



Darul Uloom London

Independent school standard inspection report

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Purpose and scope of the inspection

This inspection 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.^{1, 2}

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.³

Information about the school

Darul Uloom London is an Islamic boarding school which opened in Chislehurst, Kent, in 1994. The school admits male students aged from 11 to 20, all of whom are boarders. At the time of the inspection there were 152 students on roll. None had a statement of special educational needs. 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.

The school's educational provision was last inspected in a full inspection in March 2008 and the boarding accommodation was inspected by the Commission for Social Care in November 2006. The school received an emergency monitoring visit in March 2009 with a follow-up visit by an education inspector and a social care inspector in July 2010 to measure progress. The resulting report indicated that although there had been progress, there were still significant regulatory failures including one relating to safeguarding. There were also a large number of national minimum standards for boarding not met, including standards relating to students' welfare and the quality of accommodation.

Evaluation of the school

Darul Uloom London only partially meets its aims. The curriculum is satisfactory and combines with satisfactory teaching and assessment to enable students to make satisfactory progress. Behaviour is good and students have positive attitudes to learning. Overall, the quality of education is satisfactory. Students' spiritual, moral and social development is good but weaknesses in students' cultural development mean that provision for spiritual, moral, social and cultural development is inadequate overall. The welfare, health and safety of students, including safeguarding, are inadequate, as is boarding. There have been recent improvements

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

³ www.opsi.gov.uk/acts/acts2000/ukpga_20000014_en_1

across the school but they are in their infancy and are only just beginning to have an impact. There remain a significant number of regulations and national minimum standards that are unmet.

Quality of education

The curriculum is satisfactory overall. Alongside the good quality curriculum in Islamic studies, the school provides effectively for Arabic language, Urdu, English, mathematics, science and information and communication technology (ICT) to A level. The provision for Islamic theological studies is well resourced and includes the *Hifz* programme (memorisation of Qur'an), *Tafseer* (Qur'anic Interpretation), *Hadith* (Saying of the Prophet), *Aqaid* (Fundamental Beliefs), *Fiqh* (Islamic Jurisprudence) and *Adaab* (Islamic Manners).

There are clear schemes of work for English, mathematics, science, geography, ICT and personal, social and health education (PSHE). These subjects are given adequate teaching time in what is a very full timetable of eight hours of teaching on five days a week plus a Saturday school. A sufficiently broad range of PSHE and religious education is provided through the Islamic curriculum, daily assembly themes and National Curriculum subjects and this ensures that students develop personal confidence, a good understanding of health-related issues and inner resilience. The range of recreational sport has improved although there is still no structured programme or scheme of work for physical education (PE). History is taught as part of the Islamic curriculum but there is no scheme of work or broader programme for history which compounds a weakness in the provision for developing cultural awareness. ICT resources and schemes of work provide a balanced programme of computing experiences. The school is aiming to provide a programme of citizenship education in the next academic year.

The vast majority of students aspire to achieve an Islamic scholar status and to gain higher-level qualifications in National Curriculum subjects. Students are confident that the careers advice and guidance for when they leave school is well focused on a broad range of opportunities and that this is both realistic and independent.

Overall, teaching and assessment are satisfactory. Students' relationships with the teachers and other students are excellent. A good focus on the lesson plan is maintained in all lessons. The lesson structure is consistent across the school and includes an opportunity to revisit earlier learning, the effective teaching of new learning and an opportunity to reflect on learning at the end of the lesson. While some teachers are good at encouraging students to work together to challenge their thinking and pool their skills, this is not evident in all lessons. In some, the teacher dominates the lesson, talking too much or merely involving only one student at a time. In these lessons, questions do not adequately challenge the understanding of students. Lessons proceed at a satisfactory pace.

Overall students' progress is satisfactory. Their progress in Islamic studies, Arabic and Urdu is good, and in other subjects, satisfactory.

Assessment information is used effectively to match expectations to the students' abilities in Islamic theological studies, Arabic language and Urdu language lessons.

The assessment of students is well established in Islamic studies. Any gaps in their knowledge are well understood by teachers and students and their progress is regularly tracked. However, this tracking is not formally recorded for other teachers or the school, which means that leaders and managers do not have this information on students' progress readily available.

In other subjects, teachers have a satisfactory understanding of the levels at which students are working. However, in some of the lessons visited teachers did not use this information to provide the right level of challenge for the more able. Satisfactory records are kept of tests and unit assessments and this provides a framework for tracking students' progress over time.

Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral and social development is good but weaknesses in students' cultural development mean that the provision is inadequate overall.

Students gain good insight into Islamic values and culture through the broad Islamic curriculum, which shapes their moral life and spirituality, an aspect of school life they value and enjoy very much. This provision ensures that students develop personal confidence and inner resilience. Students exhibit courtesy and respect for each other, their teachers and elders; they have a clear understanding of right and wrong.

Students' social development is good. They get on well together, cooperate with each other and take on a wide variety of duties and responsibilities within the school setting, including representing the views of other students on boarding school improvements.

In relation to their cultural development, students do not routinely contribute to local community events or have regular contact with other organisations. They host an annual open day for local authority schools which provides a rich opportunity for mixing with children from different faith and cultural backgrounds, but there is no sustained reciprocation. Visits to places of religious or cultural interest or to enrich students' appreciation of British institutions are rare. Overall, pupils 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. This inadequacy is recognised by the school in its self-evaluation. The weakness was identified at the last full inspection and no substantial progress has been made in addressing this aspect of students' personal development.

Students' behaviour in lessons and around the school and boarding provision is good. Attendance for the last academic year is satisfactory although punctuality to lessons and prayer is an issue for a few students. This is dealt with robustly and in accordance with the school's policy.

Welfare, health and safety of pupils

The welfare, health and safety of students' are inadequate. Appropriate policies are now in place including those related to the safeguarding of students. These are underpinned by very good provision for staff training in safeguarding at the appropriate levels. However, the practical application of policies and evaluation of their impact are still not undertaken with sufficient rigour and there remain significant shortcomings that present potential risks to the health and safety of students. In relation to safeguarding, the correct procedures have not been followed.

The students are very well known as individuals by the staff, and students say that teachers show care and concern for their needs. Their personal tutors deal effectively with their personal needs although issues and outcomes are not drawn together in one comprehensive record to enable robust monitoring.

Relationships between students and staff are good, and students are well supervised. Students feel safe from bullying and have confidence that it will be dealt with constructively should it occur, but there is no monitoring and recording of incidents to identify potential patterns and trends. Islamic teachings underpin the high expectations of the behaviour policy, and staff are good role models in this respect. Students say that teachers are fair with rewards and punishments, which are properly recorded.

Parents and carers have reasonable access to talk through and seek a resolution to any problems being experienced by their children at school. Each class has appointed a representative for the student council, whose members show concern for those who are experiencing problems. Students say that this works well.

Encouragement is given to students to follow active and healthy lifestyles during recreation time. Recreational areas within the school are popular and fully utilised. However, the lack of thorough risk assessment for the gymnasium presents potential risks to the health and safety of students.

In bedrooms in the boarding provision, there are damaged furnishings and fittings and there is inadequate provision of cleaning equipment; both put students at risk. The school is attempting to ensure a healthier and balanced diet for students but 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 too casual and although there is a sick room, there is no clear system in place for supervising ill students. In boarding, staff and students share washing facilities. This is inappropriate, with implications for students' safety and privacy. There are failings in the administration and recording of medicines, the implementation of welfare plans and accident reporting. Accurate records are kept of regular fire drills and testing of fire equipment but there is lack of appropriate fire risk assessment, which puts students at risk. The school complies with the Disability Discrimination Act 1995, as amended.

Suitability of staff, supply staff and proprietors

All the appropriate checks are carried out on staff working in the school and the boarding house to ensure the safety of the students and these are recorded in a single central register as required. However, information on health and other professionals who attend the school regularly and who are checked by their employers has not been entered into the central register.

Premises and accommodation at the school

The school has continued to improve facilities for the students. In the boarding house, windows, carpeting, toilets and some washing facilities have been upgraded but there is still more to do; for instance, graffiti remains on some dormitory walls. Teaching rooms and communal rooms are clean, spacious and recently furnished to provide for the subjects taught. Displays are attractive and used to celebrate personal achievements. There are adequately equipped specialist rooms for ICT and science. Flexible timetabling arrangements ensure that teachers can use those rooms that contain interactive computers to aid their teaching. The school has added a recreational fitness room which enriches the provision for students' leisure time. However, the furnishings and storage facilities in both the school and boarding accommodation are not always kept clean; for example, food is not stored hygienically.

Provision of information

Parents receive all the required information and are aware of other information available on request.

Manner in which complaints are to be handled

The procedures meet requirements. There have been no formal complaints in the last year.

Effectiveness of the boarding provision

The overall effectiveness of the boarding provision is inadequate. There are key areas where the standards are not met. This reflects a lack of effective management oversight and monitoring to ensure the boarding standards and the education regulations are complied with.

Staff generally follow welfare policies but with significant omissions. There are failings in relation to the administration and recording of medicines and the support available when students are unwell. These shortfalls present potential risks to students. Accident reports are also incomplete. A format for welfare plans is in place, but these are not implemented. Students' welfare concerns are known by individual staff members but no one is monitoring these. Health policies and procedures have not been endorsed by a health professional.

The majority of students say that they are satisfied with the food provided by the school. The menus are not subject to nutritional scrutiny and are repetitive; the school has identified this shortfall and a 'healthy tuck shop' is due to be launched next term. Boarders store and prepare their own snacks outside the school day. However, the arrangements for the storage of equipment and food produce within bedrooms are unsatisfactory. The school received a poor rating in terms of its most recent environmental health visit and is implementing procedures to improve its main kitchen provision.

Students understand the fire evacuation procedure and this is routinely practised. There is a lack of appropriate fire risk assessment and staff lack sufficient training to be able to carry them out effectively. However, this weakness is being addressed. Appropriate child protection policies are in place but procedures have not been correctly followed.

Effective consultation mechanisms provide students with a real say in what the school provides. An active student council has a positive impact and is valued by everyone. Internet provision within the boarding area is being installed to improve boarders' opportunity to maintain contact with their families and to access wider information.

Students speak positively about the protection of their money and valuables. Boarding accommodation is suitably separated in terms of age groups; hence, adequate protection is assured. Staff accommodation is situated throughout the separate wings and this ensures adequate supervision. However, there are no separate washing facilities for such staff members and this compromises students' safety and privacy. There is no clear rolling decoration and maintenance programme with regard to bedrooms; a number have damaged furnishings and fittings which present potential safety risks. Cleaning equipment and materials provided by the school are inadequate and as a result, some students are providing their own facilities.

The organisation of boarding is inadequate. Job descriptions, training needs and appraisal systems are unclear and this results in inconsistent development and monitoring of policies and procedures. There is also some confusion in terms of the roles and responsibilities of key staff members. Some areas are duplicated, while others do not receive enough attention.

The boarding team is motivated and enthusiastic. A number of team members are very new in post, and appropriate, external training has been commissioned in an attempt to improve the quality of care provided for the students.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.⁴

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:

- 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:

⁴ www.legislation.gov.uk/ukxi/2010/1997/contents/made

- 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. Checks required include:
 - the person's identity
 - that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
 - where appropriate the person's qualifications
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State
 - the person's right to work in the United Kingdom
 - an enhanced criminal record bureau (CRB) check or that a certificate in response to such a check made by it or another employment business has been made. The CRB check must have been obtained no more than three months before the date on which the person is due to begin work at the school, unless the person has already had an enhanced CRB check from working in a school or further education institution not more than three months previously
 and
 - if an enhanced CRB certificate was obtained before the person was due to begin work and if it contained a disclosure, the school obtained a copy of the certificate from the employment business (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)
- 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)
- 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).

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development				✓
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils				✓
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The quality of boarding provision

Effectiveness of boarding provision				✓
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School details

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