

Darul Uloom Leicester

117–119 Loughborough Road, Leicester LE4 5LN

Inspected under the social care common inspection framework

Information about this boarding school

Darul Uloom Leicester is an independent boarding school. The boarding accommodation is on the same site as the school. The last inspection of the boarding provision was in November 2018. The school currently has 138 students aged 11 to 23. At the time of the inspection, the school had 78 boarders.

Due to COVID-19, at the request of the Secretary of State, we suspended all routine inspections of social care providers on 17 March 2020.

Inspection dates: 12 to 14 October 2021

Overall experiences and progress of children and young people, taking into account **good**

How well children and young people are helped and protected good

The effectiveness of leaders and managers good

The boarding school provides effective services that meet the requirements for good.

Overall judgement at last inspection: good

Date of last inspection: 30 January 2018

Inspection judgements

Overall experiences and progress of children and young people: good

Children are happy at school and enjoy the boarding experience. New boarders are well supported. They say that the school's buddy system meant that they always had someone to answer their questions and reassure them as they settled in. They have quickly developed friendships with children in their classes and fellow boarders.

Children speak positively about their teachers and the school leaders. Children can share any worries or concerns that they might have and are confident that they will be listened to. Staff also gather children's views and wishes through the school's 'help box' system, surveys and the school council. Feedback is provided to children who make suggestions. As a result, they know that they are listened to and are able to see how their ideas are used to develop the boarding provision.

Children can access medical support whenever they need it. Children's prescribed medication is stored and administered appropriately. The medication cabinet is currently located in a part of the provision that lacks privacy and is sometimes busy and noisy. This increases the risk that staff might be distracted and make errors while dispensing medicines.

Children have high school attendance and are active participants in their lessons. Children have allocated time after school to do homework and prepare for their next school day. This routine helps children to make good progress in their studies and take responsibility for themselves.

Leaders followed government guidance regarding the COVID-19 pandemic and closed the boarding provision for a period. Leaders minimised risks for children who later returned to boarding by organising smaller groups (bubbles). Children say that they felt supported and cared for throughout. They and their families appreciated the fact that the school continued to deliver many lessons throughout the lockdown periods.

During their free time, the children enjoy playing sports and board games. Some are allowed free time in the community. This helps them to develop confidence and social skills. Consideration is being given to reviewing the arrangements for children, particularly older children, who want to spend more time taking part in activities outside the school.

The decoration of the home is dated and there are few communal areas for children to relax. However, children say that they like being in the boarding accommodation and enjoy the communal spaces that are available.

How well children and young people are helped and protected: good

The leaders, including the designated safeguarding lead, have a clear understanding of how to keep children safe. They are open and transparent about safeguarding matters. They adhere to all child protection guidance. Staff training is good. It ensures that staff have up-to-date knowledge and supports the strategies that leaders have implemented to safeguard children.

Records of incidents and accidents are clear. There is good multi-agency working. When there are safeguarding concerns, appropriate actions are taken, and children receive the right interventions and support. All staff know what to do in the event that any concerns are raised.

Leaders have undertaken work to address contextualised safeguarding issues. For example, they have looked at any potentially unsafe places around school and taken steps to minimise risk.

When children sustain minor accidental injuries, staff respond promptly and appropriately. However, there is not enough management review and evaluation of accidents. More could be done to ensure that lessons are learned to prevent accidental injury in the future.

Children rarely experience bullying. The school operates a zero tolerance policy towards bullying. Children's behaviour is generally very good. They are polite, respectful and considerate. Disruptive behaviours are rare but managed well when they occur. Children are given the opportunity to reflect on their actions if their behaviour has a negative impact on others.

The effectiveness of leaders and managers: good

The leadership team is child-centred and ambitious for the children. They have a good understanding of the school's strengths and weaknesses.

Staff speak positively about the leaders and describe them as approachable. They feel that they can, and would, approach them with any concerns that they might have.

School leaders skilfully lead regular discussions with children about culture, heritage and values. As a result, children are able to celebrate their own culture and heritage, take pride in British values and engage respectfully with each other.

Staff are well supported but managers do not carry out a regular review of their boarding practice. This does not give staff the opportunity to reflect on their practice and discuss their professional development.

Leaders ensure that school prefects get the support that they require. Prefects are appropriately vetted and receive training in subjects such as safeguarding and first aid. These measures ensure that they are equipped to undertake their role.

The school benefits from the scrutiny provided by the governing body.

What does the boarding school need to do to improve? Compliance with the national minimum standards for boarding schools

The school does not meet the following national minimum standard for boarding schools:

- 15.1 Any staff member or volunteer employed or volunteering in a position working with boarders should have a job description reflecting their duties, should receive induction training in boarding when newly appointed and receive regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

Recommendations

- Consider moving the medication cupboard to a quieter/more private location.
- Review the allocated time that children, particularly older children, can access the community.
- Enhance the oversight and analysis of accidents to ensure that lessons are learned to prevent future injury.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the 'Social care common inspection framework'. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Boarding school details

Social care unique reference number: SC006329

Headteacher/teacher in charge: Ishaq Boodi

Type of school: Boarding school

Telephone number: 0116 2668922

Email address: info@darululoomleicester.org

Inspectors

Sonia Hay, Social Care Inspector (lead)

Joanne Vyas, Social Care Inspector

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