

Inspection of Al-Huda Primary School

3 Hennon Street, Bolton, BL1 3EH

Inspection dates: 5 to 7 March 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

A sense of happiness and security permeates the school. Pupils are highly curious and welcoming to visitors. They are passionate about their school. Pupils attend regularly because they want to discover new learning and socialise with their friends.

Pupils are highly conscientious in everything that they do. They understand the importance of being respectful. This helps them to form strong and trusting bonds with their peers and staff.

Pupils are remarkably well behaved throughout the school day. They are excellent ambassadors for the school. Pupils have a comprehensive understanding of fundamental British values, including the rule of law and democratic principles. They have a deep sense of responsibility towards the local community. Pupils engage with the elderly in a residential care home, perform random acts of kindness, including giving cake and sweets to shoppers, and organise litter-picking campaigns.

Pupils embody the school values, which help them to grow spiritually, emotionally, socially, and academically. Staff expect pupils to try their hardest and excel academically. Pupils respond positively to these ambitions, which help them to perform well in different areas of the curriculum. Children in the early years achieve exceptionally well in all areas of learning.

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

The school has created a well-constructed and interesting curriculum which helps pupils to integrate new learning with their prior knowledge. The curriculum also helps pupils to develop their knowledge and skills well in many different subjects. Staff have exceptionally high expectations of children in the early years, including two-year-old children. Staff develop children's language and communication skills, including their vocabulary, especially well.

In most subjects, teachers present information clearly. They act swiftly if they identify any misconceptions in pupils' understanding. However, in some subjects, teachers are developing their expertise. These subjects are not taught with the same rigour. Due to this, in these subjects, a few pupils' knowledge and depth of understanding is lacking.

Pupils take great pleasure in reading, which is central to the curriculum. Pupils read aloud with clarity and passion, much to the delight of their classmates. The school has thought carefully about the kind of reading materials that it wants pupils to be familiar with. This includes non-fiction books, poetry and contemporary and historical novels, written by a diverse range of authors.

The phonics and early reading curriculums are taught particularly well by ambitious and well-trained staff. Pupils learn phonics soon after they start in the Reception

class. Typically, pupils enjoy learning new letters and sounds and discovering new words. Children in the Nursery classes are familiar with a wealth of nursery rhymes and traditional songs. Staff are careful to ensure that the books that pupils read closely match their phonic knowledge and skills. The small number of pupils who require additional help with their reading are supported well. This means that they keep up with their classmates and develop their reading fluency quickly.

Staff recognise pupils' individual learning needs quickly. For example, soon after children enter the Nursery class, staff assess their speech, language and communication skills. Staff work with different experts, and parents and carers, to make sure that pupils with special educational needs and/or disabilities (SEND) get the extra help that they need promptly. Teachers make certain that the curriculum is adapted so that each pupil with SEND can access the same areas of learning as their peers. Consequently, these pupils achieve well across the curriculum.

Staff implement the school's behaviour policy fairly and consistently. Pupils know the rules and adhere to them. Older pupils are remarkably studious and responsible. They take care of their younger peers without prompting. Children in the early years maintain exceptionally high levels of concentration. They share resources fairly, cooperate well with one another and show kindness to everyone.

The school's personal development programme is praiseworthy. Pupils thrive in their roles as school council members, reading buddies and classroom monitors. They have an in-depth understanding of Islam, Christianity, Judaism, Hinduism and other religions. Pupils celebrate cultural diversity. They understand that people should not be treated differently because of where they are from or what they believe in. Pupils learn how to form appropriate personal relationships. They know how to maintain their physical and mental health.

Pupils enjoy canoeing, nature rambling and orienteering. They benefit from a range of opportunities to develop their interests. They enjoy craft sessions and Mehndi workshops as well as baking and cookery clubs. Pupils participate in badminton, gymnastics, football and tennis. They appreciate visits to zoos, the seaside, museums, a local airport and other places of interest.

Staff are committed to ensuring that pupils learn well. They report that the school is mindful of their workload and well-being. Staff enjoy participating in training, which is helping to improve their classroom practice.

Parents praise the school for the work that it does to develop their children academically and socially. Parents take advantage of the many opportunities available for them to participate in the life in of the school.

The proprietor supports the school consistently well. The proprietor knows where the school excels. It also provides the school with the support that it needs to continually improve. For example, the proprietor recently invested in new technology for staff and pupils. The proprietor has also created additional classroom space for pupils in Years 5 and 6.

The proprietor and leaders ensure that the school meets all the independent school standards ('the standards') consistently. The school complies with schedule 10 of the Equality Act 2010.

The school premises are well maintained and appropriately resourced. The school makes statutory policies, including the complaints, curriculum and relationships and sex education policies, available on its website.

Safeguarding

The arrangements for safeguarding are effective.

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

- In a few areas of the curriculum, teachers' subject knowledge is insecure. In these areas, the curriculum is not delivered consistently well. Due to this, some pupils do not gain the knowledge, or depth of understanding that they should. The school should make sure that teachers have the training and support that they need to deliver the curriculum effectively in all subjects.

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	139017
DfE registration number	350/6002
Local authority	Bolton
Inspection number	10299221
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Number of part-time pupils	None
Proprietor	Al Huda Academy
Chair	Shafwan Ahmed
Headteacher	Zeinab Bhikha
Annual fees (day pupils)	£1,600 - £1,800
Telephone number	01204 841377
Website	www.alhudaprimary.co.uk
Email address	info@alhudaprimary.co.uk
Date of previous inspection	2 to 4 July 2019

Information about this school

- The previous standard inspection was 2 to 4 July 2019.
- The school does not make use of alternative provision.
- The school carers for a small number of two-year-old children.
- Al-Huda Primary School is located at 3 Hennon Street, Bolton, BL1 3EH .
- This is an Islamic faith school.
- The school is registered to admit up to 138 pupils.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 held meetings with the headteacher and deputy headteacher. They also held meetings with other staff, including those responsible for attendance and pupils' behaviour, welfare and personal development.
- Inspectors met with the leaders responsible for early years provision and for pupils with SEND.
- Inspectors reviewed a range of documentation, including that relating to the standards and the curriculum. The lead inspector met with the chair of the proprietor body.
- Inspectors carried out deep dives into these subjects: English, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector discussed reading with a group of pupils. Inspectors also spoke with pupils about their learning in other subjects.
- Inspectors met with staff to discuss their workload and well-being.

- The lead inspector met with parents and reviewed the responses to Ofsted Parent View, including the free-text comments. He also reviewed responses to Ofsted's staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector made a tour of the school premises with the headteacher.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

Cleo Cunningham

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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