

# Education and boarding inspection summary for Darul Uloom Leicester

119 Loughborough Road, Leicester, Leicestershire LE4 5LN

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Inspection dates: 12-14 October 2021

## **Outcome**

The education overall effectiveness judgement is: good

The judgement for the experiences and progress of children in the boarding provision is: good

## **What is it like to attend this school?**

- Pupils flourish at this school. They work hard and try their very best. Pupils are proud of their work and are proud to attend the school. The school value of 'respect' shines through clearly. Pupils say they are happy and safe. They know to tell an adult if they are worried. Pupils receive extra help quickly if they have a problem. There are many adults to support them.
- Pupils behave very well. Low-level disruption is rare. Bullying is very rare. Pupils enjoy receiving reward points for behaving, attending well and working hard. They can exchange these points at the tuck shop.
- Leaders and staff have high expectations for pupils. Pupils are ambitious. They want to achieve. All pupils leaving the school last year moved on to appropriate education or training. They are well prepared for their next stage. This includes pupils with special educational needs and/or disabilities (SEND). Pupils understand about life in modern Britain. They know about different faiths and about gender reassignment and same-sex marriage, for example.
- Parents have positive views about the school. One typical comment was that, 'The nurturing, education, well-being and safeguarding my child receives are all excellent'.

The inspectors made **two recommendations** to help the school improve, covering the level of challenge of the books and texts pupils read and subject leaders sharing and gaining knowledge from subject leaders in other schools.

The school **meets all of the independent school standards**.

## **What is it like to board at this school?**

- 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. 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 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 they like being in the boarding accommodation and enjoy the communal spaces that are available.

The school **does not meet the national minimum standards for boarding schools** relating to staffing and supervision.

The inspectors made **three recommendations** to help the school improve, covering boarders' health and well-being and their activities and free time.

- View the full inspection report for the education provision:  
<https://reports.ofsted.gov.uk/provider/27/120345>
- View the full inspection report for the boarding provision:  
<https://reports.ofsted.gov.uk/provider/1/SC006329>



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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