

# Darul Uloom Leicester

119 Loughborough Road, Leicester, Leicestershire LE4 5LN

## Inspection dates

1–3 December 2015

## Overall effectiveness

**Inadequate**

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and governors have not ensured that the independent school standards or the national minimum standards for boarding schools are met.
- Safeguarding is not effective. Staff do not ensure that all incidents of bullying are addressed or recorded. Serious safeguarding concerns have not been passed to the local authority.
- The premises are not safe. The school does not meet statutory requirements for pupils' welfare and safety.
- The school's trustees and governors have not effectively held leaders to account for the progress and standards of the school.
- The curriculum is too narrow. Pupils do not have sufficient opportunity to develop a range of sporting, aesthetic and creative skills.
- Pupils do not have sufficient knowledge about how to keep themselves safe, or how to plan for their futures.
- Leaders have not ensured that teachers promote equality of opportunity and challenge stereotypes.
- Pupils' achievement is inadequate. Until recently, leaders have not tracked pupils to ensure that they have made enough progress from their starting points.
- Leaders have not ensured that all teachers consistently apply the marking and feedback policy. Consequently, pupils do not always know how well they are doing.
- Pupils have a poor understanding of current affairs. Teachers do not take opportunities to discuss topical issues with pupils.
- The sixth form is inadequate. A narrow curriculum, coupled with poor teaching of academic subjects, means that learners do not reach their full potential.
- A significant number of national minimum standards for boarding are not met.

### The school has the following strengths

- Members of the new leadership team have got off to a good start in their work to improve the school's links with the local community.
- Teachers' good subject knowledge in the Islamic curriculum allows pupils to make good progress in these subjects.

### Compliance with regulatory requirements and national minimum standards for boarding schools

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014, the national minimum standards for boarding schools and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Take urgent action to rectify the weaknesses in safeguarding and actively promote pupils' health, welfare and safety by ensuring that:
  - recently written policies relating to safeguarding, behaviour and anti-bullying are shared with governors and are effectively implemented by all staff
  - all incidents of bullying are recorded in the bullying log and swiftly followed up
  - any allegations against members of staff are reported to the local authority in a timely fashion
  - the admissions register is maintained; records of pupils who have left the school are notified to the local authority in a timely manner and prompt action is taken to identify the ongoing destination of pupils who have left the school
  - all pupils fully understand the range of risks that they are vulnerable to, including radicalisation and child sexual exploitation
  - urgent repairs are carried out to the school building
  - the recommendations from the recent fire risk assessment are carried out urgently
  - risk assessments are carried out for all situations where pupils are put at risk.
  
- Improve leadership and management by ensuring that:
  - all the independent school standards are met in full, so that pupils' welfare, health and safety are assured
  - the trustees and members of the governing body hold leaders stringently to account for the implementation of the independent schools standards
  - the trustees and members of the governing body review all policies that have been recently drawn up by leaders, and hold leaders to account for the implementation of these policies
  - the curriculum provides pupils with sufficient opportunities to develop their technological, physical, human and social, and aesthetic and creative skills
  - leaders at all levels review schemes of work and lesson plans to ensure that teaching consistently promotes pupils' spiritual, social, moral and cultural understanding, and is consistent with the school's equal opportunities policy
  - leaders carry out regular and rigorous checks on the quality of teaching, and use this information to put improvements in place
  - leaders check that all teachers are providing feedback to pupils in line with the school's assessment policy, and that pupils use this feedback to improve their work
  - the system for tracking pupils' progress is fully developed and used by all teachers and leaders to ensure that all pupils make the progress of which they are capable
  - performance management for all staff is put in place, and used effectively to ensure that teaching and standards improve
  - governors receive regular and accurate information about all areas of the school's work
  - governors work with the headteacher to draw up a thorough and detailed school development plan that sets measurable and achievable milestones to promote the rapid improvement of teaching and standards.
  
- Improve the quality of teaching, learning and assessment by making sure that all teachers:
  - plan learning to take full account of pupils' prior achievements
  - use a range of resources to plan interesting and engaging activities for pupils
  - ensure that pupils' knowledge and understanding of current affairs improves through regular opportunities to explore, discuss and debate these issues in lessons
  - consistently promote equality of opportunity and challenge the stereotyped views expressed by some pupils
  - encourage pupils to write at length in different subjects, using a range of writing techniques and well-constructed paragraphs to compose balanced arguments reflecting a range of views
  - correct pupils' grammar, spelling and punctuation errors.

- Improve pupils' personal development, behaviour and welfare by:
  - ensuring that all the independent school standards relating to the welfare, health and safety of pupils are met in full
  - providing more opportunities for pupils to learn how to stay safe and healthy in a range of situations, including online
  - ensuring that teachers consistently challenge stereotyping
  - ensuring that pupils who access one-sided and controversial reading matter have opportunities to explore different, balanced views
  - developing and implementing a programme of careers education that provides pupils with impartial advice and guidance to make well-informed choices about the next stage of their education, employment or training.
  
- Improve the boarding provision by:
  - ensuring that the recommendations from the fire risk assessment are carried out in full
  - carrying out urgent repairs to the boarding accommodation
  - ensuring that the accommodation is maintained to a high standard of cleanliness and hygiene
  - ensuring that all systems to administer non-prescription medication are safe
  - providing students with information about events in the world outside the school, and access to local facilities which are appropriate to their age
  - identifying all additional risks that boarders may be vulnerable to, and taking action to minimise these risks.
  
- The school must meet the following independent school standards:
  - Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is implemented effectively (paragraphs 2(1), 2(1)(a)).
  - Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC) (paragraphs 2(1), 2(1)(b)(i)).
  - Ensure that pupils gain experience in technological, physical, aesthetic and creative education (paragraphs 2(2), 2(2)(a)).
  - Ensure that the curriculum provides for pupils' personal, social, health and economic education, reflecting the school's aims and encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
  - Ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, that enables them to make informed choices about a broad range of career options, and that helps to encourage them to fulfil their potential (paragraphs 2(2), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
  - Ensure that the post-16 provision comprises a programme which is appropriate to their needs (paragraphs 2(2), 2(2)(g)).
  - Ensure that all pupils have the opportunity to learn and make progress and receive effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(2), 2(2)(h), 2(2)(i)).
  - Ensure that teaching enables all 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 (paragraphs 3, 3(a)).
  - Ensure that teaching fosters pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraphs 3, 3(b)).
  - Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3, 3(c)).
  - Ensure that teaching 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 (paragraphs 3, 3(d)).
  - Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught and utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3, 3(e) and 3(f)).

- Ensure that a framework is in place to assess pupils' work regularly and thoroughly, and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3, 3(g)).
- Ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 3, 3(i)).
- Ensure that the proprietor has a framework for pupil performance to be evaluated, by reference to the school's own aims, as provided to parents, or national norms, or to both (paragraph 4).
- Ensure that the spiritual, moral, social and cultural development of pupils actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 5, 5(a)).
- Ensure that the spiritual, moral, social and cultural development of pupils enables them to acquire a broad general knowledge of, and respect for, public institutions and services in England, further tolerance and harmony between different cultural traditions, by enabling pupils to acquire an appreciation and respect for their own and other cultures, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 5, 5(5)(b)(iv), 5(5)(b)(v)) and 5(b)(vi)).
- Ensure that all teaching precludes the promotion of partisan political views and provides pupils with a balanced presentation of opposing views (paragraphs 5, 5(5)(c), 5(5)(d), 5(5)(d)(i), 5(5)(d)(ii) and 5(5)(d)(iii)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- Ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school and that such arrangements have regard to the National Minimum Standards for Boarding Schools (paragraphs 8, 8(a) and 8(b)).
- Ensure that the written behaviour policy is implemented effectively, and that a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9, 9(b) and 9(c)).
- Ensure that bullying at the school is prevented in so far as reasonably practicable, by the effective and consistent implementation of the anti-bullying policy (paragraph 10).
- Ensure that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure that the premises are fully compliant with the Regulatory Reform (Fire Safety) Order 2005<sup>1</sup> (paragraph 12).
- Ensure that access to the building is properly controlled and supervised in order to assure the safety of pupils on the school site (paragraph 14).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up, and effective implementation of, a written risk assessment policy and that appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a) and 16(b)).
- Ensure that suitable toilet and washing facilities are provided for the sole use of pupils (paragraphs 23, 23(1), 23(1)(a)).
- Ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraphs 23, 23(1)(c)).
- Ensure that that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- Ensure that suitable drinking water facilities are provided (paragraphs 28(1), 28(1)(a)).
- Ensure that the boarding accommodation complies with Standard 5 of the National Minimum Standards for Boarding Schools (paragraph 30).
- Ensure that the name of the headteacher, contact details of the proprietor during school holidays, and the name, address and contact details of the Chair of the Governing Body are made available to parents of pupils and parents of prospective pupils (paragraphs 32(1), 32(1)(a)).

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<sup>1</sup> S.I. 2005/1541, to which there are amendments not relevant to these Regulations.

- Ensure that details of the school’s policy on and arrangements for admissions are made available to parents of pupils and parents of prospective pupils (paragraphs 32(1)(b)) and 32(2)(b)).
  - Ensure that the school’s safeguarding policy and inspection reports are available to parents on the school’s website (paragraphs 32(1)(c), 32(1)(d) and 32(1)(e)).
  - Ensure that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school (paragraph 33, 33(g)).
  - The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a)).
  - The proprietor must ensure that leaders and managers fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(b)).
  - The proprietor must ensure that leaders and managers actively promote the well-being of pupils (paragraphs 34(1), 34(1)(c)).
- The school must meet the following national minimum standards for boarding schools:
- All medication is safely and securely stored and proper records are kept of its administration (NMS 3.4).
  - Suitable sleeping accommodation is provided for boarders. It is well organised and managed, with risk assessments undertaken and findings acted upon to reduce risk for all boarders (NMS 5.1).
  - Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation (NMS 5.3).
  - Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained (NMS 5.4).
  - Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils (NMS 5.7).
  - The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy (NMS 6.1).
  - The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (NMS 6.3).
  - The school complies with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1).
  - In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times (NMS 8.3).
  - Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age (NMS 10.4).
  - The school ensures that arrangements are made to safeguard and protect the welfare of pupils at the school (NMS 11.1).
  - The school has and consistently implements a written policy to promote good behaviour amongst pupils, including measures to combat bullying (NMS 12.1).
  - The school’s governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary (NMS 13.1).
  - The school’s leadership and management consistently fulfil their responsibilities effectively so that standards are met (NMS 13.4).
  - The school’s leadership and management and governance actively promote the well-being of the pupils (NMS 13.5).
  - The school keeps a written record of complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld) (NMS 18.2).

## Inspection judgements

**Effectiveness of leadership and management** is inadequate

**Impact and effectiveness of leaders and managers in the boarding** is inadequate

**How well children and young people are protected in the boarding** is inadequate

- Leaders have not ensured that safeguarding is effective. School policies comply with the latest statutory guidelines but are not implemented effectively. There are a significant number of unmet independent school standards and national boarding standards. Consequently, pupils are exposed to unnecessary risks in relation to their welfare, health and safety.
- Allegations of bullying are not always addressed or taken seriously. Some are dealt with by the Principal but are not resolved, recorded or the information shared with other senior leaders. Consequently, leaders do not have an accurate understanding of the nature, frequency or seriousness of concerns. Inspectors' scrutiny of pupils' files showed that leaders had not always taken appropriate action in response to serious allegations of bullying. These findings reflected the concerns expressed by some pupils in the pupils' survey.
- The culture of the school does not promote pupils' welfare effectively. Leaders do not monitor or review all aspects of pupils' safety and welfare thoroughly enough. Protocols for sharing information have been drawn up but current practice does not reflect school policy. Until recently, governors did not have sufficient oversight of this aspect of the school's work. Consequently, leaders had become blind to their failings and had not taken action to redress them.
- A significant number of national minimum standards for boarding, particularly in relation to safeguarding, are not met. Leaders, including governors, have not adequately assessed the safety and suitability of the boarding provision.
- Leaders have ensured that boarders of different ages are housed in different zones and boarders were very clear about the rules for staying in their own zones. For example, those over 18 years of age are housed in a separate building. However, the potential risks posed by having boarders up to the age of 23 have not been considered in full. As a result, no action has been taken to manage or reduce potential risks effectively. There is no plan in place for the improvement of the boarding provision.
- The school premises are not safe. The recommendations from the recent fire risk assessment have not been carried out. The disrepair of some rooms places boarders at risk; in some, fire doors do not close properly. The toilet and shower areas in the boarding provision are not maintained to a good standard of hygiene. Leaders do not check that chemicals and medicines are safely stored. Staff carry out daily maintenance checks but these are not meticulous enough.
- There are insufficient checks in place to ensure that pupils who leave the school do not go missing from education. Leaders have not checked that the pupils have arrived at their new school and have not passed information to the local authority in a timely manner.
- Recent training by the local Prevent team has enabled staff to understand the risks of radicalisation and what to do if they have concerns. There is an appropriate risk assessment in place for this aspect of the school's work. However, leaders have not ensured that pupils fully understand and know how to stay safe from these and other risks, such as child sexual exploitation.
- Leaders have not ensured that all staff routinely identify other risks that pupils may be exposed to. For example, leaders have not taken steps to minimise the risks of the building work that is currently taking place.
- Teachers have limited opportunities to improve their practice. This is because leaders do not carry out regular lesson observations. They therefore do not have sufficient information to provide teachers with feedback and set targets for improvement. Some support has been provided for teaching, but there is no clear plan or strategy to improve the quality of teaching overall.
- Leaders have not ensured that all teachers consistently follow the school's marking policy or that teachers promote equality of opportunity effectively in their lessons. A few pupils express stereotyped views of the role of women; leaders have not ensured that such views are consistently challenged.
- The behaviour policy is not implemented consistently and incidents are not recorded centrally. As a result, leaders do not have a thorough understanding of the patterns of pupils' behaviour.
- Careers education and guidance is weak; there is no impartial advice available. Pupils do not know how to prepare for the next stage of their education, employment or training. They are not always encouraged to

fulfil their potential.

- The school's website was not fully functional at the time of the inspection. The school's safeguarding policy was not available on the website. Previous inspection reports were also not available. Parents and prospective parents would not know about the arrangements for admission or who the governors are. This information is not contained in the parent and pupil handbook.
- The curriculum remains too narrow. This was an area for improvement from the previous inspection report. There are insufficient opportunities for physical, technological, aesthetic, creative and human and social education; for example, physical education does not form part of the boys' regular learning.
- Pupils are not well prepared for life in modern Britain. Boarding pupils in particular are ill-informed about current affairs and life outside of school because they have no access to television and very limited access to the internet. Leaders have not ensured that teachers address and discuss topical issues with pupils. Pupils recalled learning about the general election and had some knowledge of the different political parties, but many showed very poor knowledge of recent news stories.
- The school offers a suitable range of subjects at Key Stage 4, with a strong emphasis on Islamic studies. Pupils also have an opportunity to study information technology and religious education.
- Pupils have sufficient opportunities to enhance their spiritual and moral development through the school's Islamic ethos and strong emphasis on religious knowledge, Qur'anic recitation and prayer as a fundamental part of the boys' everyday experience.
- The school provides less well for pupils' social and cultural education. Practical opportunities for pupils to engage with and experience age-appropriate activities within the local community are not well developed. Art has recently been introduced into the Key Stage 3 curriculum, but is not well embedded and there are limited opportunities and resources to learn about the work of a range of artists. Pupils told inspectors how much they were enjoying studying *Macbeth*, but their knowledge of other plays and playwrights is very limited.
- Links with the local community have recently been strengthened, for example through the recent exhibition on Islam in Britain. This was well attended and well received by a diverse range of community partners, representatives of other faiths and local schools. Pupils have also taken part in community activities, such as helping at a home for elderly people, and have raised funds for a variety of local and global causes.
- Some aspects of personal, social and health education are delivered through the Islamic studies curriculum. Pupils know the risks associated with smoking, alcohol and drugs, and understand that such behaviours are not in keeping with their faith. However, currently there is little room in the timetable for physical education and pupils do not learn about other aspects of staying healthy, such as through diet and nutrition or healthy relationships.
- There have been recent changes to the structure of the school's leadership. The new headteacher, and other leaders, are beginning to establish a more open culture in the school, for example by developing links with other schools and with the local community. Pupils who spoke with inspectors said that the headteacher has already brought about many improvements.
- All staff who responded to the staff survey are highly supportive of the school and its leaders.
- All parents who participated in the online survey were strongly supportive of the school and its leaders.
- **The governance of the school:**
  - Governance is ineffective because governors and trustees have not fulfilled their statutory duty to ensure that all the independent school standards and the minimum standards for boarding provision are met. Trustees have not ensured that resources and support were put in place to enable the school to make progress on the areas for improvement identified in the previous inspection report.
  - The governance of the school is at an early stage of development. Until recently, there was no system of governance in place. Governors have now been appointed and have established an appropriate committee structure. They have aligned themselves to different areas of the school's work and have plans in place to monitor and report on their areas of responsibility, but it is too soon to comment on the impact of this work.
  - Governors come from a range of backgrounds; they bring new skills and a fresh perspective to the leadership of the school. They are determined to use their skills and experience to bring about improvements. For example, the Chair of the Governing Body has introduced a new tracking system and has led training for staff. Governors are not able to hold leaders fully to account, however, because they are not fully informed about the quality of teaching, the outcomes achieved by pupils, and pupils' personal development, behaviour and well-being.
- The arrangements for safeguarding are not effective.

## Quality of teaching, learning and assessment is inadequate

- The quality of teaching is inadequate because teachers do not promote equality of opportunity effectively or challenge stereotyped views. They do not consistently ensure that pupils are exposed to a range of views.
- Teachers do not use information about pupils' prior attainment consistently to develop appropriate schemes of work or to plan individual lessons. In most of the books seen, all pupils did the same work, regardless of their ability. This means that they do not all make the progress of which they are capable.
- An effective system of assessment has not been embedded across all key stages. Pupils do not always know how well they are doing, particularly in English, and are not always given the support they need to catch up.
- Pupils' knowledge and skills are not sufficiently well developed across all subjects. For example, the work of Key Stage 3 pupils who study art shows limited understanding of a range of artistic techniques. Pupils are not taught to analyse and evaluate their work in order to improve their techniques.
- Writing skills are not well developed across different subjects. For example, in religious studies, pupils display a sound understanding of Islamic teaching. However, they are not challenged to write at length in this subject, and their books showed little evidence of how they are taught to structure their writing to put forward different points of view. As a consequence, too few of them achieve the top grades they are undoubtedly capable of in religious studies. Likewise, in humanities and science there was little evidence of pupils being challenged to write at length.
- The range of resources is somewhat limited. This means that in science lessons, for example, there are too few opportunities for pupils to undertake practical work.
- Not all teachers follow the school's marking policy or use feedback in class to let pupils know how well they are doing. Teachers do not routinely correct pupils' mistakes in spelling, punctuation and grammar.
- Teachers' good subject knowledge in the Islamic curriculum promotes pupils' good progress. For example, in an inspiring Islamic studies lesson, the teacher provided very clear explanations on the etymology of the Arabic words, used questioning effectively to encourage pupils to fully explain and justify their ideas and made links to other areas of learning.
- Pupils who spoke with inspectors appreciate the good relationships they enjoy with their teachers; this was confirmed by inspectors' observations of learning. Pupils are keen to read aloud, work well in class and value the support they get.

## Personal development, behaviour and welfare are inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not ensured that all the standards for the welfare, health and safety of pupils have been met. There are serious failings in the school's safeguarding arrangements that place pupils at unnecessary risk. The school premises pose several health and safety concerns. For example, one cup is used for all students to drink water from, creating an unnecessary hygiene risk.
- Policies, particularly those for bullying and safeguarding, are not effectively implemented.
- Pupils do not have a secure understanding of how to keep themselves safe in a range of situations. They have little knowledge of how to stay safe online. Boarders who spoke with inspectors said they would like more opportunities to keep in touch with the outside world.
- Leaders have not implemented the many actions from the fire risk assessment. In the event of a fire, pupils would be at risk of harm.
- The health and safety policy is not implemented effectively. Teachers and staff do not report risks in their area, as required by the school's agreed policy. A daily maintenance check is carried out but misses several key risks. Unsafe storage in several areas of the school building poses a risk to pupils' safety.
- There are too few opportunities for pupils to learn about the world of work and the range of options open to them. Pupils do not receive the advice and guidance they need to plan for their futures.
- Parents who responded to the Ofsted survey, Parent View, all feel their children are well cared for and safe in school. Pupils also say they feel safe.



## Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning are not consistently positive. Some of their books are spoiled by graffiti and poor presentation.
- In the vast majority of lessons observed, pupils' conduct was good. Sometimes, when they spend a long period of time in the same lesson, their attention wanders. Pupils told inspectors that poor behaviour interferes with learning in a minority of lessons.
- Pupils are keen to make visitors welcome to their school and behave in a courteous and respectful manner. They are proud of their school and appreciate the opportunities it offers them to practise and learn about their religion. They have a sound understanding of the school's values and do their best to uphold them.
- Attendance rates are above average. The vast majority of pupils arrive on time and well equipped for learning.

## Outcomes for pupils

### are inadequate

- Pupils' achievement is inadequate because teachers do not ensure that all pupils make adequate progress in their subjects. Until very recently, information on pupils' prior attainment was not routinely collected, or used by teachers to set challenging targets for pupils. Consequently, not all pupils make the progress that they should.
- Observation of lessons and scrutiny of pupils' work across a range of subjects show that progress in lessons is variable. While pupils make good progress in the Islamic curriculum, this is not matched by consistently good achievement in their academic subjects. In some lessons, pupils complete work that is well below their ability level, and learning is not planned to ensure that all pupils achieve equally well.
- Too few pupils gain the highest grades in their subjects. For example, only one student gained an A\* in GCSE religious studies in 2015. Given their excellent subject knowledge, these results do not reflect good achievement.
- Pupils achieve well in Islamic studies. Teachers' good subject knowledge ensures that pupils are eager to learn and do well. They make good progress as a result. Many have memorised the Qur'an before they leave.
- The decline in standards since the previous inspection has now been reversed. The headteacher took steps to redress the imbalance in the curriculum for Year 11 pupils in 2015 and, as a result, attainment in Key Stage 4 rose considerably from the previous year. In 2015, all students achieved five A\* to C grades at GCSE, including English and mathematics. Leaders were not able to provide information about their prior attainment or the progress made by individual students or groups of students.

## Sixth form provision

### is inadequate

- The sixth form curriculum does not comply with the requirements of the 16 to 19 study programme. There are too few opportunities for learners to develop workplace skills and undertake high-quality non-qualification activity. There are some opportunities for learners to carry out voluntary work, but this is poorly planned and risk assessments are not securely in place.
- Pupils' achievement in the sixth form are inadequate because the curriculum does not allow pupils to achieve their full potential. Leaders were not able to provide information about standards reached at Key Stage 5.
- Learners in the sixth form do not receive well-planned support. For example, they receive little advice on applying to university and managing finances. They are not taught about online safety.
- The quality of teaching in the sixth form is inadequate. Learners' work rate is erratic, reflecting poor planning. They receive little, if any, feedback on their work.
- The leadership of the sixth form is inadequate. This role currently falls to the headteacher. Leaders have a poor understanding of how well learners achieve and do not collect or analyse this information. There are plans in place to develop leadership of the sixth form, but these are at an early stage.

## **Overall experiences and progress of children and young people in the boarding provision**

**are inadequate**

- Leaders and governors have paid too little attention to the quality of the boarding provision. There is now a governor with responsibility for the welfare of boarders, but to date there has been little if any oversight of the provision as a whole. Consequently, they have not ensured that leaders put in place the recommendations made in the previous inspection report. Leaders recognise some of the shortcomings but have not drawn up an improvement plan for the boarding provision. This means that failings are tackled on an ad-hoc basis and significant risks have not been addressed.
- While prefects are allowed to go out on their own, the choice of pastimes and activities for other boarders is limited. Consequently, the opportunities for personal development are limited. Boarders do not develop a good understanding of the world around them; they are not helped to develop the skills they will need to function effectively as citizens of modern Britain.
- The new leadership structure of the school is now bringing about improvement. For example, there is now a development plan with a section on 'healthy and happy boarders' that recognises the improvements that need to be made. These plans are in an early stage of development and their impact cannot be judged.
- Boarders are generally happy with the boarding arrangements, and their views are taken into consideration; for example, the school recently purchased new goalposts in response to boarders' requests. There are good relationships between the boarders and the supervisors. Boarders value these positive and supportive relationships.

## **Quality of care and support in the boarding provision**

**is inadequate**

- The medication systems in the boarding provision are not safe. Staff have not ensured that medicines are stored correctly or that all pupils receive the medication they need.
- Boarders feel safe in the accommodation but too little attention has been paid to ensuring that the environment is safe. The boarding accommodation is in a poor state of repair. Some of it is not safe.
- Not all members of staff fully understand the local area procedures for reporting pupils who go missing from the setting.
- Pupils have good relationships with each other and staff. All pupils reported that they had a member of staff they could talk to about any concerns they had. Pupils are happy with the arrangements to contact their families but some would like more contact with the outside world.

## School details

<b>Unique reference number</b>	120345
<b>Social care unique reference number</b>	SC006329
<b>Inspection number</b>	10007707
<b>DfE registration number</b>	856/6004

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.

<b>Type of school</b>	Independent
<b>School status</b>	Muslim Independent boarding school
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Boys
<b>Number of pupils on the school roll</b>	146
<b>Of which, number on roll in sixth form</b>	43
<b>Number of part time pupils</b>	0
<b>Number of boarders on roll</b>	69
<b>Proprietor</b>	Darul Uloom Trust
<b>Chair</b>	Nasir Sadar
<b>Headteacher</b>	Haroon Makda
<b>Annual fees (day pupils)</b>	£1,800
<b>Annual fees (boarders)</b>	£2,700
<b>Telephone number</b>	0116 266 8922
<b>Website</b>	<a href="http://www.darulloomleicester.org">www.darulloomleicester.org</a>
<b>Email address</b>	<a href="mailto:info@darulloomleicester.org">info@darulloomleicester.org</a>
<b>Date of previous inspection</b>	7–8 November 2012

## Information about this school

- Darul Uloom is an independent Islamic educational institute for male students aged 11 to 18 years.
- It is located in the Belgrave area of Leicester, and offers secondary education. It also offers further and advanced Islamic education (not inspected as part of this inspection) for those up to 23 years. This prepares students to become Imams or Islamic theologians.
- The school does not use any alternative providers of education.
- There are 146 students on roll, 69 of whom are boarders.
- There are no students with statements of special educational needs.
- The school aims 'to nurture self-respect and confidence and to raise the self-esteem of its students as Muslims, enabling them to integrate successfully in the multicultural society without compromising their Islamic beliefs and values'.

- The school offers a complete course of Islamic theology and secular education at Key Stages 3 and 4. There are a limited number of A-level courses on offer in the sixth form provision, which is chiefly focused on completing Islamic studies.

## Information about this inspection

- The inspectors observed learning in a number of lessons across the school, mostly in Islamic and Hifz (Qur’anic recitation) lessons.
- The work in pupils’ books across a range of subjects and key stages was scrutinised.
- Inspectors held meetings with the headteacher and other senior leaders, including the head of care. The lead inspector met with the Chair and vice-chair of the Governing Body.
- Inspectors spoke formally and informally with both boarders and day pupils. The behaviour of pupils was observed in a range of situations throughout the school day.
- Questionnaires completed by 22 members of staff were considered, as were 34 responses to Ofsted’s online questionnaire, Parent View.
- Inspectors reviewed a range of documentation, including the school’s information on pupils’ current progress, work in pupils’ books, safeguarding and child protection documents, including the checks made on staff. Other documents were examined to check the school’s compliance with the Independent School Standards and the National Minimum Standards for Boarding.

## Inspection team

Deirdre Duignan, lead inspector	Her Majesty’s Inspector
Zarina Connolly	Her Majesty’s Inspector
Caroline Brailsford	Social Care Regulatory Inspector
Mary Timms	Social Care Regulatory Inspector

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