

# Inspection of Jamiatul-Ilm Wal-Huda UK School

30 Moss Street, Blackburn, Lancashire BB1 5JT

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Inspection dates: 4 to 6 July 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Good</b>
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Sixth-form provision	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils flourish at this school. They embody the school's values of striving to be exemplary citizens. Pupils, including students in the sixth form, are encouraged to be active members of society and to make a positive difference to their community. This is because leaders and staff create a culture where respect for others is valued.

Leaders have the highest expectations of behaviour and academic achievement for all pupils, including students in the sixth form. Pupils are ambitious. They want to succeed. Pupils study a broad academic curriculum and achieve highly.

Pupils behave in an exemplary manner. Their highly positive attitudes contribute strongly to their learning. Lessons are rarely, if ever, disrupted by poor behaviour. Pupils show kindness and mutual respect to their peers and their teachers. When pupils report bullying, leaders address it effectively. This helps pupils to feel happy and safe in school.

Pupils relish taking on leadership roles, such as on the student shura (council). They know that their opinion matters and they feel listened to by staff. For example, at the pupils' request, leaders installed additional lighting for the school's football pitch so that pupils could continue to play safely in the winter months.

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

Leaders, including governors, are deeply committed to providing an excellent quality of education for pupils. They make sure that pupils study a broad range of subjects. For example, in Years 10 and 11, all pupils study the English Baccalaureate suite of subjects. Students in the sixth form are prepared well for the next stage of their education, employment or training.

Leaders have constructed a high-quality curriculum. The curriculum is logically ordered to enable pupils to build successfully on their prior learning. Pupils develop strong foundations of subject-specific knowledge and vocabulary in key stage 3. This equips them well to be highly successful in Years 10 and 11. Over time, pupils, including students in the sixth form, develop a deep and rich body of subject knowledge.

Teachers have secure subject knowledge that enables them to deliver the content of subject curriculums consistently well. Purposeful checks on pupils' learning enable teachers to identify misconceptions, as well as the knowledge that pupils may need to revisit. Teachers use assessment information successfully to inform their teaching and, in turn, to improve pupils' understanding of what has been taught.

Pupils, including students in the sixth form, read widely and often. Staff encourage them to read for pleasure. The school library provides a wide range of books for pupils to choose from. When pupils join the school, leaders quickly assess their reading knowledge. However, leaders' systems to identify and support pupils who

find reading more difficult do not identify the precise deficits in pupils' reading or phonic knowledge. This means that some pupils do not receive appropriate additional support to help them to catch up with their peers.

Currently, no pupils with special educational needs and/or disabilities have been identified. However, leaders are not complacent. They have suitable strategies in place to identify pupils' additional needs and to provide pupils with support when necessary.

Pupils' excellent behaviour and attitudes towards school have a deep impact on their learning. They are fully focused during lessons and highly motivated to learn. Relationships between staff and pupils are warm and respectful. Students in the sixth form are mature and courteous. Their commendable conduct adds to the calm atmosphere in the school.

Leaders ensure that the statutory requirements for relationships and sex education are met. All pupils study a well-designed personal, social, health and economic (PSHE) education programme, complemented by plentiful enrichment activities. From the start, leaders strive to instil in pupils the need to respect all members of society and to act with integrity. Pupils understand, respect and celebrate the differences between people.

Leaders are determined to support pupils to develop into confident and resilient young people who have empathy for others. Pupils experience a variety of educational and extra-curricular visits and trips. They also hear from a range of visiting speakers to the school.

Leaders provide helpful careers education and guidance for pupils and students. This includes information about apprenticeships. Pupils are well supported to make ambitious choices for their future lives.

The proprietor has a strong understanding of his role and responsibilities. Leaders have set out clear priorities for school development. However, the proprietor and members of the governing body do not have sufficient oversight of the progress that leaders have made against these priorities. This hinders how effectively they can support and challenge school leaders to ensure ongoing improvements to the quality of education that pupils receive.

Staff enjoy working at the school. They appreciate the steps that leaders take to look after their well-being and workload.

The proprietor, together with leaders, ensures that the school meets all the independent school standards (the standards) and the requirements of schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there is an effective safeguarding policy. The policy is published on the school's website and follows the latest government guidance.

Leaders have established a strong culture of vigilance. They have clear procedures for making sure that pupils are cared for properly and kept healthy and safe. Staff receive regular safeguarding training and are alert to the risks that pupils may face. Staff report concerns about pupils immediately. Leaders work closely with the local authority to follow up concerns when necessary.

Pupils learn about the potential risks that could cause them harm, including online risks. Pupils know that any concerns that they share with staff will be taken seriously. They know whom they can speak to if they are feeling anxious or worried.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Leaders' systems to identify and support pupils who find reading more difficult do not identify the precise deficits in pupils' reading knowledge. This means that some pupils do not receive the most appropriate reading support that they need to catch up with their peers. Leaders should ensure that teachers are fully equipped to identify and remedy the gaps in pupils' reading knowledge.
- The proprietor and governors do not have a clear oversight of the progress that leaders have made against school priorities. This hinders how effectively they can support and challenge school leaders to continue to improve the quality of education for pupils. The proprietor and governors should ensure that they have appropriate systems in place to check the effectiveness of leaders' actions.

## **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

<b>Unique reference number</b>	131389
<b>DfE registration number</b>	889/6005
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10278311
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent boarding school
<b>Age range of pupils</b>	11 to 25
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Boys
<b>Number of pupils on the school roll</b>	439
<b>Of which, number on roll in the sixth form</b>	63
<b>Proprietor</b>	Abdul Samad Ahmad
<b>Headteacher</b>	Abdul Samad Ahmad
<b>Annual fees (day pupils)</b>	£1,600
<b>Telephone number</b>	01254 673105
<b>Website</b>	<a href="http://www.jamiah.co.uk">www.jamiah.co.uk</a>
<b>Email address</b>	<a href="mailto:info@jamiah.co.uk">info@jamiah.co.uk</a>
<b>Date of previous inspection</b>	19 to 21 November 2019

## Information about this school

- Jamiatul-Ilm Wal-Huda UK School is an Islamic faith school.
- The school's previous standard inspection took place between 19 and 21 November 2019.
- The school operates from premises at 30 Moss Street, Blackburn, Lancashire BB1 5JT.
- Leaders do not make use of 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, who is also the principal, as well as other senior leaders. They also met with governors, including the chair of governors, and spoke with a representative of the local authority.
- Inspectors considered responses to Ofsted Parent View and to Ofsted's online staff and pupil surveys. The inspector also considered responses to questionnaires sent out by the school to parents and carers, staff and pupils.
- Inspectors met with the leaders responsible for safeguarding in the school and scrutinised a range of documentation in relation to safeguarding. Inspectors spoke to staff and pupils about safeguarding.
- Inspectors observed pupils' behaviour throughout the school day. Inspectors spoke to pupils about bullying, behaviour and leaders' expectations of pupils.
- Inspectors carried out deep dives in English, mathematics, history, PSHE education and science. For each subject, inspectors spoke with senior leaders, teaching staff and pupils and reviewed the curriculum. Inspectors also visited lessons and reviewed pupils' work.
- Inspectors also discussed the curriculum in some other subjects with leaders.
- During the inspection, inspectors reviewed a range of documents relating to the standards. They looked at records of pupils' behaviour and attendance.
- Inspectors checked the school premises.

- The school's boarding provision was not inspected during this inspection. The most recent inspection of the boarding provision was carried out by Ofsted in November 2022. Provision for students aged older than 18 was not inspected.

### **Inspection team**

Kate Bowker, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

Sanjay Patel

Ofsted Inspector

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