

Inspection of Rawdhatul Uloom

Jamia Masjid-E-Farooq-Azam, North Street, Burnley, Lancashire BB10 1LU

Inspection dates: 24 to 26 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

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

What is it like to attend this school?

Rawdhatul Uloom is a nurturing and caring school. Leaders and staff have high aspirations for all pupils, including children in the early years. Pupils enjoy coming to school. They appreciate the family atmosphere.

Leaders expect all pupils to behave well. Pupils behave well around the school and in lessons. They show courtesy and respect to each other and to adults. Pupils are eager to learn. They achieve well across a wide range of subjects.

Pupils reported that they feel safe in school. They are confident that leaders and staff will listen to their concerns. Any incidents of bullying are dealt with effectively.

Alongside Islamic studies, pupils take part in a range of activities to develop their skills, aptitudes and interests. Pupils spoke enthusiastically about trips to the local theatre and to activity centres.

Pupils have access to a spacious outdoor area where they can play netball and football. Pupils love raising money for charities and supporting foodbanks. They enjoy taking on positions of responsibility, such as school councillors.

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

Leaders and the proprietor body have ensured that the curriculum is suitably ambitious. Pupils experience a broad and balanced curriculum. Islamic studies are interwoven with the national curriculum.

Subject leaders have carefully identified the building blocks of knowledge that they want children and pupils to learn from the early years to Year 6. Pupils build up their knowledge in a logical order. Teachers successfully use leaders' assessment strategies to check what pupils know and to address any misconceptions that may arise. This helps pupils to achieve well across the curriculum.

Most teachers have secure subject knowledge. However, occasionally, teachers in some subjects, including reading at key stage 1, do not choose the most appropriate activities to build pupils' knowledge and understanding. This means that, on occasions, some pupils do not remember what they have learned previously.

Leaders have made reading a priority. Children start to learn phonics as soon as they start in the Reception class. Pupils read books that are matched closely to the phonics sounds that they know. Most pupils use their phonic knowledge well to read accurately and fluently. Adults spot pupils who fall behind with their reading and support them to catch up quickly. Pupils enjoy reading books for pleasure, including books which celebrate diversity.

Currently, no pupils have been identified with special educational needs and/or disabilities (SEND). However, leaders have the appropriate training and expertise

should any pupils with SEND choose to attend the school. Leaders know how to identify and support pupils with SEND.

Staff foster positive relationships with pupils. Pupils settle quickly into lessons. There is very little low-level disruption. This means that pupils are able to work hard. Pupils socialise well at lunchtimes. Their movement around the school between lessons and during breaktimes is calm and orderly.

The personal, social, health and economic (PSHE) education curriculum provides many opportunities for pupils to learn about British values. External speakers enhance pupils' knowledge of democracy. Pupils learn about a range of different relationships and faiths. This helps them to develop tolerance and respect for others. Leaders organise careers fairs to enable pupils to learn about different jobs and the skills that they need for different careers.

Staff feel valued and are proud to work at the school. They said that leaders care about their well-being and they are conscious of their workload. Staff morale is high.

The proprietor body ensures that the school meets all the independent school standards and the requirements of schedule 10 of the Equality Act 2010. All the necessary health and safety requirements are in place. Classrooms are bright and well resourced.

Members of the proprietor body are highly committed to the ethos of the school. They know the school well. Leaders keep parents and carers well informed about the quality of education that pupils receive.

A copy of the safeguarding policy is available on request.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of vigilance in the school. Leaders have suitable systems in place to identify and report any safeguarding concerns among pupils.

All staff receive up-to-date safeguarding training. They know how to spot the signs that pupils are at risk of harm and they report any concerns swiftly. Leaders work effectively with external agencies to support and protect pupils who may be at risk of harm.

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 online and when they are out and about in the local area.

What does the school need to do to improve? (Information for the school and proprietor)

- Occasionally, in some subjects, including reading at key stage 1, teachers do not choose the most appropriate activities to deliver the knowledge they want pupils to learn. Occasionally, this means that some pupils are not achieving as well as they could in those areas of the curriculum. Leaders should ensure that teachers have access to a wider range of training to enable them to design learning that helps pupils to achieve all that they should.

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.

School details

Unique reference number	135219
DfE registration number	888/6097
Local authority	Lancashire
Inspection number	10254651
Type of school	Other Independent School
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Proprietor	Rawdhatul Uloom Primary School CIC
Chair	Sajid Irshad
Headteacher	Atia Bano
Annual fees (day pupils)	£1,560
Telephone number	01282 832170
Website	www.rawdhaprimary.co.uk
Email address	adminfs@rawdhaprimary.co.uk
Dates of previous inspection	25 to 27 September 2018

Information about this school

- Rawdhatul Uloom is an Islamic day school.
- The last full standard inspection of the school was in September 2018.
- The current headteacher was appointed in September 2019. She was previously the deputy headteacher in the school.
- All pupils are taught in mixed-gender classes. There are no pupils with an education, health and care plan.
- School leaders do not make use of 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 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 the chair of the board of trustees, who also represents the proprietor body.
- Inspectors spoke to many pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors checked the school's compliance with the standards. As part of this, an inspector had a tour of the school's premises accompanied by leaders.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation document, school improvement plans, risk assessments, and behaviour and attendance records.
- Inspectors checked the school's safeguarding policies and procedures and the single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors carried out deep dives in early reading, PHSE and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading to familiar staff.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View. An inspector spoke with parents before the start of the school day to gather their views.
- No responses to Ofsted's online surveys for pupils and staff were received.

Inspection team

Ahmed Marikar, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023