

# Darul Uloom Al Arabiya Al Islamiya

Holcombe Hall, Holcombe Old Road, Holcombe, Nr. Bury, Lancashire BL8 4NG

**Inspection date**

12 October 2021

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

Boarding provision outcome

**The school does not meet all of the national minimum standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g), 3(h), 3(i), 3(j), 4*

- Leaders have ensured that there is an appropriate curriculum policy in place. The policy is supported by suitable schemes of work. The proprietors have created detailed long-term curriculum plans for the subjects delivered. These set out clearly the order for topics to be taught in each term of each school year.
- The curriculum plans support teachers to help pupils make progress. Resources are in place to support pupils' learning. For example, there was a suitable amount of computing equipment in one of the classrooms visited. However, the library has a limited number of books to support pupils' reading across the curriculum.
- The curriculum policy sets out how pupils will be supported to progress academically, personally and socially. It ensures that pupils will be equipped for life in modern Britain.
- Leaders' ethos is focused on pupils becoming valued citizens who understand the need for democracy and fundamental British values. The school's personal, social and health education (PSHE) curriculum reflects this well. Within the curriculum, topics have been chosen to support pupils' learning within PSHE and in relation to the Equality Act 2010.
- School leaders have an established system in place to support pupils to make informed choices about future careers. Opportunities for unbiased careers education are available, alongside an increase in the number of pupils who access work experience and vocational courses.
- The assessment scheme enables staff to assess pupils' knowledge and understanding. This also allows staff to measure pupils' progress and plan future learning.

- The proprietor body has ensured that all of the independent school standards (the standards) in this part are met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Leaders have ensured that there is a suitable spiritual, moral, social and cultural policy and PSHE education scheme of work in place. For example, pupils are taught the importance of mental health and how to deal with anxiety. They learn about equality and diversity and gain an understanding of different faiths and cultures.
- The proprietor body has ensured that all of the standards in this part are met.

## Part 3. Welfare, health and safety of pupils

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

- Safeguarding and welfare policies take account of the most recent guidance. It is comprehensive and covers all aspects of safeguarding, including extremism and radicalisation, child sexual exploitation and children missing in education. The proprietor and leaders understand their responsibilities. The safeguarding policy is available to parents on request.
- Staff have received copies of, and understand, the latest version of 'Keeping children safe in education 2021'. Leaders take action to deal with safeguarding issues. The links recently established with the local authority ensure that any issues are resolved.
- The school maintains detailed risk assessments, such as visits and using the sports areas around the school. Leaders take appropriate action to reduce identified risks.
- The proprietor body has ensured that the standards in this part are met.

*Paragraphs 8, 8(b)*

- Trustees and other leaders have not ensured that all national minimum standards (NMS) for boarding schools have been met. While those NMS in regard to safeguarding are met, there are unmet NMS concerning the welfare of boarders.
- The proprietor body has not ensured that the standards in this part are met.

## Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 17, 18, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 19(4), 20(1), 20(2), 20(3), 20(3)(a), 20(3)(a)(i), 20(3)(a)(ii), 20(5), 20(5)(a), 20(5)(a)(i), 20(5)(a)(ii), 20(5)(b), 20(5)(b)(i), 20(5)(b)(ii), 20(5)(b)(iii), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- The proprietors have carried out the appropriate checks to ensure that those who hold leadership roles have not been prohibited from the leadership and management of a school under section 128 of the Education and Skills Act 2008.
- Leaders undertake all other necessary checks on the suitability of staff to work with children. Leaders demonstrate an awareness of the appropriate checks that need to be made for all staff, including staff who may have lived or worked abroad.

- The proprietor body has ensured that all of the standards in this part are met.

#### Part 5. Premises of and accommodation at schools

##### *Paragraph 30*

- There has been an improvement in the standard of accommodation for boarders. However, some of the national minimum standards (NMS) concerning the accommodation used for boarding are not met.
- The proprietor body has not ensured that all of the standards in this part are met.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- Leaders understand their roles and responsibilities. They demonstrate a good understanding of the independent school standards. There are systems in place to regularly review and evaluate the school's policies and procedures, including in regard to the curriculum.
- The oversight of boarding by trustees has been strengthened. A leader responsible for boarding has been appointed. However, due to the newness of some improvements, it is too early to see the impact for all boarders.
- The proprietor body has not ensured that all of the standards in this part are met.

#### Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility plan in place.
- The proprietor company has ensured that the requirements of the Equality Act 2010 are met.

#### Boarding provision

##### The overall experience and progress of children

*Taking into account, how well children are helped and protected and the effectiveness of leaders and managers.*

- Leaders have worked to improve the accommodation for boarders, have undertaken risk assessments and have improved their strategic oversight of the boarding provision. Nine of the un-met standards identified at the previous boarding inspection are now met. However, some additional standards were judged to not be met at this inspection.

#### The national minimum standards that were assessed during this inspection

##### *Standards 5.1, 5.2, 5.4, 5.5*

- The school has developed the boarders' accommodation across the living areas in school. Two 'games' rooms for activities are now provided. These are used by students at specified points in their leisure time. However, the areas are not well kept. Torn soft furnishings and exposed wiring cables mean that the areas appear unkempt and are potentially dangerous.
- Bedroom heating and student's bathing facilities are variable in quality. Some bedrooms are cold. These areas have not had windows replaced as part of the replacement programme. Other bedrooms are warm. These areas have new windows, carpets and new mattresses. Two rooms were undergoing heavy remedial work, but no students were

resident in them at the time of the inspection. Signs of previous roof leaks and stored carpet rolls are obvious in the corridor areas.

- Some facilities within the bathing areas are non-functional, including hand dryers and locks on shower cubicle doors. Privacy is limited for some boarders as their bedrooms lead onto main thoroughfares; some internal glass panels are blocked by paper sheets to provide a degree of privacy in the bedroom area. Some bathing areas do not provide frosted glass windows, which again reduces the level of privacy for boarders.
- The proprietor body has not ensured that all of the standards in this part are met.

#### *Standard 11.1*

- The school's designated safeguarding lead and deputy leads have a good appreciation of statutory guidance, including 'Keeping children safe in education 2021' and the recent updates therein. This guidance and the school's internal safeguarding policy are implemented in practice and are known by staff. Boarding staff, including senior supervisors, have undertaken safeguarding training. This informs their practice.
- The proprietor body has ensured that all of the standards in this part are met.

#### *Standard 6.2*

- Some of the boarding areas now provide a storage room for cleaning appliances and a kitchenette, both of which are for students' use. The newly developed kitchen areas are modern, clean and fit for purpose. Students are now involved in cleaning their living areas, which now, in the main, appear clean and uncluttered.
- The proprietor body has ensured that all of the standards in this part are met.

#### *Standards 13.1, 13.2, 13.3, 13.5, 13.6, 13.7, 13.8, 13.9*

- The head of boarding continues to develop in his role, demonstrating improving skills and knowledge of the boarding environment. He has undertaken appropriate training and is an active part of the school senior leadership team. The team has understandably focused their improvement strategies on the fabric and furnishing of the boarding accommodation.
- The head of boarding's monitoring report, while detailed, focuses on the required premises changes and reorganisation of places across the boarding areas. This means that a broader development plan for improving practice within the boarding provision is well discussed but not captured in writing. This makes monitoring of practice improvements more difficult for the senior leadership team and trustees.
- School policies and records required by appendix one to the standards are in place. Each member of the senior leadership team captures the data required in electronic recording systems. However, the senior team's monitoring of the content of the records to capture any trends, patterns or to improve practice based on recorded events is not evident.
- The trustee's termly monitoring programme focuses on the improvements to the boarding provision and does not evaluate the effectiveness of the leadership, management or delivery of boarding provision.
- The proprietor body has not ensured that all of the standards in this part are met.

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

The school does not meet 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, as set out in the annex of this report. 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.

## School details

Unique reference number	105372
Social care unique reference number	SC008476
DfE registration number	351/6007
Inspection number	10204123

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 23
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	357
Of which, number on roll in sixth form	78
Number of part-time pupils	None
Number of boarders on roll	197
Proprietor	The board of trustees
Chair	Naushad Abdul Aziz
Headteacher	Mutiullah Khan and Ahmed Hans
Annual fees (day pupils)	£1,300
Annual fees (boarders)	£2,500
Telephone number	01706826106
Website	None
Email address	info@duloom.org.uk

Date of previous standard inspection

13 to 15 March 2018

### **Information about this school**

- Darul Uloom Al Arabiya Al Islamiya is an independent boarding school for boys providing both Islamic studies and secondary education. The school caters for pupils of secondary school age, as well as senior students. All the boarding accommodation is located on the school site, within the main building. Currently, the school has a total of 357 pupils. One hundred and ninety seven of these pupils are boarders.
- The boarding provision was last inspected in April 2019 and was judged to be inadequate.
- The registration authority required the school to produce an action plan which was monitored in an integrated progress monitoring inspection in November 2020 where NMS were un-met.

## 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 registration authority also asked that national minimum standard 11 and all of NMS 13 should be checked during this inspection.
- The boarding inspection in late April and early May 2019 found that this provision was inadequate. Following this inspection, the Department for Education required the school to prepare a statutory action plan.
- The action plan was monitored in a progress monitoring inspection in November 2020 where NMS were un-met.
- The registration authority served a notice on school in February 2021.
- The school's action plan in relation to the notice was reviewed by Ofsted in May 2021.
- This integrated progress monitoring inspection was conducted without notice. Up to 30 minutes' notice is normally given for this type of inspection. However, for this inspection, it was not possible for inspectors to contact the school before their arrival.
- During this inspection, inspectors toured the school's educational and boarding facilities, accompanied by senior leaders.
- Inspectors held discussions with senior leaders. An inspector spoke to one of the school's trustees by telephone.
- Inspectors spoke with two groups of students.
- Inspectors reviewed documents to provide information about the school's compliance with the independent school standards and the NMS for boarding schools. These documents included the school's safeguarding policy.
- Inspectors reviewed the school curriculum documents, visited lessons and spoke with pupils about their learning.

## Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

Karen Forster

Lead social care inspector

Catherine Fargin

Social care inspector

Michelle Bacon

Social care inspector



## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **Part 3. Welfare, health and safety of pupils**

- 8 Where section 87(1) of the 1989 Act [11] applies in relation to a school the standard in this paragraph is met if the proprietor ensures that-
  - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.

#### **Part 5. Premises of and accommodation at schools**

- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

#### **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; and
  - 34(1)(c) actively promote the well-being of pupils.

#### **National minimum standards for boarding schools:**

- 5.2 Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.
- 5.4 Boarding houses and other accommodation provided for boarders are appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.
- 13.1 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.

- 13.8 The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.
- 13.9 The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate.

## **The school now meets the following requirements of the independent school standards**

### **National minimum standards for boarding schools:**

- 5.1 Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted on to reduce risk for all boarders.
- 5.5 Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable and is sufficiently warm.
- 6.2 The school premises, 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.
- 11.1 The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State.
- 13.2 There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.
- 13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role.
- 13.5 The school's leadership and management and governance actively promote the wellbeing of pupils.
- 13.6 Senior boarding staff have an adequate level of experience and/or training.
- 13.7 The school follows and maintains the policies and documents described in appendix one.

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