

Darul Uloom London School

Foxbury Avenue, Chislehurst BR7 6SD

Inspection dates

17 and 18 September 2024

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

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(ii), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i), 3, 3(i)

- The standard inspection in March 2022 found many strengths in the promotion of pupils' personal development.
- This inspection found that leaders have continued this work. The curriculum 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.
- Pupils are taught about other faiths, customs and beliefs and to draw comparisons with their own faith.
- The school uses a range of resources that are well chosen. Through these, pupils are exposed to a range of ideas. They are encouraged to challenge stereotypes, such as gender stereotypes.
- Staff encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- Pupils access to accurate, up-to-date careers guidance that is presented in an impartial manner. Many pupils move on to university and/or a range of fulfilling careers.
- The curriculum prepares pupils well for life in modern Britain.
- The independent school standards checked in this part continue to be met.

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

Paragraph 5 to 5(d)(iii)

- The previous standard inspection in March 2022 judged that the school met all the independent school standards (the standards) in this part. This continued to be the case at the time of the school's monitoring inspection in July 2023.
- This inspection found that leaders have made sure that the school's curriculum continues to support pupils to develop their self-knowledge, self-esteem and self-confidence.
- Pupils here are taught to distinguish right from wrong. They are encouraged to accept responsibility for their behaviour and to contribute positively to society.
- During their time at the school pupils learn about and are encouraged to respect public institutions and services in England.
- Through the school's curriculum, pupils are taught about and are helped to understand different cultural traditions.
- The school makes sure that it precludes the promotion of partisan political views in the teaching of any subject in the school.
- The independent school standards checked in this part continue to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 8, 8 (a), 8(b)

- The school's previous inspection, which was a material change inspection in February 2024, found that systems and procedures to deal with allegations made about staff were not always followed as rigorously as they should be and did not systematically follow the school's safeguarding policy. Leaders had not ensured that all agreed measures were fully implemented to protect both pupils and staff at all times, including in the boarding provision.
- This inspection found that leaders have reflected on previous weaknesses and made sure that there are robust systems in place, including in the boarding provision. Systems have been appropriately reviewed by school leaders and trustees in discussion with the local authority. All key members of the leadership team have received up-to-date training on how to manage allegations against staff. All staff have received recent training on a range of safeguarding duties to protect pupils from a range of harms, including the 'Prevent' duty.
- Leaders communicate regularly with the local authority designated officer (LADO) to report concerns and ask for advice.
- The independent school standards checked in this part are now met.

Paragraph 9 to 9(c)

- The standard inspection in March 2022 found that pupils had a positive attitude to their learning. Classroom routines were well practised, and pupils knew what was expected of them. There was very little disruption to learning in lessons. Pupils conducted themselves well.

- This inspection found that the school's written behaviour policy clearly sets out the sanctions to be adopted in the event of pupil misbehaviour. This is followed consistently and fairly.
- Leaders keep a record of all sanctions imposed upon pupils for serious misbehaviour.
- The independent school standards checked in this part continue to be met.

Paragraph 16 to 16(b)

- The standard inspection in March 2022 found that leaders had in place an appropriate risk assessment policy and that action was taken to reduce risks that were identified.
- This inspection found that leaders have made sure that the welfare of pupils at the school is strongly promoted. They continue to implement their written risk assessment policy effectively and act appropriately to reduce risks when they are identified.
- The independent school standards checked in this part continue to be met.

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

Paragraph 17 to 21 (8)

- New members of staff have joined the school since the previous inspection.
- The school follows safer recruitment, and employment practices ensure that staff are suitably vetted. Leaders maintain a detailed single central record of staff recruitment checks. All staff have enhanced Disclosure and Barring Service checks, and other checks that are outlined in the current statutory guidance.
- The school's single central record of pre-employment checks accurately records all the required checks on leaders, staff and the board of trustees.
- The school staff have completed safer recruitment training and verify all references and gaps in employment, and complete social media checks prior to interview. Senior leaders show appropriate understanding of the recruitment process and what actions they have put in place to ensure staff are suitably vetted.
- The independent school standards checked in this part are met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 30

- At the time of the previous inspection the proprietor had not ensured that the relevant National Minimum Standards for Boarding Schools were met and therefore the school was not likely to meet the relevant paragraph in this part.
- Since then, the proprietorial body has made sure that a significant amount of work has been done which this inspection found has improved the boarding facilities successfully.
- The independent school standards checked in this part are now met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- At the time of the previous inspection in February 2024 when dealing with allegations made against staff, leaders did not follow the school's safeguarding and child protection

policy regarding the supervision of adults. This potentially put both pupils and staff at risk from harm or further allegations.

- Leaders have learned lessons from that time. They have reviewed their processes and now make sure that there are systems in place to supervise adults when needed, for example there is a change to the day-to-day running of the school. Leaders gave examples of what those arrangements would be in a range of scenarios.
- At the previous inspection leaders did not indicate that sufficient action had been taken to address the shortfalls in the quality and safety of the boarding accommodation. Since then, leaders have taken appropriate action to address the shortfalls, prioritising the more urgent matters and having an appropriate action plan in place to address the rest.
- The independent school standards checked in this part are now met.

Boarding provision

The national minimum standards that were assessed during this inspection

Standard 3

- Children have good relationships with staff. They accept guidance from them and respond positively to the ethos of the boarding house. They learn about British values, respect for others, understanding of feelings and emotions, and applying this learning in their life in the boarding setting. Pupils talked about respect for others, sharing and helping each other. Incidents of bullying are rare in the school and pupils described the boarding provision as 'a big family that cares for everyone' and respects differences.
- The national minimum standards are met.

Standards 2, 2.4, 2.5, 4, 4.1, 4.4 and 9.3

- Leaders have taken appropriate actions to address the concerns raised at the last inspection and ensure that appropriate health and safety measures are in place to provide children with a safe environment. They have identified a staff member responsible for conducting daily health and safety checks to improve management oversight of the maintenance of the boarding environment, in line with the school's health and safety policy. Leaders have commissioned a cleaning service to ensure that the boarding accommodation is regularly cleaned and vacuumed. However, leaders acknowledge that oversight of cleaning needs to improve further to ensure that the accommodation is clean at all times.
- All outstanding repairs to electrical wiring, broken furniture and broken glass windows have been addressed. Leaders have replaced washing facilities and completed plumbing and electrical maintenance with a clear plan to complete the painting of all the walls and change the carpet once plumbing is complete.
- There has been a significant amount of improvement work completed in the communal areas, including the dining and classrooms. Pupils recognised that significant improvement has been achieved in the physical environment that has a positive impact on their boarding experiences.
- The school's leaders have firm plans in place to maintain the satisfactory quality of boarding accommodation and to improve it further. A number of actions were completed during this inspection, including fixing poorly fitted carpet that had created trip hazards and replacing all the curtains that were hanging off the curtain rails.

- The national minimum standards are now met.

Standard 8

- Leaders have reflected on the concerns raised at last inspection. They have a good working relationship with their safeguarding partners, including the LADO, and they follow agreed actions including suspending staff following allegations against them.
- Leaders are now clear about child-on-child abuse. All leaders with responsibility for safeguarding have completed specific training on safeguarding pupils from harmful sexual behaviour and harassment. All staff receive regular training and updates and discuss concerns and potential harm in team meetings. Pupils who are borders are also taught to keep themselves safe, to recognise risks and what to do if they have any concerns. Records show that any safeguarding concerns are managed well.
- Staff share information appropriately and work well together with other professionals in safeguarding roles, such as the police, social workers and 'Prevent' duty officers. They attend meetings and make valuable contributions to pupils' welfare within the multi-disciplinary professional network.
- Pupils said that they feel safe. Pupils are regularly reminded about safety and e-safety in particular. In school assemblies, they have received guidance about cyber-bullying, different forms of bullying, radicalisation and child sexual abuse. Staff ensure that pupils abide by appropriate boundaries and are taught to use information technology safely and stay safe in the wider community.
- The national minimum standards are now met.

Standards 15, 16 and 17.3

- Staff use a range of interventions to encourage positive behaviour. Through the school's reward system, staff celebrate pupils' achievements, however small. Staff in the boarding provision operate a rewards and sanctions programme similar to that used in the school, and feed information into the school's shared behavioural records. The system is an effective means of encouraging positive behaviour and learning. Staff have appropriate understanding of the behaviour policy and all sanctions recorded show that pupils do not have repeated sanctions.
- Staff have created an environment that is free of bullying, harassment and intimidation. Pupils help each other with their learning and keep each other safe. For example, staff know pupils well and have developed appropriate relations. Staff identify pupils' changing behaviour and talk to pupils about any worries.
- Pupils show respect for one another and listen patiently to differing points of view. All pupils stressed the positive ethos in the boarding house, in particular the acceptance of difference in culture, religion, and race.
- The school has developed a culture of openness and trust, and acceptance of different ways of being. Pupils feel comfortable talking about any concerns with safeguarding leaders. They trust that the school's leaders would take firm action to resolve any concerns and keep everyone safe.
- Staff discuss with children healthy relationships as part of the personal, social, health and economic education in an age-appropriate way. Pupils spoke about what they have learned about healthy friendships. Staff have completed appropriate safeguarding

training, including topics such as child-on-child abuse, and discussions with staff showed appropriate understanding and ability to recognise risks posed to pupils.

- The national minimum standards are now met.

Standard 19

- The school follows safer recruitment and employment practices to ensure that staff are suitably vetted. Leaders maintain a detailed single central record of staff recruitment checks. All staff have enhanced Disclosure and Barring Service checks, and most other checks that are outlined in the 'Keeping Children Safe in Education' guidance.
- The school staff have completed safer recruitment training and verify all employment references and gaps in employment history, and complete social media checks prior to interview. Senior leaders show appropriate understanding of the safe recruitment processes and the actions they have put in place to ensure that staff are suitably checked prior to employment. The school is following safer recruitment procedures to prevent unsuitable people from working at the school, and promotes the pupils' safety.
- The national minimum standards are now met.

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 3. Welfare, health and safety of pupils

- 6 The standards about the welfare, health and safety of pupils at the school are those contained in this Part.
- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school.
- 8 Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that–
 - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
 - 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.

Part 5. Premises of and accommodation at schools

- 22 The standards about the premises of and accommodation at the school are those contained in this Part.
- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 4 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 9 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.

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

■ Standard 2 – Management and development of boarding

- The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met (NMS 2.4)
- The school's leadership and management and governance actively promote the wellbeing of pupils (NMS 2.5)

■ Standard 4 – Boarding accommodation

- Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with (NMS 4.1)
- Boarding houses and other accommodation provided for boarders are well lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide accessible accommodation for any boarders with disabilities (NMS 4.4)

■ Standard 8 – Safeguarding

- The school should ensure 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 (NMS 8.1)
- Keeping Children safe in education sets out that boarding schools have additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:
 - the school's policy on sexual relationships between children (and importance of boarders understanding this policy)
 - the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation
 - the approach to protecting children where there is a significant gender imbalance in the school; and
 - the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3, 4 and 5G that will bypass the school's filtering and monitoring systems (NMS 8.4)

■ Standard 9 – Safety of Boarders

- 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, and they are provided a safe environment in which they can live and learn (NMS 9.2)

- The school ensures that the welfare of boarders 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 9.3)

School details

Unique reference number	101695
Social care unique reference number	SC006927
DfE registration number	305/6077
Inspection number	10362123

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 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	151
Of which, number on roll in sixth form	26
Number of part-time pupils	0
Number of boarders on roll	151
Proprietor	Darul-Uloom London
Chair	Ismail Maljee
Headteacher	Tazmul Islam Rahman
Annual fees (boarders)	£4,000
Telephone number	020 8295 0637
Website	www.darululoomlondon.co.uk
Email address	info@darululoomlondon.com
Date of previous standard inspection	22 to 24 March 2022

Information about this school

- Darul Uloom London is an independent boarding school for boys. It is registered for 155 pupils aged 11 to 19 years. All pupils on roll are boarders. The school has a Muslim ethos.
- The school and boarding provision are located on the same site at Foxbury Avenue, Chislehurst BR7 6SD.
- The school does not use any alternative provision.
- At the last material change inspection in February 2024, the school was judged not likely to meet all the independent school standards that were checked. The school was also not likely to meet all the national minimum standards that were checked during that inspection. The previous social care inspection of the school was in January 2023.
- The previous standard inspection of the school was in March 2022. The inspection judged that the overall effectiveness of the school was good. The school met all the independent school standards and national minimum standards.

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 inspection was a no notice inspection.
- The Department for Education (DfE) requested that inspectors consider whether independent school standards not met at the time of the previous inspection contained within parts 3, 5 and 8 are met. Inspectors were also asked to consider whether particular national minimum standards contained within parts A, B, D, E, F, G and I are met. Inspectors were also asked to consider some additional independent school standards contained within parts 1, 2, 3 and 4, some additional national minimum standards for boarding schools (standards 3, 8, 9.3, 15, 16 and 17.3) as well as complaints about the school received by the DfE.
- Inspectors met with pupils and staff. They held meetings with a representative of the proprietary body, the headteacher and other leaders.
- Inspectors had a tour of both the school and the boarding accommodation. Inspectors also reviewed documentation, including that related to safeguarding, health and safety, fire safety and risk assessment.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

Dorothy Thompstone

Social Care Inspector

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