progress and achievements to parents. The report will include pupils' attitude to learning as well as their academic development each term.

- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The proprietor body has ensured that there is a suitable written policy in place for the handling of complaints. The policy clearly sets out the process to be followed should there be a complaint. This includes the steps that should be taken if a complaint is raised about the boarding provision.
- The complaints policy includes appropriate timescales. It also includes the requirement for an independent member to attend the panel hearing. The policy also outlines that the complainant has the right to attend the panel hearing if they so wish.
- The policy is available on request for parents, staff and pupils, including boarders.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor body is able to demonstrate sufficient knowledge and understanding of the standards to ensure that they will be met consistently.
- The proprietor body has ensured that there is a suitable curriculum in place ready for the school to open. The proposed curriculum is likely to meet the anticipated needs and ages of the intended pupils. There are suitable arrangements in place to enable teachers to check how well pupils know and remember the intended curriculum.
- The proprietor body has ensured that all of the standards relating to the safety and welfare of pupils and staff in the school are likely to be met.
- All standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor body has ensured that there is a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010.

Boarding provision

The likely effectiveness of leaders and managers to ensure that the National Minimum Standards are likely to be met

- The boarding arrangements are suitable to accommodate 40 boarders. Additional furnishings, leisure and accessible kitchen arrangements will be necessary to accommodate more children.
- The leadership and management arrangements across the boarding provision are likely to be effective in overseeing the development of that provision. This is because an executive head of boarding who is suitably qualified and experienced will oversee the development of the inexperienced boarding team.
- Boarding staff rotas demonstrate that sufficient staff have been employed to supervise boarders during evenings, weekends and overnight. A senior staff on-call rota provides additional advice and support if this is needed.

- Recruitment procedures for prospective boarding staff do not fully meet the requirements. The personnel files of the prospective staff that were considered during the visit had gaps in references, work history and the applicant's statement of suitability. The executive head of boarding presented an action plan to address the shortfalls prior to all staff starting to work with children. The action plan is likely to ensure that safe recruitment practices are in place prior to the appointment of future staff for the boarding provision.
- The environment for boarders is of good quality. It provides space for children to enjoy their boarding experience. Laundry and main kitchen facilities are in place, and there is good understanding of how children will be supported to access these areas.
- Leaders have identified two dates for deep cleaning of the environment before children arrive. This will ensure that the property is safe and suitable for children to stay there.
- A suitably trained safeguarding leader is identified to support the boarding arrangements, and all staff to date are trained in basic safeguarding awareness. This means that staff have the knowledge to use the clear procedures that are in place to protect children where concerns arise.
- Refinements to policies and procedures now include the boarding provision. This means that boarding staff can be clear about what they should do to help prevent bullying, support positive behaviour and respond effectively to emergency situations.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements

Proposed school details

Unique reference number	149362
Social care unique reference number	2684768
DfE registration number	889/6018
Inspection number	10246867

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Independent
School status	Independent boarding school
Proprietor	Rawdhatul Ilm Wal Huda
Chair	Muawiyah Ahmed
Headteacher	Aysha Ahmed
Annual fees (day pupils)	From £1,600
Annual fees (boarders)	From £2,600
Telephone number	01254 476 731
Website	www.rawdha.org
Email address	info@rawdha.org
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 19	11 to 19
Number of pupils on the school roll	none	450	450
Number of boarders on the school roll	none	220	40

The recommendation at this current time is for 40 boarders only. This is because additional furnishings, leisure and accessible kitchen arrangements will be necessary to accommodate more children.

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	380
Number of part-time pupils	Not applicable	0
Number of boarders on roll	Not applicable	220
Number of pupils with special educational needs and/or disabilities	Not applicable	As required
Of which, number of pupils with an education, health and care plan	Not applicable	As required
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	As required

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	30
Number of part-time teaching staff	0	18
Number of staff in the welfare provision	7	26

Information about this proposed school

- The proposed boarding school will cater for 450 girls.

- Leaders plan to provide ongoing education, where appropriate, for students to the age of 25 years of age. Ofsted will not have the power to inspect the effectiveness of the provision for any students aged 19 to 25 years if they were not admitted to the school prior to the age of 18 years.
- Currently up to 40 pupils will be boarders at the proposed school.
- The proposed school will be in a new, purpose-built building which will incorporate both the school and the boarding provision.
- The boarding provision will be on the top two floors of the new building.
- Leaders do not plan to use any alternative provision.

Information about this inspection

- This was an integrated inspection conducted by school and social care inspectors.
- The inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards and the national minimum standards for boarding, prior to opening as a registered boarding school.
- This is the school's second pre-registration inspection. The first pre-registration inspection was halted due to the condition of the site and the premises of the proposed school, including the boarding provision. During the notification call, and the follow-up call with the social care inspector, the representative for the proprietor body stated that the building was now ready to be inspected.
- During the inspection, inspectors met with representatives from the proprietor body. They also met with the headteacher and curriculum leader as well as the head of the boarding provision.
- Inspectors reviewed a range of documentation relating to the independent school standards and the national minimum standards for boarding. This included policies relating to safeguarding and the procedures in place for the recruitment of staff for the proposed school and boarding provision. Inspectors also reviewed the proposed curriculum and schemes of work.
- The inspectors carried out a tour of the premises for both the school and the boarding provision. Documentation about the suitability of the school's welfare, health and safety procedures and documentation relating to the reduction of risk were also reviewed.

Inspection team

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