

# Darul Uloom London

Independent school progress monitoring inspection report

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Reporting inspector	Jonathan Palk HMI
Social care inspector	Sophie Wood

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

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## **Purpose and scope of the inspection**

This monitoring inspection was carried out by Ofsted on 25 and 26 May 2011 under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, and under the Care Standards Act 2000 having regard to the national minimum standards for boarding schools.

The monitoring inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress that the school has made in implementing its action plan following previous inspections.

## **Information about the school**

Darul Uloom London is an Islamic boarding school in Chislehurst, Kent, which opened in 1994. The school admits male students aged from 11 to 20, all of whom are boarders. At the time of the monitoring inspection there were 152 students on roll. None had a statement of special educational need. The school's aim is to help young Muslim men enter religious life and the wider community with attitudes and values that reflect their faith. Great importance is placed on developing knowledge of the Qur'an and living by its principles of peaceful conduct and disciplined living.

## **Context of the inspection**

The school's educational provision was inspected in full by Ofsted in March 2008 and the boarding accommodation was inspected in full by the Commission for Social Care Inspection in November 2006. At the request of the then Department of Children, Schools and Families, Ofsted conducted an emergency monitoring inspection in March 2009. A further monitoring inspection of boarding and education was undertaken by Ofsted in October 2009.

A follow-up monitoring inspection was conducted by an education inspector and social care inspector from Ofsted in July 2010 to gauge the progress made in implementing the school's action plan. The report indicated that although there had been some progress, the school was still failing to meet some regulations, including one relating to safeguarding. A large number of national minimum standards for boarding were not met, including some standards relating to students' welfare and the quality of accommodation.

The monitoring inspection of the 25-26 May 2011 was carried out in conjunction with a full integrated inspection and was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the

purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

The inspection of boarding provision was carried out under the Care Standards Act 2000 having regard to the national minimum standards for boarding schools, in order to assure children and young people, parents, the public, local authorities and the government of the quality and standard of the service provided.<sup>3</sup>

## Summary of the progress made in implementing the action plan

In the inspection of March 2008, the quality of the Islamic curriculum (*Ders-e-Neami*) was judged to be good. However, the secular curriculum was judged satisfactory as there were significant omissions, notably a lack of diversity in the humanities with only religious education offered. Arts subjects were also largely absent from the curriculum.

The Islamic curriculum (*Ders-e-Neami*) now provides in part for an art experience. History is taught as part of the Islamic curriculum (*Ders-e-Neami*) but there is no scheme of work or broader programme for history. These omissions compound a weakness in the provision for developing cultural awareness. There is no structured programme or scheme of work for physical education (PE). Insufficient progress has been made in addressing weaknesses in curriculum provision.

In March 2008, the students' spiritual, moral, social and cultural development was judged to be good. However, the school was asked to consider extending students' awareness of other ethnic communities in the United Kingdom and of public institutions and services in England in order to meet regulations.

No substantial progress has been made in considering extending students' awareness of other ethnic communities in the United Kingdom and of public institutions and services in England. In relation to their cultural development, students do not contribute to local community events routinely or have regular contact with other organisations. Visits to places of religious or cultural interest, to enrich students' appreciation of British institutions, are rare. Overall, students do not develop sufficient knowledge and understanding of law, public institutions and services and there is a lack of a sustained, systematic and well-structured approach to developing the students' awareness and understanding of contemporary British culture. These inadequacies are recognised by the school in its own self-evaluation.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

<sup>3</sup> [www.opsi.gov.uk/acts/acts2000/ukpga\\_20000014\\_en\\_1](http://www.opsi.gov.uk/acts/acts2000/ukpga_20000014_en_1)

The monitoring inspection of boarding provision in March 2009 found that the school did not meet health and safety requirements because of weaknesses in the management of risk assessment and in the provision of training for staff. The monitoring visit of October 2009 reported that inadequate progress had been made in these areas. A number of omissions in the school's safeguarding policy remained at the time of the monitoring inspection of July 2010.

The school now meets requirements in relation to the existence of policies, including those relating to the safeguarding of students. These are underpinned by very good provision for staff training in safeguarding at the appropriate levels. However, the implementation of policies and their impact on safeguarding students is not evaluated with sufficient rigour and there remain significant shortcomings that present potential risks to the health and safety of students. Not all safeguarding procedures have been followed consistently. There are still inadequacies in the arrangements for the assessment of fire risk and the school's site plans contain inaccuracies. Fire risk assessment policies are too generic and do not identify well enough the risks associated with different parts of the building, including the boys' dormitories.

The full inspection found further regulatory failings that impact on the education, welfare, health and safety of students. While the students are very well known as individuals by the staff, and personal tutors deal effectively with their personal needs, concerns or queries are not drawn together into a central or comprehensive enough record to enable the robust monitoring of students' development. Students feel safe from bullying but there is no monitoring or recording of incidents to identify potential patterns and/or trends. The lack of a thorough risk assessment for the gymnasium presents potential risks to the health and safety of students. In bedrooms, there are damaged furnishings and fittings and there is an inadequate provision of cleaning equipment. The lack of hygiene in the kitchen is a potential risk to the health of students. Systems for dealing with students who are unwell are lackadaisical and although there is a sick room, there is no formal system in place for supervising students who are ill. In the boarding accommodation, staff and students share washing facilities. This is inappropriate as it could compromise students' safety and privacy.

The last monitoring inspection in July 2010 found that the required checks on all directly employed staff, volunteers and the trustees had been made and that the single central register of these checks met requirements. However, the necessary evidence that checks have been made on other professionals who visit the school has not been entered into the central register, for example health professionals who visit the school regularly.

The last monitoring inspection in July 2010 found shortcomings in standards of hygiene and cleanliness. There has been some improvement since then but furnishings and storage facilities in both the school and boarding accommodation are not always kept clean. Food is not stored hygienically, food menus are not subject to

nutritional scrutiny and the arrangements for the storage of equipment and produce within bedrooms are unsatisfactory.

The school received a poor rating following its most recent environmental health visit and is required to address a number of issues as a matter of priority.

A number of national minimum standards for boarding schools remain unmet since the last full inspection. There have been improvements but these are in their infancy. The boarding team is motivated and enthusiastic but lack sufficient training. Organisation of boarding is inadequate. There is a lack of effective management oversight, including monitoring, to ensure that the required boarding standards are maintained. Job descriptions, training needs and systems for the appraisal of staff performance are unclear. There is confusion in terms of the roles and responsibilities of key staff members. Some roles and responsibilities are duplicated, while other areas do not receive enough attention.

Staff generally follow welfare policies but with significant omissions. There are failings in relation to the records kept when administering medicines and in the support available for students when they are unwell. Accident reports are incomplete. A form for devising welfare plans exists but no one is monitoring their completion and the policy is not implemented. The existing Health policies and procedures have not been endorsed by a health professional.

## **Compliance with regulatory requirements**

As a result of this inspection, the school must take action to meet The Education (Independent School Standards) (England) Regulations 2010<sup>4</sup> ('the Regulations'), as follows:

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- provide appropriate plans and schemes of work for physical education and history and ensure that these are implemented effectively (paragraph 2(1))
- ensure that the curriculum gives pupils of compulsory school age sufficient experience in the physical areas of learning (paragraph 2(2)(a)).

The school does not meet all requirements in respect of spiritual, moral, social and cultural development of pupils (standards in part 2) and must:

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<sup>4</sup> [www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made)

- give pupils a broad general knowledge of public institutions and services in England (paragraph 5(d))
- give support to pupils to acquire an appreciation of and respect for other cultures in a way that promotes tolerance and harmony between different cultural traditions (paragraph 5(e)).

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- make arrangements to safeguard and promote the welfare of pupils at the school and have regard to guidance issued by the Secretary of State (paragraph 7)
- have regard to safeguarding and promoting the welfare of boarders and have regard to the national minimum standards for boarding schools (paragraph 8)
- maintain effective measures to ensure pupils' health and safety which have regard to the DfES guidance *Health and safety: responsibilities and powers* (DfES 0803/2001) (paragraph 11)
- ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13).

The school does not meet all requirements in respect of suitability of staff, supply staff and proprietors (standards in part 4) and must:

- in relation to staff not directly employed by the school, ensure that the register shows whether written notification has been received from the employment business and that it has carried out the checks referred to in 20(2)(a) together with the date that the written notification of each check was made or certificate obtained. (paragraph 22(5)).

The school does not meet all the requirements in respect of suitability of the accommodation (standards in part 5) and must:

- ensure there are sufficient washrooms for resident staff in the boarding provision (paragraph 23(j))
- ensure that where food is served, there are adequate facilities for its hygienic preparation, serving and consumption (paragraph 23(l))
- ensure that classrooms and other parts of the school are maintained in a tidy, clean and hygienic state (paragraph 23(m))
- ensure a satisfactory standard and adequate maintenance of decoration (paragraph 23(p))

- ensure that regard is given to standards 40–52 of the national minimum standards for boarding schools (paragraph 23 (t)).

In order to meet the national minimum standards for boarding schools and associated regulations, the school should:

- ensure that safeguarding procedures are accurately followed in accordance with local authority safeguarding procedures (NMS 3)
- develop clear lines of management and leadership (NMS 8)
- Ensure there are planned responses to a range of foreseeable major incidents or crises, such as outbreaks of fires, serious allegations or complaints or significant accidents (NMS 9)
- review current health care policies and procedures in line with qualified medical advice and ensure that all health records are accurately completed (NMS 15)
- ensure that boarders are adequately supervised and can summon assistance when ill (NMS 16)
- implement welfare plans where necessary (NMS 17)
- implement clear monitoring systems with regard to risk assessments (NMS 23)
- review menus, seek nutritional advice, review pupils' storage of their own food and equipment and implement improvement plans with regard to the school kitchen (NMS 24)
- Ensure boarders who use facilities to store food and prepare their own hot and cold snacks and drinks are supported to do so (NMS 25)
- review the current fire risk assessment (NMS 26)
- implement clear and specific job descriptions and provide staff with the induction and continued training and supervision they need (NMS 34 and NMS 35)
- develop and implement a clear programme of improvement with regard to the maintenance, upkeep and decoration of bedrooms. Ensure that adequate cleaning materials and equipment are provided. Make satisfactory provision for the separate washing facilities for resident staff (NMS 42)
- provide key staff with training with regard to health and safety and risk assessment (NMS 47).

## School details

<b>School status</b>	Independent
<b>Type of school</b>	Islamic boarding school
<b>Date school opened</b>	November 1994
<b>Age range of pupils</b>	11–20 years
<b>Gender of pupils</b>	Boys
<b>Number on roll (full-time pupils)</b>	152
<b>Number of boarders</b>	152
<b>Number of pupils with a statement of special educational needs</b>	0
<b>Annual fees (boarders)</b>	£2,400
<b>Address of school</b>	Foxbury Avenue Chislehurst Kent BR7 6SD
<b>Telephone number</b>	020 8295 0637
<b>Email address</b>	<a href="mailto:Darulubom786@hotmail.com">Darulubom786@hotmail.com</a>
<b>Headteacher</b>	Mustafa Musa
<b>Proprietor</b>	Abdullah Hasan Patel