

Darul Uloom School

Foxbury Avenue, Off Perry Street, Chislehurst, Kent BR7 6SD

Inspection dates

8–10 December 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Sixth form provision	Good
Overall experiences and progress of children and young people in the boarding provision	Good
Quality of care and support in the boarding provision	Good
How well children and young people are protected in the boarding provision	Good
Impact and effectiveness of leaders and managers in the boarding provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' outcomes require improvement. Pupils do not achieve a consistently high standard in all subjects.
- Teachers and leaders do not use information about pupils' performance to ensure that they make good progress from their individual starting points.
- Pupils' attainment in English at the end of Year 11 declined sharply in 2015.
- Pupils are not given precise feedback to promote faster progress or to inform their next steps in learning.
- The quality of teaching, learning and assessment is too variable. Strong practice in some subjects is not applied consistently across the school.
- Changes in leadership after the last inspection stalled the rate of school improvement.

The school has the following strengths

- Pupils have an excellent work ethic. They are ambitious and work hard to achieve their academic and spiritual goals.
- Leaders and trustees have redoubled their efforts to improve the school. A highly committed leadership team works closely together with the trustees and pupils to implement strategic and management plans.
- Pupils unanimously feel safe and secure. They are polite, courteous and value leaders' support.
- Leaders actively promote pupils' spiritual, moral, social and cultural awareness which is reinforced through honest discussions about current issues.
- The sixth form has improved since the last inspection. It is well led and prepares learners effectively for their future education or employment.
- The quality of boarding provision and care is good. Pupils enjoy this experience and keyworkers support them well to become independent and confident when away from home.

Compliance with regulatory requirements and national minimum standards for boarding schools

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements.

Full report

What does the school need to do to improve further?

- Raise attainment and increase the rates of pupils' progress by:
 - making sure that teaching is consistently good or better, and builds quickly on pupils' achievement in Key Stage 2 and from their individual starting points
 - making sure that teachers' feedback enables pupils to improve their work straight away
 - ensuring that the good practice in personal, social, health and citizenship education (PSHCE) and religious education (RE) is adapted to other subjects
 - using a range of performance information to check that all groups of pupils are being challenged in lessons.
- Increase the effectiveness of leadership and management by:
 - carrying out regular checks on the school's work to ensure that challenging targets, particularly in English, are met at agreed milestones during the year
 - checking the quality of teaching with greater frequency, together with its impact on pupils' learning and their progress
 - providing more opportunities for all pupils to learn outside school and engage in the wider community, especially through work experience projects for pupils in Key Stage 4 and Key Stage 5.

Inspection judgements

Effectiveness of leadership and management requires improvement

Impact and effectiveness of leaders and managers in the boarding provision is good

How well children and young people are protected in the boarding provision is good

- Leadership and management are not good because the rate of improvement stalled after the last inspection. Leaders introduced improvement strategies which did not accelerate pupils' achievement or further develop the quality of teaching.
- A new team of dynamic senior leaders has intensified the rate of school improvement to get it back on track. They have very strong support from pupils, parents and staff, who told inspectors unanimously about their confidence in leaders to provide a high-quality education for every individual.
- The senior team has drafted a detailed strategic plan that holds leaders to account for challenging targets. The plan identifies more frequent checks on teaching. Historically, these checks made insufficient reference to pupils' progress and their learning, so existing evaluations are overgenerous. Potentially strong initiatives are too new for a demonstrable impact on outcomes in all subjects.
- Despite senior leadership changes, a central staff team manages the school effectively and with great commitment to ensure positive experiences for pupils. Leaders and managers ensure that the school functions strategically and efficiently. They check compliance with the independent school and boarding standards thoroughly. These continue to be met, demonstrating a capacity for improvement.
- Leaders work hard to ensure that the curriculum is broad. Pupils are provided with courses and experiences designed to meet their needs and ambitions. All pupils access a range of technological, aesthetic, cultural and creative experiences in accordance with the school's written curriculum policies. Leaders ensure that sufficient time is dedicated to core subjects, including English, mathematics and science, to enable pupils to make progress in these subjects.
- The school community, led strongly by the proprietor and trustees, ensures that pupils are guided to gain skills and knowledge that will serve them well for life in modern Britain. Pupils understand how to be tolerant and responsible citizens within a democratic society.
- Leaders are very clear about how to promote pupils' spiritual, moral, social and cultural awareness. Leaders and trustees insist that as an Islamic faith school, pupils are well informed about different lifestyles, faiths and ethnicities. Pupils' open discussions with inspectors demonstrated an understanding of current and topical issues, particularly radicalisation and extremism.
- Leaders have ensured that through the school's personal, social, health and care education (PSHCE) curriculum all pupils learn about protected characteristics and the meaning of the Equalities Act 2010. They demonstrate understanding of and respect for all people, whatever their beliefs, background, sexual orientation or gender.
- **The governance of the school:**
 - The proprietor and trustees have ensured that all the requirements of the independent school standards are met. They have high aspirations for both the school and its pupils.
 - Trustees know the school well because they gain first-hand evidence of its work. When ineffective strategies were introduced they detected concerns and took effective action to address the situation.
 - The proprietor and trustees encourage the development of leadership qualities in members of staff. They have appointed a team of energetic, motivated leaders to continue the school's improvement. Trustees check on leaders' work by meeting with them regularly and holding them to account for their actions.
- The arrangements for safeguarding are effective. All staff are trained in child protection and they have a thorough understanding of safeguarding. Their training is extensive and includes information about the risks to pupils relating to child sexual exploitation, radicalisation and extremism. Sixth form learners reflect the school's vigilance in this area. Course work and links to Bromley safeguarding team enable them to be alert to signs of concern as volunteers and mentors for younger pupils in school.

Quality of teaching, learning and assessment **requires improvement**

- Teaching requires improvement; although there is good teaching, it is inconsistent. Since the last inspection, teachers' expectations about what pupils can achieve in secular studies have continued to rise, but pupils' progress is not fast enough from their individual starting points.
- Pupils told inspectors that their work is not always marked. Inspectors' scrutiny of pupils' work confirms that too much work is unmarked and feedback strategies vary widely. This means that pupils are not routinely given appropriate guidance on how to improve their work. Additionally, presentation in books is frequently messy and this is often overlooked by teachers. In contrast, excellent examples of thoughtful feedback provided in PSHCE and RE are not shared more widely.
- Teachers assess pupils well and have improved the accuracy of performance information. They know which pupils are not doing as well as they should and those who need extra help. However, teaching does not provide all pupils with sufficiently demanding work; sometimes it is too easy and lacks sufficient challenge.
- Leaders have worked hard to improve the quality of teaching. Staff professional development and regular feedback about their practice has promoted better questioning and more practical application of learning in lessons.
- Pupils read widely in Arabic and English; their literacy skills are good. The extensive Islamic library is impressively resourced with texts to stimulate and deepen pupils' theological understanding of Islam. In contrast, the secular library has a less impressive selection but, despite this, pupils enjoy reading. They talk about their favourite authors, such as Michael Morpurgo and Harper Lee. Similar contemporary literature sits side by side with Qur'anic texts on bookshelves in pupils' bedrooms, from which they freely select in personal reading time.
- Teaching in Islamic studies is very effective, enabling all pupils to make very good progress. Adults continually check pupils' knowledge and understanding of the Qur'an. They explain important texts and teachings with reference to examples from daily life. Pupils are diligent and very keen to achieve Hafeez (the ability to recite the whole of the Qur'an from memory). They act swiftly on feedback provided to improve their skills in Alim and Hifz (recitation).

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils, staff and parents are very proud of the school and what it offers.
- Pupils feel secure in school. They understand how to keep themselves safe. In their own time, pupils use the internet but they know how to report undesirable websites. Leaders discuss topical issues that arise from social media searches in assemblies.
- Leaders are especially vigilant about pupils' safety, working closely with the police. Adults are wise role models, encouraging pupils to manage unacceptable viewpoints with tolerance. For example, an older pupil told inspectors about an incident of racial abuse to which he responded with remarkable maturity.
- Education and boarding staff work cooperatively to share information about each pupil's welfare needs so that they receive effective care and guidance. Pupils value the support provided by keyworkers. They say staff help them to solve any worries as they have been through many of the same experiences, such as dealing with homesickness.
- Healthcare arrangements are good. Suitable arrangements for storing and administering medication allow staff to manage pupils' ill health effectively. Parents are reassured that their children receive prompt attention when they are ill.
- Staff assess risk rigorously through regular and systematic checks of equipment and facilities to ensure that pupils live in a safe environment. Consequently, all welfare boarding and school standards remain met, as they were at the time of the last inspection.

Behaviour

- The behaviour of pupils is good. They are polite, courteous and very respectful. In lessons, pupils are very well behaved. Pupils work very hard because they are committed to their studies and aspire to be lawyers, doctors or religious leaders.

- Pupils, parents and staff alike report that instances of bullying are rare. The school has drawn up a comprehensive policy which details the various forms of bullying. It has been signed off by pupils representing each year group. In discussion with inspectors, these representatives spoke knowledgeably about discrimination and equalities concerns.
- Pupils are encouraged to keep abreast of national and international events through the availability of daily newspapers. Older pupils, in particular, talk enthusiastically of being able to access current affairs through the internet or following favourite cricket, rugby or football teams on the radio.

Outcomes for pupils

require improvement

- Outcomes require improvement because not enough pupils make good progress from their individual starting points. Outcomes in GCSE examinations are usually at or above average levels, but too few pupils attain higher grades.
- In 2015, the proportion of pupils attaining an A* to C grade in English declined sharply. Teachers' assessments in English were not accurate. The school predicted much better grades. Trustees and leaders have now taken swift action to address the issues linked to this decline. Nevertheless, systems to check achievement and teaching in English failed last year.
- Inspectors' scrutiny of pupils' work in different subjects shows that pupils are capable of producing work of a high standard that demonstrates their good skills and knowledge. Pupils' progress is irregular because they are given neither frequent nor precise advice on how to improve their work.
- Leaders' analysis of achievement correctly identifies that the gap between lower- and higher-attaining pupils is too wide. Recent strategies to close this gap are having an effect, but measuring the exact impact of additional work outside lessons is in the early stages of development.
- Pupils' outcomes in secular subjects have improved since the last inspection, particularly in computing and mathematics. Teachers' thought-provoking questions when marking PSHCE and RE work promote good outcomes. This is because pupils have to think deeply and apply their learning to meaningful contexts, such as poverty and wealth in society or truth versus relative truth in Sikhism.

Sixth form provision

is good

- Good leadership and management of the sixth form has ensured its improvement since the last inspection. Leaders work closely with learners to provide a good balance of vocational and academic courses. Learners' aspirations for learners to succeed and achieve highly are notable.
- The number of learners in the sixth form is small. Most learners achieve well but there is variation. In 2014, all learners attained A to C grades at AS level. In 2015, outcomes in mathematics declined and were lower than science subjects and languages. Fewer learners chose to continue into a second year of the A-level course (A2). Of those who did, all made at least expected progress in mathematics, chemistry and Urdu.
- Discreet teaching of AS or A level subjects was not timetabled during the inspection. Inspectors assessed the quality of learners' course work in different subjects. This shows that in most subjects learners receive feedback on their progress. Learners know their academic targets and what they need to do to achieve these.
- Very few learners fail to complete their sixth form courses. Last year all learners went on from the sixth form into higher education, employment and training or chose to stay in school as Islamic scholars and leaders.
- Some Year 13 learners opt to study more advanced Islamic studies. This core purpose of the school is reflected in the conscientious dispositions and attitudes learners displayed in discussions with inspectors. Learners' leadership skills are developed very effectively. In school, they are given responsibility as mentors, key workers and volunteers. Out of school, some contribute to the school's chaplaincy service; they regularly lead prayers in school and in the local hospital. Since the last inspection, learners study more widely because leaders have enhanced the apprenticeship programme. This choice is valued by learners; numbers have increased from four to 14 learners. Externally accredited Level 3 and Level 4 courses, for example in team leading, prepare learners strongly for their chosen careers as accountants, social workers or as university undergraduates.
- Opportunities to develop an understanding of the work place are exemplified in course work. Since September learners have studied discrimination at work, the effectiveness of safeguarding and the rights

of an employee with protected characteristics with reference to the Equality Act 2010. However, learners' first-hand experience of the world of work is underdeveloped.

Overall experiences and progress of children and young people in the boarding provision are good

- The school provides a good boarding experience. One pupil describes boarding as, 'Really nice. Others are not the same as you but like a family.' Another says they 'get a lot out of school'. Some parents say their children cannot wait to return to school after holidays. A few pupils find the 'short' weekend break home too brief after the time spent travelling and this limits the amount of time spent with their families.
- The safety of pupils is strong. A pupil says they 'feel safe – no reason not to'. Appropriate assessment of risk and checks of equipment and facilities ensures that pupils live in a safe environment. Staff give priority to securing the premises and protecting pupils from the risk of fire. Appropriate monitoring has meant that no pupils have gone missing, although staff know how to enact the school's missing policy in order to promote safety.
- Boarding is well led and managed. Trained, appraised and supported staff build trusting and respectful relationships with pupils and are available to them at all times. Some older pupils stay on as volunteers in order to work towards acquiring vocational qualifications as part of the school's apprenticeship programme. They support boarding staff who have direct responsibility for pupils. The head of boarding considers pupils' views in the development of boarding, for example about changes to the menu and ideas for activities.
- Pupils have a strong sense of their own identity. To increase their independence, they learn to do more things for themselves and take responsibility, such as for cleaning their own rooms and managing laundry.
- Pupils enjoy a reasonable range of social and recreational activities within the school. Activities in the wider community with opportunities to engage with others outside the school setting are limited, particularly for younger pupils; this restricts opportunities to further improve independence, confidence and resilience. However, staff are considering options to improve this situation, such as providing swimming in a local school and volunteering opportunities in an old people's home.

Quality of care and support in the boarding provision is good

- Pupils behave well and are respectful of others. A parent reports 'improved manners and confidence' in their child as a result of boarding at the school. Pupils regard methods used to encourage positive behaviour as fair and effective, for example, verbal reminders followed by written warnings. Bullying is rare as pupils know this is unacceptable and staff will take a strong response. Pupils who have experienced bullying have often had the confidence and maturity to successfully resolve this themselves.
- Staff work cooperatively to share information about individual pupils' welfare needs in order to provide them with effective support. Pupils appreciate the keyworker system and the fact that keyworkers can empathise and help them find solutions to any worries, as they have been through many of the same experiences, for example dealing with homesickness when first living away from family. A parent finds their child is 'hugely supported' by the staff team. Pupils are confident about approaching staff, day or night, for help and support.
- Healthcare arrangements are good. Suitable arrangements for storing and administering medication allow staff to manage pupils' ill health well. Parents are reassured that their children receive prompt attention when they are ill.
- Accommodation is basic but comfortable. Pupils personalise their bedrooms and have access to sufficient storage and facilities, which leaders plan to upgrade soon. Mealtimes provide pupils with a shared, enjoyable social experience.

School details

Unique reference number	101695
Social care unique reference number	SC006927
Inspection number	10007936
DfE registration number	305/6077

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Secondary Islamic school
School status	Independent boarding school
Age range of pupils	11–18 years
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	155
Of which, number on roll in sixth form	17
Number of boarders on roll	155
Proprietor	Mufti Mustafa Musa
Headteacher	Mufti Mustafa Musa
Annual fees (day pupils)	n/a
Annual fees (boarders)	£3,000
Telephone number	020 8295 0637
Website	www.darululoomlondon.co.uk
Email address	Darululoom786@hotmail.com
Date of previous inspection	10–12 June 2014

Information about this school

- Darul Uloom London is a small Islamic boarding school which is registered for pupils aged from 11 to 18. The school opened in 1988 and is located in purpose-built premises in Chislehurst, Kent.
- There are currently 155 pupils on roll, including 17 in the sixth form, all of whom are Muslim males. They all board in accommodation which is co-located with the school.
- No student has a statement of special educational needs and none is learning to speak English as an additional language.
- Students follow a secular curriculum as well as a religious one.
- A new assistant headteacher for ICT was appointed in September. A new head of secular studies had been in post for two weeks at the time of the inspection.
- The school does not place pupils in any alternative provision.
- The school aims to 'prepare Muslim students to be good Muslims and responsible citizens; to embed in the student a sense of discipline; to enable them to grow up to become upright, respectable and worthy citizens'.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed teaching in visits to eight lessons. The majority of these visits were jointly undertaken with senior leaders. No formal teaching in sixth-form secular studies was timetabled at an appropriate time during the inspection.
- A tour of the premises to include classrooms and boarding accommodation was undertaken with members of the senior leadership team.
- Inspectors looked at pupils' work and sixth-form study programmes and spoke to them about it. Meetings were held with the proprietor, representatives of the trustees, senior leaders, members of staff and three different groups of pupils. Inspectors made telephone calls to parents and the independent listener for boarding provision.
- Inspectors analysed documentation. This included the school's policies, safeguarding information, records about how the school keeps pupils safe, staff recruitment information, school improvement plans and evidence about pupils' learning, welfare, their behaviour and the management of boarding provision.
- Inspectors visited the boarding accommodation during the evening sessions. They spoke formally and informally to groups of pupils at mealtimes and breaks.
- Inspectors considered the 35 responses to Parent View, Ofsted's online questionnaire. Inspectors spoke informally to parents during the inspection.

Inspection team

Ann Debono, lead inspector	Her Majesty's Inspector
Gaynor Roberts	Her Majesty's Inspector
Jackie Graves	Social Care Regulatory Inspector
Barnaby Dowell	Social Care Regulatory Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

