

# Darul Uloom Leicester

Inspection report for boarding school

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<b>Unique reference number</b>	SC006329
<b>Inspection date</b>	13 May 2009
<b>Inspector</b>	Christy Wannop / Jackie Callaghan
<b>Type of Inspection</b>	Key

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<b>Registered person</b>	Ibrahim Musa
<b>Head / Principal</b>	Ismail Ahmed Patel
<b>Nominated person</b>	
<b>Date of last inspection</b>	22 May 2008

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## 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 (House of Knowledge) is an Islamic Boarding School in Leicester, providing a religious and secular education for boys and young men from 11 to about 23 years of age. It began operations in 1994 and is registered with the Department for Children, Schools and Families. There are currently 106 students, 40 boarders, of whom 29 are under 18. The school is a registered charity and is operated by a board of Trustees. The school year operates between the major Islamic festivals of Ramadan and Eid-Il-Fitr and boarders return home every six weeks for a break.

### **Summary**

The overall quality rating is satisfactory.

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

### **Improvements since the last inspection**

#### **Helping children to be healthy**

The provision is satisfactory.

#### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

#### **Helping children achieve well and enjoy what they do**

The provision is good.

#### **Helping children make a positive contribution**

The provision is good.

#### **Achieving economic wellbeing**

The provision is satisfactory.

### **Organisation**

The organisation is satisfactory.

The overall judgement on the quality of the school is satisfactory. Darul Uloom meets nearly all and exceeds a significant number of the National Minimum Standards for Boarding Schools.

Improvements have been made since the last Section 87 inspection in May 2008. The school has taken satisfactory action in relation to the majority of the 11 recommendations about boarders' health, safety and the organisation of the school. Further action is needed for fire safety and risk management and to extend the school's good recruitment process to include all adult students working with boarders.

Boarder's health and wellbeing is satisfactorily promoted by boarding staff. Boarders receive the support they need on a daily basis for accidents, first aid and medication. The school promotes healthy choices and living through the Islamic PHSE curriculum. A boarder commented: 'We get a lot of care in this school and the school is very strict with hygiene.' There is an appropriate policy on countering major risks to health, including substance abuse. Boarders

receive satisfactory catering provision and have meals that give them quality and choice, and provide for special dietary, medical and their religious needs.

The school has made satisfactory progress in how it helps boarders to stay safe and secure at the school.

Boarders are mostly protected from the risk of fire; however the school is not yet fully compliant with the requirements of the fire service. The school is taking action remedy this. Boarders practise emergency evacuation procedures and staff regularly carry out fire drills and safety checks on equipment.

Boarders are better protected from day-to-day safety hazards and staff have now been trained in health and safety. The school continues to develop a written system for risk management, but this is not fully effective because it does not cover all areas of the school grounds or all the activities enjoyed by boarders.

Boarders are cared for by staff who have been through a careful selection and vetting process. Adult boarders carrying out welfare tasks with younger boarders are not yet part of the school's procedure for safe recruitment, however, they work under supervision of staff members.

Boarders say they feel safe and are confident that staff want the best for them. They are protected from abuse because staff are trained and know what to do in the event of suspicion of abuse. Boarders are protected from bullying and benefit from an atmosphere where aggression is known to be unacceptable. One commented, 'No bullying, no one to embarrass you and this is a great school.' They think that the use of discipline within the school is fair and feel confident in raising concerns and complaints with all the members of staff, particularly the principal. They feel that staff respect their personal privacy, commenting that, 'they respect that we need time on our own or as groups of young people and they give us that.' Boarders are safe within their accommodation and there is no risk from intruders.

Boarders benefit from good communication between the boarding and educational staff. There are effective links, over matters such as child protection, health, home and school contact, support and these combine to meet the individual needs of boarders. One said, 'the teachers care for you.'

Boarders are well supported to achieve to the best of their abilities and like being at the school, which focuses on their good academic and personal development. They are encouraged to get the most out of life and enjoy sports in their free time, though some boarders asked for more green space, equipment and more organised activities at the weekend. They receive good personal support from staff and commented on the trust they had for tutors and in particular for the Principal. Boarders can also trust the independent visitor who visits regularly. Boarders do not experience discrimination and commented they felt equal, included, and that there was no ill feeling between different racial groups.

Boarders are successfully encouraged to make a positive contribution, develop self-confidence through the school's ethos and the Anjuman programme. This is a good programme of meetings where they debate issues faced by youth in modern Britain. Whilst boarders are supported and encouraged to contribute their ideas and suggestions to staff, some boarders were not confident that the school always listens to their views and makes decisions about their issues. New boarders say they get good support to settle in and benefit from the fraternal ethos within the school.

The school has good communication with parents; boarders can phone home and return for regular visits and parents are welcomed at the school.

Boarders are achieving their full potential, and are encouraged to develop skills for adulthood through the secular and religious curriculum, careers advice and opportunities for responsibility in boarding. One commented, 'when you grow up; you'll see the benefits and this will help you a lot.' Boarders say their possessions and money are safe. Boarders stay in satisfactory accommodation and they like their bedrooms, now equipped with pool and carom tables. Bathing and toilet facilities are sufficient and satisfactory.

Leadership and management of the school is improving. The school is now at the beginning stages of a modern management process. The promotion of equality and diversity is satisfactory. Children learn about tolerance, beliefs, other cultures and religions. They have some opportunities for community integration through sports for older students and other local activities.

Parents, boarders and staff have good information about the school's boarding principles and practice. The Principal, Head teacher and Trustees ensure that the quality of the environment and the application of the school's principles of boarding are of an equally good standard throughout. The school's management team has improved the formal written monitoring of risk assessment, major punishments, complaints and accident records to show how they take action to reduce risks and make improvements. This is beginning to evidence an accountable and effective system for improving the welfare of children in boarding.

Boarders are looked after by committed and dedicated staff who have policy and procedural guidance about boarding. Adult students take additional responsibilities under supervision from staff and are briefed in their role. The school provides clear job descriptions. A formal staff training scheme has begun to ensure that staff have the right skills for their roles. Induction, supervision and appraisal are largely informal, and staff say this is effective.

## 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
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### Recommendations

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

- take action to fully meet the recommendations of the Fire Service; notably to review and develop the fire risk assessment and ensure staff training in relation to fire safety (NMS 26.5)
- ensure all adults, including volunteers working as 'gap' students with boarders, are included in the school's recruitment process, including checks through CRB (NMS 38.4)

- put in place an effective system of risk assessment, with written records, to identify all the risks from buildings, activities and grounds. (NMS 47.9)