

Markazul Uloom

Address: Park Lee Road, Blackburn, Lancashire, BB2 3NY

Unique reference number (URN): 133541

Inspection report: 19 May 2026

Exceptional	
Strong standard	●
Expected standard	● ●
Needs attention	● ● ●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard

Attendance and behaviour

Strong standard 

Attendance is consistently high. Most pupils attend regularly and overall attendance remains above national levels. Leaders check attendance closely and take prompt action when concerns arise. They work closely with families to address barriers to attendance, including medical needs, so that pupils attend school as often as possible. Pupils known to have been absent more frequently in the past now attend more regularly because of this focused support. Leaders keep a close watch on patterns in attendance and respond quickly where needed. As a result, pupils attend school consistently and benefit fully from their learning.

Pupils behave well in lessons and at social times. They treat each other and adults with respect and they follow the school's routines without the need for frequent reminders. Classrooms are calm and purposeful and pupils focus well on their learning. Leaders and staff have clear high expectations for behaviour. They apply these consistently and staff model positive conduct in their day-to-day interactions with pupils. Systems for recording and reviewing behaviour are well established and help leaders to identify and respond to any emerging issues quickly. Incidents of poor behaviour are rare. When they occur, staff deal with them promptly and help pupils to reflect on their actions. Bullying is uncommon and pupils are confident that staff will respond effectively if concerns arise. Pupils show positive attitudes to learning. They engage very well in lessons, complete their work and take pride in what they do. Together, these behaviours create a calm and orderly environment where learning can take place effectively.

Expected standard

Achievement

Expected standard 

Pupils typically gain the knowledge and skills they need to move on to the next stage of their education, including further study. Published results indicate that most pupils secure GCSE passes in English and mathematics, with some attaining higher grades, alongside success in a range of other subjects.

Across the curriculum, many pupils can explain what they have learned and recall key knowledge, particularly in more-established subjects. However, there is some variation in the quality of pupils' work, particularly in a small number of newer subjects where the curriculum is still being embedded.

While most pupils achieve appropriately, some aspects of teaching, including variation in subject expertise and how learning is adapted, mean that pupils do not always produce work of the same quality in these newer areas. Some pupils, including those with special educational needs and/or disabilities and those who need additional support with reading, do not consistently make as much progress as they could. However, given the small cohorts and overall positive outcomes, these variations do not significantly impact overall achievement.

Overall, pupils achieve in line with expectations, and outcomes remain secure, although there is some variability in the quality of work in a small number of subjects.

Personal development and wellbeing

Expected standard 

Pupils benefit from a planned programme that helps them understand how to stay safe, look after their physical and mental health and build positive relationships. Through lessons and assemblies, they learn about important topics such as respect for others, different faiths and cultures, and life in modern Britain. Pupils talk about these ideas with confidence and show respectful attitudes in their daily interactions. They understand the importance of healthy lifestyles, including exercise, diet and emotional wellbeing, and know how to seek support when needed.

Pupils develop a clear understanding of equality and respect. They learn about protected characteristics, including race, religion or belief, sex, sexual orientation and disability, and understand the importance of treating others fairly. Pupils demonstrate tolerance and understand that discrimination is wrong.

Pupils take part in relationships and sex education, which is taught in a sensitive way that reflects the school's context. This helps them understand how to make safe and informed choices. Pupils also learn about fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance. For example, they contribute to discussions, learn about rights and responsibilities and experience opportunities to have their views heard.

Pupils learn about a range of cultures and traditions. In addition to learning about Islam, they explore other faiths such as Christianity, Hinduism and Sikhism, as well as wider cultural traditions. Activities such as studying Islamic architecture and art help to deepen their understanding.

Staff know pupils well and provide effective pastoral support. Pupils say they feel valued and know who to talk to if they have concerns. This helps them feel safe and supported.

Pupils take part in a range of activities beyond the classroom, including singing and speaking clubs and activities such as archery. They also benefit from work experience, visiting speakers and careers guidance, which help them prepare for their future.

Overall, pupils are well supported to develop into respectful, informed and responsible individuals.

Needs attention

Curriculum and teaching

Needs attention 

There are weaknesses in provision in a small number of newer subjects, where teachers are sometimes teaching outside their main subject area. In these subjects, pupils do not always

receive sufficiently clear explanations or support, which limits how securely they develop their understanding over time.

Pupils generally enjoy their learning and study a range of subjects. In most subjects, teaching helps pupils to understand new ideas and build their knowledge securely. The school has begun to take steps to improve teaching in these newer subjects and the precision of support for pupils, so that all pupils, including those with special educational needs and/or disabilities, can access the curriculum successfully.

Leaders have redesigned the curriculum so that pupils study a broader range of subjects. Plans are in place for what pupils should learn in each year group. However, much of this work is still recent and not fully embedded, particularly in newer subjects. As a result, pupils do not build their knowledge as securely in these areas as they do in more established subjects.

Leaders have begun to strengthen how they support pupils' reading. Pupils read regularly and complete related activities. However, checks on pupils' reading are not always precise. Staff do not consistently identify gaps or check whether support is helping pupils improve well enough. This means that some pupils do not develop the fluency they need to access learning successfully across the curriculum.

In lessons, pupils generally engage well and complete their work. Teachers use resources and explanations to support learning and give pupils individual attention. However, support for pupils who need extra help is not always precisely targeted. As a result, some pupils do not make the progress they could.

Inclusion

Needs attention 

Leaders have not put in place a clear and consistent way to identify and support pupils who may have additional learning needs, including those with special educational needs and/or disabilities. Staff do not always recognise when pupils begin to struggle, and support is not regularly reviewed or adjusted. This means that some pupils do not get the help they need as quickly or as precisely as they could.

When pupils join the school, leaders gather helpful information about their previous education and experiences. This helps pupils settle in quickly and take part in learning from the start. However, leaders do not use this information well enough, over time, to spot and respond to additional learning needs and other barriers to learning as they arise.

Leaders have provided more training so that staff better understand pupils' needs and can use a wider range of strategies to support them. This is beginning to make a difference. However, staff do not record or check the impact of the support in a consistent way. Leaders cannot clearly see which strategies are working best to support different groups of pupils.

In lessons, staff do give pupils individual help. This supports pupils to take part in learning. However, this support depends too much on informal approaches rather than a clear, shared system. As a result, pupils who need extra help are not supported as consistently well as they should be.

The proprietor and school leaders have not ensured that all the independent school standards are met consistently. There are unmet standards in the quality of education and in leadership. Leaders have identified key priorities and begun to take action, including changes to the curriculum and additional training for staff. This demonstrates their capacity to make improvements. However, these actions are at an early stage, which means that improvements are not yet embedded. As a result, weaknesses in teaching, inclusion and support for some pupils remain.

Leaders do not have a sufficiently clear and detailed view of how well provision works across subjects, particularly in newer areas of the curriculum. This means they do not identify or address weaker practice quickly enough, and expectations are not applied consistently in these areas. Leaders have begun to strengthen professional development. Staff value the training and support they receive. However, this work is not yet embedded and has not secured consistently effective teaching. Leaders are mindful of staff workload and wellbeing. Staff feel supported.

Leaders communicate with parents and carers and engage with external professionals to support improvement, contributing to positive relationships with the wider community. Leaders ensure that safeguarding requirements are met. Pupils say they feel safe.

Overall, leaders and the proprietor have not yet secured consistently effective provision or ensured compliance with statutory requirements, although they have begun to take appropriate steps to bring about improvement.

What it's like to be a pupil at this school

Pupils attend regularly and learn in a calm and supportive environment where they feel safe and valued. They behave respectfully towards each other and staff. Classrooms are orderly so pupils can focus on their work. Pupils say that staff listen to them and help them to resolve any concerns quickly. Incidents of bullying are rare. Pupils are confident that when they do occur, staff deal with them promptly and effectively.

Pupils generally enjoy their learning and study a range of subjects. In most subjects, teaching helps pupils to understand new ideas and build their knowledge securely. However, in a small number of areas, particularly where the curriculum is more recently developed, pupils do not always receive the same depth of explanation or support. This can limit how confidently they develop their understanding over time. The school is taking steps to reduce these barriers so that all pupils, including those with special educational needs and/or disabilities (SEND), can access the curriculum successfully. Pupils with SEND are supported to take part fully in lessons and in the wider life of the school.

Pupils study a broader range of subjects than previously and can talk about what they have learned, particularly in more established areas of the curriculum. In some newer subjects, pupils' learning is less secure. Pupils are supported to develop their reading if they need to

catch up. While this support is helping many pupils, it is not always sharply focused, meaning that some do not develop reading fluency as quickly as they could.

Pupils feel included in school life and have positive relationships with their peers and staff. They learn about different cultures and beliefs and show respect for others. Pupils take part in trips and themed days, such as visits to local museums and universities, careers events and cultural celebration days, which broaden their experiences and raise their aspirations.

Pupils develop an understanding of how to keep themselves safe and how to make informed choices. They are prepared for their next steps and receive guidance about future education and career options. Post-16 outcomes show that pupils move on to appropriate destinations, including sixth form, further education, apprenticeships or employment.

Next steps

- Leaders should strengthen how they identify, assess and support pupils with special educational needs and/or disabilities, including ensuring that support is reviewed regularly so that pupils with additional needs can access learning consistently well.
 - Leaders should ensure that they have clear and consistent systems in place to identify pupils who need support with reading. They should check carefully whether support is helping pupils to improve, so that pupils develop fluency and can access the curriculum fully.
 - Leaders should embed the revised curriculum by ensuring that staff have the subject knowledge and expertise they need to teach it consistently well across subjects.
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About this inspection

The name of the proprietor is Markazul Uloom. The trustees act as the governance for the school.

The chair of the proprietor board is Muhammad Bilal Bawa.

The fees currently charged are £2,200.

The email address of the school is info@muloom.org.uk.

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and the proprietor during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having an Islamic religious character.

The school does not use any alternative provision.

The school operates from premises at Park Lee Road, Blackburn, Lancashire, BB2 3NY.

During the inspection inspectors checked whether the school now meets the independent school standards that it was judged to have failed at its previous monitoring inspection on 5 June 2025.

The outcome of this part of the inspection is that the school continues to not meet the independent school standards.

Outcome of the monitoring inspection

The outcome of this part of the inspection is that the school continues to not meet the independent school standards.

Although leaders and the proprietor have taken action to improve aspects of the school's work since the previous inspections, these actions have not yet secured consistent compliance. In particular, weaknesses remain in the quality of teaching and in leadership and management. As a result, the relevant standards remain unmet.

Part 8: Leadership and management

The proprietor has not ensured that the requirements of paragraph 34(1)(a) and (b) are met. Leaders have identified appropriate priorities and have taken action to improve the quality of education, including introducing curriculum changes and increasing staff training. However, leaders do not yet have sufficiently effective systems to check how well these improvements are being implemented.

As outlined in the leadership and governance section of this report, leaders do not have a clear and accurate view of the quality of teaching across subjects. This limits their ability to identify and address weaker practice quickly enough. As a result, improvements are not embedded securely and the standards are not met consistently.

The proprietor remains involved in the work of the school and receives information about its development. However, systems to assure compliance with the independent school standards are not sufficiently rigorous. As a result, the proprietor has not ensured that all standards, including those relating to the quality of education, are met consistently.

Part 1: Quality of education provided

The proprietor has not ensured that the requirements of paragraphs 2(1)(a), 2(2)(b), 3(a), 3(c) and 3(e) are met.

Since the previous inspection, leaders have taken steps to improve the curriculum, including introducing revised plans and broadening the range of subjects that pupils study. However, as described in the curriculum and teaching section of this report, this work is not yet

embedded. The curriculum does not consistently take account of pupils' differing needs, aptitudes and prior attainment.

Leaders have begun to strengthen provision for pupils' reading. However, systems to identify gaps and check the impact of support are not yet precise or implemented consistently. As a result, some pupils do not develop the fluency they need to access the full curriculum. Teaching continues to lack consistency. Some teachers do not demonstrate secure subject knowledge or a clear understanding of pupils' needs when planning lessons. Teaching does not consistently enable pupils to acquire new knowledge and make good progress, and learning activities are not always well matched to pupils' needs. Although leaders have provided training for staff, this has not yet led to consistent improvement in teaching. As a result, pupils' learning remains uneven across subjects.

Headteacher : Sajid Bargit

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards not met

The following standards have not been met:

Paragraph 2(1)

The standard in this paragraph is met if—

- (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
- (b) the written policy, plans and schemes of work—
 - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

Paragraph 2(2)

For the purposes of paragraph (2)(1)(a), the matters are—

- (b) that pupils acquire speaking, listening, literacy and numeracy skills;

Paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school—

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - (c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - (e) demonstrates good knowledge and understanding of the subject matter being taught;
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2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards not met

The following standards have not been met:

Paragraph 34(1)

The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–

- (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

Lead inspector:

Rebecca Sharples, His Majesty's Inspector

Team inspector:

Gil Bourgade, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 19 May 2026

Total pupils

40

School capacity

217

Pupils with an education, health and care (EHC) plan

Pupils with special educational needs (SEN) support

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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