

Darul Uloom Leicester

119 Loughborough Road, Leicester, Leicestershire LE4 5LN

Inspection date

25 May 2016

Overall outcome

Independent school standards not met

Context of the inspection

- This was an unannounced progress monitoring inspection.
- At the time of the school's last full inspection in December 2015, the school failed a significant number of the independent school standards and the national minimum standards for boarding schools.
- The purpose of this inspection was to check the school's progress in meeting the independent schools standards and the national minimum standards for boarding schools that it failed to meet at its last full inspection in December 2015.
- At the inspection in December, provision was judged to be inadequate in all areas, including boarding provision. The school submitted an action plan which was evaluated in April 2016 as requiring improvement.
- Inspectors undertook an inspection of the school premises, including boarding provision, unaccompanied by a member of staff.
- Inspectors examined key documents relating to the curriculum, assessment, safeguarding, governance, complaints handling, health and safety and staff training.
- Inspectors visited lessons, looked at pupils' work and talked to pupils and school leaders, including the member of staff responsible for boarding.

Main findings

- The majority of standards that were unmet at the school's last full inspection in December 2015 remain unmet. The school has not implemented its action plan effectively.
- The curriculum remains narrow and does not include sufficient creative and aesthetic elements. The school's proposed planning for physical education is not in place.
- Social, moral, spiritual and cultural education remains weak and the school does not prepare pupils for life in modern British society. Careers guidance is very weak. Pupils' knowledge of current affairs remains scant.
- Pupils hold stereotypical views on the roles of men and women in the workplace. The school does not take action to challenge these views.
- The premises remain unsafe, shabby and dirty. Hygiene is very poor in the kitchen area. Risk assessments for the boarding areas are not complete.
- Safeguarding processes are very poor. Leaders do not inform the local authority of all pupils who leave the school as required. Leaders do not follow statutory guidance relating to keeping children safe. Pre-appointment checks for staff are not completed as required.
- Boarding provision continues to fail to meet almost all of the standards that were failed at the last inspection.
- Governors do not hold senior leaders to account sufficiently to ensure that the independent school standards are met.

- There has been limited progress in improving some aspects of the fabric of the building or site security, updating policies and providing information on the school's website.

The quality of education

- The inspection in December 2015 found that the curriculum was too narrow. In its action plan the school indicated that it would update the curriculum policy with details of each subject, providing for technological, physical, creative and aesthetic aspects of learning. The school stated that it had reviewed and updated suitable schemes of work for all subjects.
- A curriculum policy has been introduced. It sets out a broader provision but there is little evidence that it is implemented. As a result, the curriculum remains narrowly focused.
- The inspection in December 2015 found that too little emphasis was given to aesthetic, creative, human and social education. While art had been recently introduced into the curriculum, it was poorly planned and not well taught. There were too few opportunities for physical education and no scheme of work. The school's action plan stated that the art curriculum would be reviewed to ensure that it meets the needs and interests of pupils. Pupils would have opportunities to develop creativity and imagination. The scheme of work for physical education was to be reviewed.
- Provision for art remains poor. Art is timetabled for Year 7 to Year 9 only. The activities undertaken in art are basic, for example drawing and colouring and making paper aeroplanes. Pupils told inspectors that no other creative subjects are included in the curriculum, for example music or drama. The scheme of work for physical education has not been written.
- The inspection in December 2015 found that teachers did not use information about pupils' prior attainment consistently to develop appropriate schemes of work or to plan learning for pupils. The school's action plan stated that leaders have introduced standardised schemes of work and planning templates and that assessment information would be gathered for all pupils and used to set challenging targets.
- Assessment tracking of pupil progress is in its very early stages. The use of assessment information to inform teachers' planning remains limited. As a result, pupils are not making good progress.
- Significant weaknesses remain in the provision for personal, social, health and economic (PSHE) education. PSHE schemes of work were not available for inspection. Boarders have limited access to off-site activities and visits. Pupils hold stereotypical views on gender and careers, stating that women 'work in care homes, in the kitchen, as nurses, midwives and carers' and men work as 'builders, in business, as doctors, accountants, lawyers or teachers'. In a Year 10 religious studies book, a pupil wrote that 'girls' are a reason for poverty in the United Kingdom. This comment went unchallenged. The school still does not challenge stereotypical views held by pupils and does not prepare pupils well for life in British society.
- The school has not implemented its proposed planning for careers education and guidance. As a result, careers guidance is sporadic and has limited impact for pupils. The choice of courses in the sixth form remains narrow. No evidence of a review of the sixth form curriculum was presented.
- Pupils still do not make enough progress across a range of subjects. This is because the range of subjects is limited and the quality of teaching remains poor. The work set by teachers lacks challenge. There are still insufficient opportunities for pupils to develop their writing skills and there is no evidence that the planned monitoring of teaching by leaders is in place.
- The school still does not have an effective system of assessment. The feedback that teachers give to pupils is sparse and is not consistent with the school's marking policy. In some cases, the quality of work in pupils' books deteriorates over time.

Spiritual, moral, social and cultural development of pupils

- The inspection found that there were significant weaknesses in pupils' spiritual, moral, social and cultural development. There were too few opportunities for pupils to engage with and

experience age-appropriate activities within the local community. The school's action plan stated that the school's schemes of work would be updated to highlight where spiritual, moral, social and cultural development is taught in the curriculum.

- No evidence was presented of how the school had updated its schemes of work as planned. Pupils' knowledge of current affairs continues to be limited. Teachers still do not ensure that pupils are exposed to a range of different views.

Welfare, health and safety of pupils

- The inspection in December found serious weaknesses in safeguarding procedures. The action plan stated that the safeguarding policy and procedures had been revised and updated and that there was an ongoing programme of staff safeguarding training.
- Serious weaknesses in safeguarding procedures remain. While the safeguarding policy has been revised and updated, it is not being followed by senior leaders.
- Senior leaders are unaware of the inadequate nature of some of the pre-appointment checks that are listed as complete in the single central record. Leaders accept open references and referees given on application forms are not followed up.
- The school does not make accurate referrals to the local authority when children leave the school. These children may therefore potentially be missing from education. Leaders do not follow up the destinations of pupils who leave the school.
- The inspection in December found serious weaknesses in safeguarding procedures that compromised the health, welfare and safety of boarders. The action plan stated that robust monitoring was in place to ensure that all safeguarding issues are reported in a timely manner.
- The school still does not record behaviour or bullying incidents consistently. While the relevant policies have been reviewed since the last inspection, the planned monitoring of incidents and follow-up actions do not take place. As a result, issues are not addressed effectively.
- Leaders do not follow up bullying incidents effectively, or at all. The bullying log shows that name-calling incidents are logged but are not followed up or monitored. Similarly, warnings were given following an incident of physical bullying but there is no evidence that the incident was monitored subsequently or that further action was taken.
- Leaders and governors still do not ensure that the school complies with relevant fire safety legislation. Serious weaknesses remain in the implementation of the school's health and safety policy. While some aspects of site security have improved since the last inspection, some classrooms remain openly accessible from the street. Medicines are still not stored correctly and not all boarders have access to the medicine they need.
- Site security has improved to the main building. Risk assessment processes are in place and understood by staff regarding visitor access to boarding areas.

Suitability of staff, supply staff and providers

- Senior leaders do not fully understand the purpose and importance of pre-employment checks for staff. As a result, checks are inconsistently applied and references are not taken up in accordance with effective safeguarding practice. Senior leaders do not ensure that a register is kept which shows all of the required information. This places pupils at risk of harm.

Premises and accommodation

- The inspection in December 2015 found that toilets, washing facilities and showers were not maintained in a good state of hygiene. It found that pupils shared the same drinking glass. It also found that the premises were not safe and that there were serious shortcomings in the boarding accommodation. Urgent repairs were needed to some parts of the building. The school's action plan stated that all toilet and washing facilities were now maintained to a high standard of cleanliness and that there would be regular walks around the school by the senior leadership team to monitor and check the premises to ensure that they are safe. The school would also conduct regular risk assessments on the premises and resources to keep pupils safe.
- The premises continue to be unsafe and in a poor state of repair. Electrical wiring for a shower

is not cased in, presenting a potential electrical hazard. The kitchen area is filthy, with food debris on the floor and in an open drain. The majority of the boarding accommodation remains in a very poor state of repair. For example, paintwork is dirty and peeling, door handles are missing, there are damp patches on walls, curtains are poorly hung and windows open onto flat roofs without restrictors. Portable heaters in bedrooms are covered in clothing. The use of portable heaters is not risk-assessed. Light switches and kitchen appliances are very dirty. Gas canisters are propped up in the garden area next to the building.

- No evidence was presented on inspection that school leaders are updated regularly on maintenance or that they undertake regular checks. Risk assessments are not effective as the site continues to contain multiple hazards.

Provision of information

- The inspection in December found that the school's website was not operational at the time of the inspection. Required information was not contained in the parents' handbook. Information on admission arrangements and the school's safeguarding policy were not available on the school's website. The action plan stated that the school's website had been updated to include all the relevant information.
- The school has introduced a basic website which contains some information but does not include the required contact details. The school website does now include admission arrangements and the school's safeguarding policy.

Quality of leadership and management

- The inspection found that leaders, managers and governors did not have sufficient skills or knowledge to ensure that all the independent school standards were met. It also found that leaders and managers did not actively promote pupils' welfare. The action plan stated that leaders had held a training day to ensure that all staff are fully aware of the independent school standards and national minimum standards for boarding schools. The action plan also detailed a number of means by which leaders and governors would ensure that the well-being of pupils would be promoted.
- Leaders, managers and governors continue to lack sufficient skills or knowledge to ensure that all the independent school standards and national minimum standards for boarding schools are met. As a result, almost all of the standards that were not met at the inspection in December remain unmet. Leaders, managers and governors still do not actively promote pupils' welfare.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Ensure that there is a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and that it is implemented effectively (paragraph 2(1), 2(1)(a)).
- Ensure that the curriculum includes subject matter appropriate for the ages and aptitudes of pupils (paragraph 2(1)(b)(i)).
- Ensure that the curriculum gives pupils of compulsory school age a full-time education with experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative (paragraph 2(2)(a)).
- Ensure that the curriculum includes personal, social and health education which reflects the school's aims and ethos and which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 2(2)(d)), 2(2)(d)(i), 2(2)(d)(ii)).
- Ensure that the curriculum includes appropriate careers guidance for pupils receiving secondary education (paragraphs 2(2)(e), 2(2)(e)(i) – (iii)).
- Ensure that where the school has pupils above compulsory school age, the curriculum includes

a programme of activities which is appropriate to their needs (paragraph 2(2)(g)).

- Ensure that the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(h)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
- Ensure that pupils acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
- Ensure that teaching in the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to learn and think for themselves (paragraph 3(b)).
- Ensure that teaching in the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- Ensure that teaching in the school shows 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 (paragraph 3(d)).
- Ensure that teaching in the school demonstrates good knowledge and understanding of the subjects being taught (paragraph 3(e)).
- Ensure that teaching in the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f)).
- Ensure that there is a framework in place to assess pupils' work regularly and thoroughly and that information from that assessment is used to plan teaching so that pupils can progress (paragraph 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 (paragraph 3(i)).
- The proprietor must ensure that 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, is in place (paragraph 4).
- Ensure that the school 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 (paragraph 5(a)).
- Ensure that principles are actively promoted which enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b), 5(b)(iv)).
- Ensure that the school actively promotes further tolerance and harmony between different cultural traditions by enabling pupils to acquire and appreciate respect for their own and other cultures (paragraph 5(b), 5(b)(v)).
- Ensure that the school actively promotes principles which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraph 5(b), 5(b)(vi)).
- Ensure that the school actively promotes principles which preclude the promotion of partisan political views in the teaching of any subject in the school (paragraph 5(c)).
- Ensure that the school takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, pupils are offered a balanced presentation of opposing views (paragraph 5(d)(i) – (iii)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7, 7(a), 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 (paragraph 8, 8(a), 8(b)).
- Ensure that the written behaviour policy is implemented effectively, and that a record is kept of the sanctions imposed on pupils for serious misbehaviour (paragraph 9, 9(b), 9(c)).
- Ensure that there is an effective anti-bullying strategy in place and that it is implemented

(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 school's premises are fully compliant with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that pupils are properly supervised through the appropriate deployment of school staff (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 (paragraph 16, 16(a), 16(b)).
- Ensure that all the required checks to ensure the suitability of staff members to work with children are carried out (paragraph 18(2), 18(2)(d)).
- Ensure that the single central register of checks contains the information about all the checks that are required to check that staff members and members of the proprietorial body are suitable to work with children (paragraph 21(1), 21(3)(a)(v)).
- Ensure that suitable toilet and washing facilities are provided for the sole use of pupils (paragraph 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 (paragraph 23, 23(1)(c)).
- Ensure 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 (paragraph 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 (paragraph 32(1), 32(1)(a)).
- Ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; they fulfil their responsibilities effectively so that the independent school standards are met consistently; and they actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1) b), 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. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so (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).
- 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 among 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, 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 team

Vanessa Ward, Lead inspector	Her Majesty's Inspector
Simon Hollingsworth	Her Majesty's Inspector
Mary Timms	Social Care Inspector

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.

School details

Unique reference number	120345
Social care unique reference number	SC006329
Inspection number	10020334
DfE registration number	SC006329

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

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	Independent
School status	Muslim independent boarding school
Age range of pupils	11–23
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	146
Of which, number of pupils in the sixth form	43
Number of part-time pupils	0
Number of boarders on roll	69
Proprietor	Darul Uloom Trust
Chair	Mr Nasir Sabir
Headteacher	Mr Harroon Makda
Date of previous school inspection	1–3 December 2015
Annual fees (day pupils)	£1,800
Annual fees (boarders)	£2,700
Telephone number	0116 266 8922
Website	www.darulloomleicester.org
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