

Darul Uloom London School

Foxbury Avenue, Chislehurst BR7 6SD

Inspection date

18 May 2021

Overall outcome

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

Boarding 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

All Paragraphs

- Leaders have written an appropriate curriculum policy, which includes a sufficiently broad range of subjects. Subject policies highlight the specific contribution each area of the curriculum will make to pupils' education. The policies are supported by suitable schemes of work, drawing on the subject guidance provided by the national curriculum.
- Secular subjects are taught in the afternoon. Leaders have allocated sufficient time for the study of secular subjects by having a longer school day. This arrangement is suited to the school's nature as a residential education provider.
- Leaders' curriculum thinking is based on the notion that pupils need to embed key knowledge into their long-term memory. To this end, curriculum planning identifies the knowledge to be learned in each half term in their subject. Teaching consists of sequences of lessons based on these plans, using appropriate resources and specialist facilities where required. However, currently the curriculum is not organised well to support pupils' deeper learning over time. Overall, teachers' knowledge and understanding of curriculum quality is not as strong as that of some leaders.
- The school library is in the process of being developed into a useful resource for independent learning. Leaders have recently purchased a wide range of appropriate fiction and non-fiction texts from a public library that was closing down. The books are currently being processed and organised into suitable categories linked to different areas of the curriculum. Leaders maintain appropriate oversight of the books and materials that pupils read and ensure that reading resources are suitable.
- Leaders have created suitable resources to teach about respect for the protected characteristics, including disability and sexual orientation. This includes opportunities for

pupils to learn about discrimination in society. The opportunity for frequent reflection on the importance of good physical and mental health is embedded in the school's programme of personal, social, health and economic education (PSHE). Pupils know the importance of the 'five F's' which are a key feature for promoting their personal development and well-being, from fitness to finance.

- Leaders are implementing a suitable careers education policy. Pupils are supported to make informed choices about their future education and employment. Part of the programme was put on hold due to the restrictions related to COVID-19 (coronavirus), in particular the opportunities to take part in relevant work experience. Leaders have suitable plans in place to get this back on track.
- An appropriate framework is in place to evaluate pupils' performance over time, which includes nationally recognised qualifications. Older students take a suitably broad range of GCSE and A-level qualifications, alongside a small number of work-related diplomas at levels 2 and 3.
- The school meets the independent school standards in this part.

Part 2. Spiritual, moral, social and cultural development of pupils

All Paragraphs

- Leaders have given suitable thought to the provision for pupils' social, moral, spiritual and cultural development. This commitment is reflected in the content of the curriculum which provides useful opportunities for debate and discussion. For example, pupils learn about democracy and the rule of law in PSHE and humanities. Discussions with pupils indicate that they are knowledgeable about these concepts and their importance in shaping a British identity.
- Leaders have an appropriate behaviour policy in place to support pupils to understand right from wrong. Leaders have made links with the local police and other agencies, with the aim of supporting pupils' respect for public institutions and civil and criminal law.
- This term, leaders have implemented a new relationships and sex education curriculum. This promotes knowledge and understanding of the variety of relationships that exist in society, including those between same sex couples. Pupils are confident to talk about different relationships, showing their tolerance and understanding of British society.
- The school meets the independent school standards in this part.

Part 3. Welfare, health and safety of pupils

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

- The school has an adequate safeguarding policy in place, which follows up-to-date guidance from the Secretary of State. Leaders have updated the policy with consideration of changes to 'Keeping children safe in education' from January 2021. Leaders ensure that safeguarding practice and culture are in line with this guidance. The policy is available to parents on the school's website.
- Leaders, at school and proprietor level, conduct regular checks on the quality of record keeping and actions taken to keep pupils safe from harm.
- The school meets the standards listed above.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- At the previous progress monitoring inspection in December 2020, the chair of the board and several trustees had resigned. This raised concerns about the capacity of governors to implement their role and hold leaders to account.
- The current inspection found that the board of trustees is now fully formed and comprises six professionals, including a chair with expertise in education. The trustees have ensured there are clear structures in place to hold leaders to account. They have started to carry out regular auditing and checks, for instance in safeguarding, health and safety and educational standards. These activities have begun to keep the board of trustees up to date with the school's performance and inform their decision-making, including the need for greater support or challenge.
- Leaders have a clear understanding of the independent school standards. They form a cohesive team and have relevant experience to support their work. The action plan submitted to the Department for Education (DfE) after the previous monitoring inspection is being implemented appropriately.
- The lines of accountability across all tiers of school leadership are clear. Leaders know what staff are responsible for and who they report to. This helps them to ensure that the independent school standards are met.
- The independent school standards listed in this part are now met.

Boarding provision

The national minimum standards that were assessed during this inspection

Standards 11, 13.3, 13.4

- Leaders have a clear understanding of the national minimum standards. They work well with trustees to assess strengths and weaknesses and identify priorities for improvement. Leadership of safeguarding is given a high priority, and this is reflected in the school's work with the national boarding schools association.
- Leaders make sure that safeguarding arrangements in the boarding provision are suitable. The well-being and safety of boarders are well planned for and promoted effectively.
- The board of trustees has set up a professional advisory board, made up of professionals with relevant expertise. The system is new but shows early signs of impact, for instance providing support for undertaking a safeguarding audit of the boarding provision. Leaders have a suitable system in place for monitoring the quality of provision against the national minimum standards.
- The school now meets these national minimum standards.

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

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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

- The school's leadership and management demonstrate good skills and knowledge appropriate to their role. (NMS 13.3)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)

School details

Unique reference number	101695
Social care unique reference number	SC006927
DfE registration number	305/6077
Inspection number	10194672

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 residential 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 boarding school
Age range of pupils	11 to 19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	145
Of which, number on roll in sixth form	22
Number of part-time pupils	0
Number of boarders on roll	145
Proprietor	Darul Uloom
Chair	Talal Hussain
Headteacher	Mufti Mohammed Kamil Sheikh
Annual fees (boarders)	£3,500
Telephone number	020 8295 0637
Website	www.darululoomlondon.co.uk
Email address	education@darululoomlondon.com
Date of previous standard inspection	18 to 20 June 2019

Information about this school

- Darul Uloom London is an independent boarding school for boys. It is registered for 155 pupils aged 11 to 19. There are currently 145 pupils on roll. The school has a Muslim ethos.
- All pupils board in accommodation that is located on the school premises. Most pupils return home every other weekend.
- The school does not use any alternative provision.
- The school's last inspection was a progress monitoring inspection in December 2020. The school did not meet all the independent school standards and all of the national minimum standards that were checked during the inspection.
- The school's last standard inspection was in June 2019. The inspection judged that the overall effectiveness of the school required improvement. The school did not meet all of the independent school standards or all of the national minimum standards that were checked during the inspection.

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.
- This was the school's second progress monitoring inspection. The first progress monitoring inspection took place in December 2020. This inspection judged that the school did not meet all of the requirements that were checked. Following this, the school submitted an action plan to the DfE in February 2021. This was evaluated by Ofsted in March 2021 and deemed to be acceptable with modifications.
- The school's last standard inspection took place in June 2019, when the school was judged to require improvement. The boarding provision was judged to be good.
- This inspection, in May 2021, took place with 30 minutes' notice. The DfE asked inspectors to evaluate the school's performance against the leadership and management standards for independent schools and boarding provision. Inspectors were also asked to assess the implications of a complaint received by the DfE. Hence the additional requirement to evaluate the school's performance against the standards in parts 1 and 2 of the independent schools inspection framework.
- Inspectors met with leaders, including the headteacher and the head of boarding who is also the designated leaders for safeguarding. Inspectors met with other staff, including teaching and boarding staff. Inspectors met with the trustees, including the chair. Inspectors also met with two groups of pupils to assess their views about the school's progress.
- Inspectors made a tour of the boarding and the school premises.

Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

Juanita Mayers

Social Care Regulatory Inspector

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