

Inspection of Rawdhatul Uloom Islamic Primary School

184 Whalley Old Rd, Blackburn, Lancashire BB1 5NZ

Inspection dates: 19 to 21 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils are proud to be members of Rawdhatul Uloom Islamic Primary School. They enjoy learning and socialising with their friends. Pupils form strong and trusting bonds with staff and each other. They told inspectors that they can talk to any member of staff if they are worried. Pupils were confident that their concerns would be dealt with swiftly. This makes pupils feel happy and safe at school.

Pupils are highly respectful to staff and each other. They have a strong sense of social justice. Pupils raise funds for many different charitable causes, including recent disaster appeals. They understand fundamental British values, including the rule of law and democratic principles. Pupils know that discrimination of any kind is wrong. They told inspectors that people should not be treated differently because of what they look like or believe in.

Staff expect pupils to achieve highly and to behave well. Pupils respond well to these expectations, and this helps to ensure that the school is a calm and purposeful place where pupils learn well in a range of different subjects.

Pupils are responsible citizens. For example, Year 5 and Year 6 pupils enjoy looking after and mentoring their younger peers in the Reception class. Pupils look forward to trips and visits, such as to theme parks. Visits to local places of interest, including a castle, and regional museums, help to bring the curriculum to life and consolidate pupils' learning.

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

The school has thought carefully about the kind of curriculum that it wants pupils to learn. It has recently revised and improved most areas of the curriculum, ensuring that all pupils have access to broad, interesting and engaging learning experiences.

The school is determined to ensure that pupils achieve their full potential. Typically, teachers check how well pupils are learning in the different curriculums. Teachers regularly revisit topics and units of learning. This helps to consolidate pupils' knowledge and understanding, ensuring their readiness to move on to new learning.

In most curriculum subjects, the school has an accurate view of how well these curriculums are taught. The school provides useful advice and guidance to teachers on how to further improve their practice in these subjects. However, this is not the case in a few subjects. This is because in these curriculum areas, the school has a limited understanding of how well the curriculum is delivered. Consequently, the school has not ensured that the advice given to teachers on how to improve their practice is as effective as it could be.

Reading is central to the school's curriculum. Pupils enjoy reading, which they do frequently. Those who the lead inspector heard read, did so confidently and clearly. Pupils enjoyed reading aloud in character. This helped pupils to bring their stories to

life for the benefit of their appreciative peers. Pupils are familiar with the work of different authors. They enjoy comedy, adventure and factual books.

Staff are trained well. This helps them to teach the phonics and early reading curriculums effectively. Children in the early years start learning phonics soon after they start in the Reception Year. Typically, pupils enjoy learning to read. They like using the new words and sounds that they have learned. They also enjoy singing familiar rhymes and following storylines. Pupils who find reading difficult benefit from targeted support. Consequently, they catch up to their peers quickly. Staff are careful to make sure that the books that pupils read match the sounds that they have learned. The school's careful approach to reading helps pupils to become fluent and knowledgeable readers quickly.

The school does not have any pupils with special educational needs and/or disabilities. However, there are some pupils who need additional support to help them to keep up with their peers. If a pupil is having difficulties with aspects of English or mathematics, they are identified quickly and given appropriate support. Staff receive the training that they need to adapt lessons to meet the needs of each pupil. This ensures that all pupils can access the same learning.

Staff implement the school's behaviour policy consistently. Pupils are attentive and conscientious, while maintaining their curiosity and confidence. In the Reception Year, children follow instructions closely, listen carefully and work together cooperatively. Pupils managed their behaviour exceptionally well during the inspection when the weather was too poor for outdoor play. On the final inspection day, when the rain stopped, pupils were very excited to play outside. Despite their excitement, pupils played sensibly and safely.

The school provides opportunities for pupils to develop as responsible leaders. They demonstrate this in their roles as prefects and mentors. Pupils are aware of the different beliefs and traditions of the major world faiths. They often celebrate the culturally diverse nature of Britain. Pupils learn about appropriate and safe relationships through different aspects of the curriculum. They understand the importance of healthy eating and regular exercise. Pupils enjoy playing sports, such as football and netball. However, few opportunities are available for pupils to pursue their interests and develop their talents in areas such as music, sport and art.

Staff are committed to implementing the school's aims. They told inspectors that the school is mindful of their work-life balance and well-being. Staff benefit from the training that the school provides. This support enables staff to carry out their roles and responsibilities well.

Parents feel fully involved in the life of the school. For example, the school posts information on its website to help parents to support their children's learning at home. Parents are happy that their children are safe and learning well at the school.

The proprietor body has an accurate overview of the school's strengths and priorities for further improvement. It works closely with staff to improve different aspects of

the school, including the curriculum. It actively promotes pupils' welfare, health and safety. The proprietor body ensures that all the independent school standards ('the standards') are met consistently well.

The proprietor body has ensured that the school complies with schedule 10 of the Equality Act 2010 and the statutory requirements of the early years foundation stage. The safeguarding policy is published on the school's 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 subjects, the curriculum is not implemented as leaders intend. This means that in these subjects, some pupils do not build a deep body of knowledge over time. The school should make sure that staff receive the training and support that they need so that the curriculum is delivered consistently well in all subjects.
- The opportunities available for pupils to enhance their wider development are limited. This means that some pupils do not realise their full potential. The school should provide a broad range of well-considered opportunities for pupils to pursue their interests and develop their talents.

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	119848
DfE registration number	889/6003
Local authority	Blackburn with Darwen
Inspection number	10286388
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	145
Number of part-time pupils	None
Proprietor	Siddiqiyya Educational Trust
Chair	Abdul Wali Wasway
Headteacher	Hamza Mala
Annual fees (day pupils)	£1,440
Telephone number	01254 670 017
Website	www.gardenofknowledge.co.uk
Email address	info@gardenofknowledge.co.uk
Dates of previous inspection	12 to 14 March 2019

Information about this school

- The previous standard inspection took place between 12 and 14 March 2019.
- Leaders do not make use of alternative provision.
- Rawdhatul Uloom Islamic Primary School is located at 184 Whalley Old Rd, Blackburn, Lancashire BB1 5NZ.
- The proprietor body is Siddiqiyya Educational Trust. The trust is a registered with the Charity Commission. This information is not recorded on Get Information about Schools.
- This is a Muslim faith school.

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 business manager. They also held meetings with other staff, including those responsible for attendance and pupils' behaviour, welfare and personal development.
- The lead inspector met with the representatives of the proprietor body. He held a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives into these subjects: early reading, 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 observed pupils reading to a familiar adult. Inspectors met with pupils to discuss their learning in some other subjects.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors met with parents and reviewed the responses to Ofsted Parent View, including the free-text comments. There were no 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.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

Lindy Griffiths

Ofsted Inspector

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