

Darul Uloom Leicester

119 Loughborough Road, Leicester, Leicestershire LE4 5LN

Inspection dates

6 November 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Residential provision outcome

The school meets all of the national minimum standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a)

- At the standard inspection, inspectors found that pupils' progress was too variable because teaching was not consistently good across the school. Too few pupils, including the most able, made good progress across a range of subjects, including Year 11 pupils who completed their GCSEs in 2017.
- The large majority of pupils, including the most able, who completed their GCSE studies in 2018 made at least the progress that they should across a range of subjects, including English language, English literature, mathematics, science, history and religious education (RE). A significant proportion of pupils made strong progress in mathematics and history, while almost half of all pupils made strong progress in science and RE.
- The school's performance information indicates that the majority of pupils across all year groups are making the progress that they should, particularly in English and mathematics. This is because teachers now have a secure understanding of pupils' starting points and are setting work that enables pupils to attain more highly.
- Pupils' books demonstrate that across a range of subjects, including English, mathematics, science and computer science, pupils are completing work that is enabling them to become secure in their understanding. In English, for example, pupils now complete work to become secure in their spelling and grammar and their use of punctuation. In science, pupils consider a range of topics that allow them to develop their understanding of chemistry, biology and physics.
- The school now meets this standard.

Paragraphs 3, 3(c), 3(d)

- At the standard inspection, inspectors found that not all teachers considered pupils' aptitudes, needs or prior attainment when planning lessons. As a result, teachers did not regularly provide work that was challenging enough to ensure that pupils became secure

in their understanding and made good progress.

- Senior leaders' work to establish pupils' prior attainment upon their arrival at the school has ensured that all staff know pupils' starting points. Teachers have received training, including from the school's improvement partner, to ensure that they understand how to use their knowledge of pupils' prior attainment when planning lessons.
- As a result, teachers are now more confident in setting work that is suitably challenging and that enables pupils to make good progress. For example, in a mathematics lesson, the teacher ensured that the most able pupils completed a more challenging task to calculate the equation of a line using a limited amount of information. In a Year 11 history lesson, pupils completed a piece of writing on the Montgomery Bus Boycott, using guidance from the teacher to help them to achieve as highly as they could.
- When teaching new topics, teachers use pupils' prior learning effectively to help pupils to become secure in their understanding. In a Year 7 computer science lesson, the teacher used examples of pupils' previous learning about text and data files to help pupils to name sound and video files. In a Year 8 science lesson, the teacher encouraged pupils to consider what they had learned about acids and alkalis to consider how best to treat a bee and wasp sting.
- Through their regular assessment of pupils' work, teachers know how much progress their pupils are making. They use this information appropriately to provide pupils either with more challenging work or further support. Pupils' books demonstrate that this is helping pupils to become secure in their understanding, including in mathematics, computer science and science.
- Teachers ask questions well to check pupils' understanding, to clarify misconceptions and to deepen understanding. In a Year 9 English lesson, the teacher's questioning about the differences between tabloid and broadsheet newspapers ensured that pupils were able to consider the various ways of presenting information to an audience.
- The school now meets these standards.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 8, 8(a), 8(b), 32(1), 32(1)(c)

- At the standard inspection, inspectors found that the school's safeguarding procedures were effective. Safeguarding leaders closely monitored boarders' and pupils' welfare. They took effective action to support any pupils about whom they had a safeguarding concern. Staff understood their responsibilities to keep pupils safe and knew what to do if they had a concern about a pupil. Pupils told inspectors that they felt safe at the school, and that they had someone to whom they could speak if they had a concern. They were confident that adults would take appropriate action to resolve their concern.
- Since the standard inspection, senior leaders have revised the school's safeguarding policy to ensure that it reflects the latest statutory guidance. The policy is available on the school's website.
- At the beginning of this academic year, all staff received safeguarding training from a representative of the local authority. This included training related to the recent changes to the statutory guidance, including child criminal exploitation, contextual safeguarding, sexual harassment and sexual violence.

- Senior leaders have required that all staff complete a survey to demonstrate that they understand their safeguarding responsibilities and the school's procedures. Senior leaders have used the results from this survey to provide further guidance.
- As inspectors found at the standard inspection, staff understand their safeguarding responsibilities. They know what action they must take if they have a concern about a pupil's welfare. Pupils say that they feel safe, and that they have someone to whom they can speak if they have a concern, including through using the worry box. They are confident that staff will provide them with effective support when they need it.
- The school continues to meet these standards.

Paragraph 15

- At the standard inspection, inspectors found that senior leaders did not maintain thorough records of the whereabouts of pupils who left the school during the academic year.
- The records, which are now comprehensive, demonstrate that senior leaders undertake timely action to check that pupils who have left are attending another school.
- Senior leaders inform the local authority of any pupils who leave the school. For any such pupils whose home residence is outside Leicester, senior leaders inform the appropriate local authority.
- Senior leaders are tenacious in this work. They make repeated requests for information from local authorities or schools until they have received written confirmation of the pupil's whereabouts.
- The school now meets this standard.

Part 8. Quality of leadership in and management of schools

Paragraphs 34, 34(1)(a), 34(1)(b)

- At the standard inspection, inspectors found that senior leaders had not taken sufficient action to ensure that the school met all of the independent school standards.
- Senior leaders had not ensured that teachers set sufficiently challenging work that enabled pupils to make good progress. Furthermore, senior leaders' monitoring of pupils' progress was not sufficiently thorough to enable them to identify in a timely enough manner when pupils were not making the progress that they should. As a result, pupils' progress was too variable. Inspectors also found that senior leaders had not maintained comprehensive records of the destinations of those pupils who left the school during the school year.
- Since the standard inspection, senior leaders have taken effective action to ensure that the school now meets these standards.
- They have developed a plan of action to bring about the necessary improvements. Senior leaders have responded to the Department for Education's (DfE) request for modifications to this plan. They have revised the plan appropriately, ensuring that governors and trustees have a clear role in measuring the impact of the actions that senior leaders take to implement their plan of action.
- Senior leaders have ensured that they have a secure understanding of the prior attainment of pupils who are new to the school. They use this information to set pupils

challenging targets that will enable them to make good progress. Senior leaders have ensured that they share this information with staff, and that staff use this information when planning lessons.

- Senior leaders regularly check on the progress that pupils make. They use this information to identify pupils who are not making the progress that they should, to ensure that these pupils receive appropriate support. Senior leaders also use this information to hold teachers to account for pupils' achievement.
- Senior leaders regularly look at pupils' books to check that teachers' assessment is accurate and that teachers comply with the school's marking policy.
- Senior leaders have provided teachers with opportunities to share best practice, including through observing other teachers' lessons. Such occasions provide teachers with the opportunity to identify characteristics of effective teaching and to reflect upon their own classroom practice.
- Senior leaders have worked closely with the school's improvement adviser to check on the impact of their work to ensure that the school meets the independent school standards. They have also ensured that this adviser provides teachers with effective training to develop their classroom practice.
- Senior leaders maintain detailed records of the pupils who leave the school during the academic year. They ensure that they have confirmation of a pupil's arrival at their new school before removing the pupil from their own school roll.
- Governors and trustees closely monitor the work that senior leaders undertake to bring about improvement.
- The school now meets these standards.

Boarding provision

The national minimum standards that were assessed during this inspection

Standard 11.1

- At the standard inspection, inspectors found an occasion when senior leaders of the boarding provision did not maintain sufficiently detailed records of a concern about the relationships between boarders. Senior leaders did not follow up their concerns in a timely manner.
- Senior leaders now maintain accurate records of any concerns that they may have about the welfare of the boarding pupils. Senior leaders use these records well to check the effectiveness with which boarding staff resolve any concerns that they may have about a boarder's welfare.
- Boarding staff have received further training on safeguarding since the standard inspection. They know their responsibilities and duties to keep boarders safe.
- Boarders say that they are safe. They say that they have staff from whom they can seek assistance if they have a concern. They are confident that they will receive effective support to help them to resolve their concern.

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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- The proprietors ensure that teaching at the school:
 - enables 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 (paragraph 3, 3(a))
 - involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c))
 - 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 (paragraph 3, 3(d)).
- The proprietors ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietors ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, and that they fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a) and 34(1)(b)).

The school now meets the following national minimum standards for boarding schools

- The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school (NMS 11.1).

School details

Unique reference number	120345
Social care unique reference number	SC006329
DfE registration number	856/6004
Inspection number	10068435

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	Other independent school
School status	Independent school
Age range of pupils	11 to 23
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	140
Of which, number on roll in sixth form	36
Number of part-time pupils	0
Number of boarders on roll	70
Proprietor	Darul Uloom Leicester Trust
Chair	Nasir Sabir
Headteacher	Zaheer Sidat
Annual fees (day pupils)	£2,100
Annual fees (boarders)	£3,100
Telephone number	0116 2668922
Website	www.darululoomleicester.org
Email address	info@darululoomleicester.org
Date of previous standard inspection	30 January–1 February 2018

Information about this school

- Darul Uloom is an independent Islamic educational institute for male pupils aged 11 to 23 years.
- It is located in the Belgrave area of Leicester and offers secondary education.
- The school also offers further and advanced Islamic education for those up to 23 years. This prepares students to become imams or Islamic theologians. Inspectors did not inspect this aspect of the school's provision.
- The school does not use any alternative providers of education.
- There are 140 pupils on roll, 70 of whom are boarders.
- There are no pupils who have special educational needs and/or disabilities or who have an education, health and care plan.
- The school aims to 'nurture self-respect and confidence and to raise the self-esteem of its pupils as Muslims, enabling them to integrate successfully in the multicultural society without compromising their Islamic beliefs and values.' The school's motto is 'Learn, Practise, and Serve.'
- The headteacher took up his post in September 2016. A new chair of governors took up his post in August 2016.
- The trust has purchased land adjacent to the school to increase the capacity of the school in the near future.
- The previous standard inspection took place on 30 January–1 February 2018. This was an integrated inspection of the school's educational and boarding provisions.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection. The standards checked related to: the quality of teaching; admissions; safeguarding, including of the boarding provision; and leadership and management.
- The inspection, which took place unannounced, was the school's first progress monitoring inspection since the previous standard inspection that took place on 30 January–1 February 2018.
- The DfE required the school to prepare an action plan in response to the emergency inspection. Ofsted evaluated this action plan on 22 June 2018. The DfE accepted the school's action plan, with modifications.
- During the progress monitoring inspection, inspectors held meetings with the headteacher, other senior leaders, the head of the boarding provision and a member of the governing body.
- Accompanied by two members of the senior leadership team, the lead inspector observed learning in eight lessons, during which time he spoke with pupils and looked at pupils' books.
- The lead inspector also looked at pupils' books as a separate activity.
- The lead inspector met with a selection of the school's teaching staff.
- Inspectors met with a selection of pupils, including day pupils and boarders
- The lead inspector spoke by telephone with a representative of the local authority and with the school's improvement adviser.
- Inspectors scrutinised school policies, procedures and records related to safeguarding, admissions and pupils' achievement.
- The lead inspector checked the school's single central register and the school's system for recruiting staff.

Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

Caroline Brailsford

Social Care Regulatory Inspector

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