

Inspection of Darul Uloom Al Arabiya Al Islamiya

Holcombe Hall, Holcombe Old Road, Holcombe, Nr. Bury, Greater Manchester BL8 4NG

Inspection dates: 25 to 27 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Sixth-form provision	Good
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	No

What is it like to attend this school?

Pupils enjoy coming to this school. They work hard and are keen to learn. Pupils study a wide range of secular subjects in addition to their Islamic studies. They live up to the high expectations that leaders and teachers have for them and achieve well.

Pupils feel safe in school. They behave well and show great maturity, especially at times of prayer. Pupils move around the school in an orderly manner. They warmly welcome visitors to the school. Pupils say that bullying does occur in school, but it is rare. They are confident that staff will act quickly to stop any such behaviour.

Pupils speak enthusiastically about the varied range of activities they experience beyond the academic curriculum. They enjoy the regular football and table tennis tournaments and coding club. Pupils eagerly anticipate their end of year reward trip to Blackpool. They also benefit from visits to cultural venues, such as museums and local places of worship. Pupils have opportunities to participate in community events such as helping to pick up litter. Pupils from other schools in the locality visit the school to learn about the Islamic faith and culture.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious and strongly reflects the ethos of the school. Alongside Islamic studies, pupils study a wide range of secular subjects that meets the requirements of the independent school standards (the standards). The curriculum enables pupils in key stage 4 to complete GCSEs or equivalent qualifications. Most of the sixth-form curriculum time is dedicated to advanced Islamic studies. That said, sixth-form students have the opportunity to study a range of secular subjects, such as English, mathematics and languages to A level.

In many subjects, leaders have thought carefully about the knowledge they want pupils to learn and remember. Pupils' learning in the well-considered schemes of work for these subjects builds on what pupils know and can do. However, on occasions, some schemes of work do not include the key pieces of knowledge which pupils need to learn to develop their understanding of more complex ideas. This hinders some pupils' achievement.

In lessons, teachers routinely check pupils' understanding of what is taught. Teachers use this assessment information to adapt the content of their lessons to help pupils to overcome misunderstandings.

Pupils develop a love of literature. They become confident and fluent readers. Pupils study a range of literature that develops their deep understanding of the ways in which authors use different writing techniques. For example, pupils eloquently discussed how Shakespeare's powerful use of language conveyed Lady Macbeth's emotions of power and guilt. Pupils confidently talked about the wide range of books they read and appreciate the well-stocked library in school.

There are no pupils with special educational needs and/or disabilities (SEND) on roll currently. Leaders have in place appropriate procedures to support annual reviews of any pupils with SEND that the school may admit in the future. Where pupils have difficulty accessing the curriculum, teachers are adept at taking appropriate actions to help them access learning. The proprietor body has ensured a suitable accessibility plan that fulfils the requirements of the Equality Act 2010 is in place.

Leaders expect pupils to behave well. Pupils rise to these expectations and disruptive behaviour in lessons is rare. This means that pupils can get on with their work uninterrupted.

Pupils understand and appreciate the diversity of the world in which they live. Pupils have a secure awareness of fundamental British values. They show mutual tolerance and respect for others, including those identified as having protected characteristics in the Equality Act 2010.

The proprietor body has a written relationships and sex education policy in place. This adheres to national guidance and is available for parents and carers from the school office. Leaders have consulted with parents on the contents of the policy. The policy includes plans for if parents wish to withdraw their child from sex education lessons.

The proprietor body has not ensured that all the standards are met.

All of the un-met standards relate to the management of boarding provision. They do not have any impact on safeguarding or the quality of education that pupils receive. The proprietor body has done much to improve the school. This includes refurbishing the roof to ensure it does not leak. Routine maintenance ensures that classrooms are warm and suitably decorated. Leaders have appropriate risk assessments in place to ensure that contractors work safely at the school. Additionally, the proprietor body has invested in new learning resources. These include new computers that pupils can access during lessons and after school.

While most parents and carers appreciate what the school provides, some have concerns with regard to the quality of education. However, inspectors found no evidence to substantiate these claims.

Nearly all staff feel well supported by the new leadership team. Staff said that leaders were considerate of their workload when introducing improvement actions.

Teachers have secure subject knowledge. However, some teachers have had limited opportunities to update their knowledge of the methods used to teach their subjects. This is because leaders have prioritised training in other aspects of school life following the pandemic, such as strategies to promote mental health and safeguarding.

The school does not have a website. Leaders have ensured that copies of the safeguarding policy are available from the school office.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about safeguarding. They know what to look for because of regular training that keeps their knowledge up to date. Staff have a clear understanding of their role in keeping pupils safe and share information with leaders using appropriate procedures. Leaders regularly analyse the information they receive to identify emerging concerns. They know how to manage safeguarding incidents effectively. Leaders share information with appropriate agencies to help keep pupils safe.

The proprietor body has ensured pupils' risk from harm through their use of the school internet connection is minimised by the use of appropriate filtering and monitoring systems.

What does the school need to do to improve? (Information for the school and proprietor)

- In a small number of subjects, the curriculum does not include, and order, the key pieces of knowledge that pupils need to learn to understand more complex ideas. This means that, at times, pupils do not build their knowledge on what they already know. Leaders should ensure that all subject curriculums identify and order the essential learning so that pupils know and remember more over time.
- Some teachers have not received recent training in their subjects. As a result, they are unaware of current education research relating to teaching in their subjects. Leaders should ensure that all teachers engage in professional development to enhance their knowledge of up-to-date pedagogy.
- Leaders responsible for boarding have not ensured that their oversight of routine checks and maintenance are strong enough. This means that a small number of national minimum standards for boarding are not met. The proprietor body should ensure that leaders are held to account so that these standards are consistently met.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	105372
DfE registration number	351/6007
Local authority	Bury
Inspection number	10210320
Type of school	Independent boarding school
School category	Other 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	341
Of which, number on roll in the sixth form	54
Proprietor	Board of trustees
Chair	Naushad Abdul Aziz
Headteachers	Mutiullah Khan and Ahmed Hans
Annual fees (day pupils)	£1,300
Annual Fees (Boarders)	£2,500
Telephone number	01706 826 106
Website	None
Email address	info@duloom.org.uk
Date of previous inspection	13 to 15 March 2018

Information about this school

- The information relating to the name of the proprietor published on the government website, Get Information about Schools, is out of date.
- Since the last inspection, two new co-headteachers have been appointed by the proprietor body.
- The school uses no alternative providers.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first standard inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- During the inspection, inspectors spoke with pupils about their work and school life. Inspectors held a video conference with members of the proprietor body. Inspectors also spoke with the co-headteachers and other senior staff.
- Inspectors carried out deep dives in these subjects: English, science, computing and history. For each deep dive, an inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke with teachers and spoke with some pupils about their learning. Inspectors also looked at pupils' work and listened to pupils read in class.
- Inspectors liaised closely with the social care inspectors who completed a separate inspection of the boarding provision.
- Inspectors also met with the leaders and scrutinised curriculum planning and pupils' work in a range of other subjects.
- Inspectors reviewed a range of documentation, including documentation relating to safeguarding.
- Inspectors considered the responses to Ofsted Parent View. There were no responses to the pupil or staff surveys.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

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.

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