

Darul Uloom

Inspection report for boarding school

Unique reference number	SC008476
Inspection date	18 March 2008
Inspector	Anthony Kyem / Mark Kersh
Type of Inspection	Key

Address	Darul Uloom Holcombe Hall 149 Holcombe Old Road Holcombe BURY Lancashire BL8 4NG
Telephone number	01706 826106
Email	
Registered person	Abdul Rahim Limbada
Head of care	Abdul Rahim Limbada
Head / Principal	
Date of last inspection	1 March 2005

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

You can obtain copies of The Children Act 2004, Every Child Matters and The National Minimum Standards for Children's Services from: The Stationery Office (TSO) PO Box 29, St Cripins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Darul Uloom Al Arabiya Al Islamiya is an independent boarding school for boys providing Islamic studies and secondary education. The school caters for young pupils as well as senior students. There are no students with statements of special educational needs or students with physical disabilities. Information received by Ofsted showed that there are currently 239 students, of which, 185 are full-time boarders. 54 students are weekly boarders and only 10 students are aged 12 years or under. A total of 105 students are aged between 11-18 years of age. Darul Uloom is located in heart of Lancashire in the Pennine Moors. The school sits in an elevated position beneath the Sir Robert Peel Memorial on the outskirts of Bury.

Summary

Darul Uloom was inspected against the National Minimum Standards for Boarding Schools. The outcome areas for being healthy, staying safe, enjoying and achieving, making a positive contribution, achieving economic well being and organisation, were all assessed to look at the school's capacity to meet the needs of boarders. The head of care, schools co-ordinator, students, pupils and boarders all contributed towards the inspection. Boarder's views were also ascertained through the use of questionnaires. A guided tour of the premises and accommodation provided for boarders was also undertaken to assess to the standards of the accommodation provided.

The overall quality rating is good.

This is an overview of what the inspector found during the inspection.

Improvements since the last inspection

Following the last inspection the school now has a copy of the Local Safeguarding Children's Procedures available to staff, so that they have written information available to them for handling and responding to safeguarding concerns. Systems for recording unauthorised absences are now in place even though no unauthorised absences have occurred. To ensure boarders are kept safe from the potential of abuse, all staff are now subject to enhanced criminal records bureau checks in relation to their suitability to work with young people. Boarders are now protected from potential hazards, with windows restrictors fitted to all bedroom window where young people are considered to be at risk from potentially suffering accidental falls. The external surveillance system used by the school has improved to ensure that boarders are appropriately protected within their community.

Helping children to be healthy

The provision is satisfactory.

Generally, the school maintains and promotes boarders health needs well. Boarders are knowledgeable about what they should do when feeling unwell and facilities are available for responding to the needs of poorly students. Sufficient provisions are available to meet boarders health needs, for example, the school has a sick bay for poorly students and students are registered with local healthcare services. Suitable numbers of staff are trained in the use of first aid so that boarders receive medical treatment where needed or requested. Suitable provisions for the administration of first aid were observed. Accident records whilst specifying the nature of boarders' injuries, do not routinely provide a description of the treatment administered by staff to boarders. Shortfalls were also identified with the administration of

medication, with the home's remedies stored in mass and not subject to stringent monitoring checks. Some items of medication were also kept passed their expiry date, however, these shortfalls were all rectified before the inspection was completed. The school does have a written policy in place which covers the arrangements for the administration, storage, recording and handling of medication.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Adequate arrangements are in place for ensuring boarders, staff and visitors to the school are kept safe from harm. The school has a written policy on bullying and boarders, both verbally and through the use of questionnaires, confirmed that bullying was not an issue of concern. Boarders are taught to develop acceptable behaviour through religious and morale teachings. Prefects are used to good effect for younger students to learn from. Younger students confirmed that prefects were positive role models and good resources for personal support. Records of sanctions and rewards are satisfactory and the use of punishment and discipline is fairly managed. Extra curricula activities and homework were routine punishments boarders say they are given for unacceptable behaviour. Boarders are able to make complaints or suggestions to the school, to improve school life for boarders. A complaints and suggestions box is used for this purpose. Boarders felt able to approach staff with any concerns. Boarders have a good awareness of the school's fire evacuation procedures. Generally, matters in relation to fire and health and safety are well managed. However, the routine inspection of the school's fire alarm system, emergency lighting and fire detection systems are not sufficiently maintained for boarder's safety. The school was recently visited by the fire authority and the majority of recommendations identified have been completed. The supervisory arrangements of boarders is satisfactory and does not compromise their privacy. Boarders say their privacy needs are well respected by their supervisors. Staff with responsibility for boarders are appropriately vetted and checked to ensure their suitability to work with students. No member of staff has access to boarders unless vetted by the school. No irregularities with the use of, or access to boarder's living accommodation, was identified. Boarder's accommodation and the school's premises are equally protected from unauthorised access.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Darul Uloom is an independent Islamic boarding school for boys where all students share the same religious faith. Students from all over the United Kingdom in addition to overseas students come to study secular education and Islamic education at the school. Overseas students have integrated well and do not suffer segregation, disadvantage or discrimination as a minority group. Boarders say that relationships between all students are harmonious. Boarders are very clear about which staff they can go to for support. Boarders and staff have developed excellent relationships and friendships which are valued and well respected. Boarders felt supported by teaching staff, supervisors, and prefects and have access to an independent listener for further guidance and support.

Helping children make a positive contribution

The provision is good.

Informal as well as formal opportunities are provided for boarder's views to be considered in relation to the running of the school. Suggestions made by boarders are appropriately

considered, which has led to changes being made in relation to food menus. Additionally, boarders' views had been considered when purchasing a new pool table for the common room and supplying new carpets to a walkway. Boarders are able to sustain contact with their families with many boarders able to make the journey home on a regular basis. For some overseas students this is not possible given the travelling distances involved. In this respect these students are less fortunate. Boarders are however, able to maintain contact with relatives through letters, email and by telephone. Daily boarders receive their personal mail each day from friends and relatives.

Achieving economic wellbeing

The provision is not judged.

Organisation

The organisation is good.

The school has a suitable statement of boarding principles and practice. The statement is made available to parents and boarders on request. The statement is also included within the staff handbook and describes the school's admissions criteria, containing general information about the school. Relevant records are regularly inspected by the head to ensure that risk assessments, sanctions, complaints and accidents are monitored. Suitable numbers of staff provide boarders with continuity of care and staffing is sufficient to meet the needs and numbers of boarders. Supervision and appraisal systems for staff with boarding responsibilities has yet to be introduced to assess their individual performance.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
----------	--------	----------

Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the storage, administration, vetting and checking of medication is carefully managed (NMS 15)
- ensure that accident records reflect the treatment administered to boarders (NMS 15.13)
- ensure that tests are regularly undertaken to the home's fire detection systems and emergency lighting (NMS 26.4)
- ensure all staff with key responsibilities for boarders, receive regular supervision and appraisal (NMS 34.5)

Annex

Annex A

National Minimum Standards for boarding school

Being healthy

The intended outcomes for these standards are:

- boarders' health is promoted (NMS 6)
- safeguarding and promoting boarders' health and welfare are supported by appropriate records (NMS 7)
- boarders' receive first aid and health care as necessary (NMS 15)
- boarders are adequately supervised and looked after when ill (NMS 16)
- boarders are supported in relation to any health or personal problems (NMS 17)
- boarders receive good quality catering provision (NMS 24)
- boarders have access to food and drinking water in addition to main meals (NMS 25)
- boarders are suitably accommodated when ill (NMS 48)
- boarders' clothing and bedding are adequately laundered (NMS 49).

Ofsted considers 6 and 15 the key standards to be inspected.

Staying safe

The intended outcomes for these standards are:

- boarders are protected from bullying (NMS 2)
- boarders are protected from abuse (NMS 3)
- use of discipline with boarders is fair and appropriate (NMS 4)
- boarders' complaints are responded to appropriately (NMS 5)
- the operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- boarders' welfare is protected in any appointment of educational guardians by the school (NMS 22)
- boarders are protected from the risk of fire (NMS 26)
- the welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school (NMS 28)
- boarders' safety and welfare are protected during high risk activities (NMS 29)
- boarders' personal privacy is respected (NMS 37)
- there is vigorous selection and vetting of all staff and volunteers working with boarders (NMS 38)
- boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

Ofsted considers 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

Enjoying and achieving

The intended outcomes for these standards are:

- boarders have access to a range and choice of activities (NMS 11)
- boarders do not experience inappropriate discrimination (NMS 18)
- boarders' welfare is not compromised by unusual or onerous demands (NMS 27)
- boarders have satisfactory provision to study (NMS 43)
- boarders have access to a range of safe recreational areas (NMS 46)

Ofsted considers 14 and 18 the key standards to be inspected.

Annex A

Making a positive contribution

The intended outcomes for these standards are:

- boarders are enabled to contribute to the operation of boarding in the school (NMS 12)
- boarders receive personal support from staff (NMS 14)
- boarders can maintain private contact with their parents and families (NMS 19)
- new boarders are introduced to the school's procedures and operation, and are enabled to settle in (NMS 21)
- boarders have appropriate access to information and facilities outside the school (NMS 30)
- there are sound relationships between staff and boarders (NMS 36)

Ofsted considers 12 and 19 the key standards to be inspected.

Achieving economic well-being

The intended outcomes for these standards are:

- boarders' possessions and money are protected (NMS 20)
- boarders are provided with satisfactory accommodation (NMS 40)
- boarders have satisfactory sleeping accommodation (NMS 42)
- boarders have adequate private toilet and washing facilities (NMS 44)
- boarders have satisfactory provision for changing by day (NMS 45)
- boarders can obtain personal requisites while accommodated at school (NMS 50)

Ofsted considers 51 the key standard to be inspected.

Organisation

The intended outcomes for these standards are:

- a suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- there is clear leadership of boarding in the school (NMS 8)
- crises affecting boarders' welfare are managed effectively (NMS 9)
- the school's organisation of boarding contributes to boarders' welfare (NMS 10)
- risk assessment and school record-keeping contribute to boarders' welfare (NMS 23)
- boarders are supervised adequately by staff (NMS 31)
- staff exercise appropriate supervision of boarders leaving the school site (NMS 32)
- boarders are adequately supervised at night (NMS 33)
- boarders are looked after by staff which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.