

# Jamia Al-Hudaa (Muslim School - Girls)

Inspection report for boarding school

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<b>Unique reference number</b>	SC002270
<b>Inspection date</b>	24 September 2007
<b>Inspector</b>	Caroline Brailsford / Elaine Cray
<b>Type of Inspection</b>	Key

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<b>Date of last inspection</b>	9 November 2006

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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

Jamia Al-Hudaa is a boarding school for Muslim girls. The school is under the management of the Madni trust and provides an Islamic education for Muslim girls from Europe. The Principle is responsible for the running of the school and the Head is responsible for the operational running of the boarding welfare. She is supported by a deputy and three supervisors. The aim of the school is to provide learning and training opportunities for students between the ages of 11 and 18 years of age within an Islamic environment. The school is located in the city of Nottingham in Mapperly Park, which is a quiet residential area. The building itself provides residential accommodation, school buildings and offices that are separate to boarding accommodation. It provides easy access to the community. The grounds are private and secure for the school's purpose.

### Summary

The inspection was announced and was conducted both to follow up on requirements and recommendations from the last inspection in November 2004, and to report on several other standards as part of a key inspection. Standards 6, 15 and 17 were inspected from the outcome area 'Being Healthy'. Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 were inspected from 'Staying Safe'. Standards 11, 14 and 18 were inspected from 'Enjoying and Achieving'. Standards 12, 19 and 30 were inspected from 'Positive Contribution'. Standards 40, 41, 42 and 44 were inspected from 'Economic Wellbeing'. Standards 1, 23, 31, 32 and 34 were inspected from 'Organisation'.

The overall quality rating is inadequate.

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

### Improvements since the last inspection

At the last inspection of the school on 10 October 2006, there were three recommendations which were all outstanding from the last full welfare inspection in 2004. They are as follows: 1) There should be a school council set up to ensure that there is a process where the boarders can express their views about the boarding provision. A school council is now in operation and is running well in the school. 2) The newspapers should be re-instated and received by boarders more regularly. This has not been achieved and another recommendation has been made as a result of this inspection. 3) The dining room carpet should be either cleaned or replaced around the food serving area. This has not been achieved and a recommendation has been made as a result of this inspection.

### Helping children to be healthy

The provision is satisfactory.

There is a policy in the school which covers countering major risks to health. This includes illegal substance abuse, health education, sex education and the use of alcohol. The boarders receive education on these issues within the curriculum during the school day. Staff also occasionally discuss these issues with boarders at other times of the day. Boarders' health records are inconsistently managed. Most contain information from parents regarding health and emotional needs. For some of the newer boarders, appropriate information has been passed on verbally by parents to the staff, but this is not recorded. Therefore staff who need to be aware of a boarder's needs are not always able to keep themselves informed. There are no written welfare

plans for the boarders. Whilst the staff said that they knew what the health and welfare needs of the boarders were, this does not ensure that these needs would be met. Boarders can obtain medical treatment and first aid. There is not a registered nurse in the school, however supervisors, teaching staff and senior management hold relevant first aid qualifications. The school has a policy on prescribed and household medicines. Risk assessments take place regarding the boarders keeping their own medicines and self-medicating, but these assessments are not recorded in writing. Medicines are stored correctly in a locked cupboard. Records are kept by the supervisor of any medicines which have been administered. The boarders go to the doctors and receive other medical assistance according to their needs. Staff monitor the health and welfare of the boarders at a weekly meeting with the Head. This works well and ensures that where there are concerns, these are handled properly. Records are kept of illnesses and accidents, however the records do not always give the required detail or outline the actions taken. These records were not signed by staff. Boarders who are ill receive supervision and receive a response when they are taken ill. The accommodation for sick pupils is adequate. The catering staff at the school know about health, safety and hygiene in the kitchen. Not all staff who are involved in food preparation have received food handling training. Menu planning is satisfactory and the boarders say that the food is generally adequate. They however spoke about a lack of fresh fruits and vegetables. There were fruits and vegetables on the menu and these were also observed during the inspection, however the Government recommendation of five of these a day was not evidenced. There has been a recent visit from the Environmental Health Department. The Principle and Head confirmed that there are no outstanding recommendations.

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

The provision is inadequate.

Bullying rarely occurs and is well managed by the school. Boarders and staff are clear on what the policy on bullying is. The school has a policy for responding to safeguarding issues which includes contact details of other agencies. There is a designated child protection officer in the school. This staff member takes the lead on the development and implementation of the procedures and ensures that all the staff receive training. The school has a complaints procedure and the boarders know how to complain. There was no reference to Ofsted within the procedure. There are other ways that views of the boarders can be expressed; these include direct contact with staff at all levels and a student council which is working well. The policies on behaviour, discipline, punishments, rewards and restraint are clear and staff and boarders know them. There are positive relationships between the staff and the boarders. The use of sanctions is appropriate and records in this area are excellent. Boarders say that the use of sanctions in the school is fair. There are aspects of a prefect system in the school but this has not been formalised. There are no educational guardians involved in the school. There is an awareness amongst staff and the boarders of fire safety precautions. Satisfactory fire drills are carried out although the names of the staff involved and how effective the drill was are not always recorded. There was a record of checks on fire extinguishers. However records of checks on other fire safety equipment could not be evidenced, for example the fire alarm system. There was a fire risk assessment but this was not very detailed or clear. Checks on the safety of the electrics in the building were not evident. There were no records of Portable Appliance Testing (PAT) and none of the appliances had the relevant sticker on to say that they had been checked. The school has very few risk assessments for different aspects of safety of the premises, grounds and boarders' behaviour and activities. The staff have not ensured that the risks have been minimised as far as is possible. The staff have considered some aspects of safety in the school but there is no documentary evidence of this. There are two bedrooms where there were exposed

electrical wires; the Head and Principle agreed to ensure that these were checked for their safety. In the kitchen on floor two there is a glass screen which does not appear to be safety glass. The potential of this being a possible fire hazard was discussed with the Principle and he agreed to ensure the safety of this. There are no assessments for the 'Control Of Substances Hazardous to Health' (COSHH). There are substances in the school which require these risk assessments. In the kitchen on floor one, the worktop is cracked which would make it difficult to keep clean. There is also black mould around the back of the sink. Irons in the ironing room are being used on tables. This was discussed with the Head and Deputy Head and they agreed to ensure that ironing was completed in a safe way and to complete a risk assessment for this activity. The bathrooms are not adequately clean and there are areas of particular concern where dirt has collected, for example higher areas have mould around the tiles and windows and there are cracked areas around the floors and in corners where dirt has accumulated. On floor two there is a sink that is coming away from the wall in the toilet area. The Principle agreed to ensure that this is made safe. There is a recruitment procedure in the school and there are aspects of this which have improved since the last boarding welfare inspection and Ofsted education inspection in May of this year. However not all staff have received appropriate checks prior to their starting work at the school. All have received a Criminal Records Bureau (CRB) check but other checks including references and proof of ID could not be evidenced. Staff show a regard for privacy of the boarders and were observed to knock on doors before entering bedrooms. The boarders' accommodation is reserved for their use only and has rules which are understood by the boarders and staff. Staff supervision of boarders is not intrusive. There is a school policy restricting access to the school by people outside and suitable security measures are in place.

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

The provision is satisfactory.

Boarders have free time each day. They have access to a gym room and a ball court outside. However there were some reports from the boarders of feeling bored and not having enough equipment indoors to occupy themselves in their free time. Boarders have a staff member that they feel able to go to with their problems and say that personal support from the staff is good. The school has an approach which takes into account the needs of the boarders and there are no reports of discrimination in the school.

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

The provision is satisfactory.

There are opportunities for the boarders to express their views about the school. There are regular meetings with the Head and the Principle. The boarders also feel able to express their views to staff at other levels, for example the supervisors and the teaching staff. Students can easily contact their families and parents by telephone and there are telephones sited on both landings. The boarders are happy with these arrangements. The boarders receive three newspapers to share from time to time and some expressed a wish to receive more of these on a regular basis. Access to local facilities is very limited. The majority of boarders say that they would like to be able to go out of the school on activities. This was discussed with the Principle who spoke about the difficulties in arranging this. However he agreed to look into the matter more fully.

## Achieving economic wellbeing

The provision is inadequate.

There are no lodgings arranged by the school or used by the boarders, other than the accommodation in the school. The boarding accommodation is divided up on two floors with the older girls on the first floor and the younger on the second floor. The accommodation consists of bedrooms, homework and prayer rooms, dining room, medical room, ironing room, kitchen on each floor and toilets and bathrooms. All areas are adequately lit, heated and ventilated. Some of the older windows in the bedrooms are reported by some boarders to be draughty. The heating is adequate and the boarders generally reported that the school is warm enough in winter and cool enough in summer. The bedrooms are personalised and adequately decorated and the furniture is satisfactory. The bedrooms are sufficient in size and suitable for the age and numbers of boarders accommodated in them. Boarders have some choice of who they share their rooms with. The dining room carpet was found to be dirty and stained. Dirt has collected around the edges of the floor in the dining room, for example underneath pipes and radiators. There were three bedroom carpets which were found to be slightly stained. The carpets in the prayer rooms were found to look unsightly in places and there were some small holes. There were several cracked panes of glass in the prayer halls and many of the blinds were broken. The bathrooms on both floors are not satisfactory. All the toilets and bathrooms do not have an adequate standards of cleanliness. There are some areas which are difficult to keep clean, for example dirt has collected under and around pipes, tiles are cracked and some flooring, especially in the corners, is broken and dirt has accumulated. Some shower cubicles were found to be dirty and the higher areas have more dirt accumulation, for example cobwebs, mould around the windows and in and around cracks to the tiles. On the first floor there is a cubicle where the bath has been removed; this area is dirty and looks unsightly. There are no curtains or blinds and the room appeared to be bare and institutionalised. In all the shower rooms and toilets there is peeling paint on the radiators and on floor one there was peeling paint on the ceiling in the shower rooms. In the shower room on the second floor two showers do not have shower heads. There is no toilet paper, soap or hand drying facilities in any of the toilet areas. The supervisors and boarders however take their own to the toilet and the system works in practice. The school boarding accommodation is safe from public intrusion. There are security staff who ensure that the school's robust policy on safety in this area is followed.

## Organisation

The organisation is inadequate.

The school has a statement of boarding principles and practice which is available to parents and staff. The statement is in the schools prospectus and gives clear expectation of staff conduct and the ethos of the school. Policies are available in the school as the National Minimum Standards require. The management of the boarding provision is overseen by the Head of the school. There is also a Deputy Head and both have a good overview of some issues relating to the welfare of the boarders individually. However there is no formal system to ensure that all records relating to health, safety and welfare are monitored and some records relating to health and safety were not complete, for example checks on the fire safety equipment, the safety of the building generally and risk assessments. There is a staff duty roster in the school. The numbers of staff available for the supervision of boarders is insufficient for the number of boarders accommodated. There are two supervisors on duty with 124 boarders; one on each floor. Also, once a week, due to a vacant post there is one supervisor on duty for both floors, both during the afternoon and night. There is evidence of other teaching staff being in the

building but no formal system to use these staff for the supervision of the boarders. There are older students in the school who help with some of the welfare issues for younger students, but again this system is not documented or formalised. The Head is arranging for the vacant post to be filled. There is an informal on call system where the Head can come in to school in an emergency but this system is not formalised or recorded. The boarders say that they like the supervisors and good relationships have been forged between them. The boarders always know who is on duty and who to go to should there be a problem. There are job descriptions for jobs at different levels within the school and the staff are clear about what their job entails. Opportunities are provided for training for all staff and there is evidence of training which has taken place since the last inspection. For example safeguarding, managing difficult situations and first aid. There is an induction process and a list of policies and procedures that staff are expected to sign to say that they read and understood the information.

## 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):

- ensure that there are individual records for boarders containing relevant health information and recording significant health needs. (STD 7)
- ensure that there is a written welfare plan for boarders who may have special welfare needs. (STD 17)
- ensure that boarders keeping and administering their own medicines are assessed by staff as sufficiently responsible to do so. (STD 15)
- ensure that a written record is kept of all accidents and illnesses to boarders. (This is in particular relation to the level of detail required). (STD 15)
- ensure that all staff involved in preparing food have received appropriate training in food handling and hygiene. (STD 24)
- ensure that the boarders and their parents are informed by the school of how they can contact Ofsted regarding any complaint concerning welfare. (STD 5)
- ensure that emergency lighting, fire alarms and fire fighting equipment are regularly tested and that this is documented in records. (STD 27)
- ensure that indoor and outdoor areas are free from reasonably avoidable safety hazards with particular relation to the safety checks on electrics in the building and Portable Appliance Testing (PAT). (STD 47)
- ensure that showers and toilets are clean. (STD 44)



- ensure that the school has an effective system of risk assessment with written records to identify and reduce risks to boarders from inherent hazards in the school building, activities or grounds. (STD 47)
- ensure that the standard of decoration of boarding houses is adequate. With particular relation to the prayer room, dining room and kitchens in the boarding accommodation. (STD 40)
- ensure that the school's system for recruiting staff includes checks on identity, two written references and interview with written record of the outcome. (STD 38)
- ensure that boarders have access to newspapers, television or other suitable information media, subject to the wishes of the parents. (STD 30)
- ensure that records of risk assessments, complaints and accidents, are regularly monitored by the Head. (At least twice a term.) (STD 23)
- ensure that there is at least one adult member of staff sleeping in each boarding house at night. (STD 32)
- ensure that the staff supervising boarders outside teaching time are sufficient in number and deployment for the age, number and needs of boarders. (STD 31).

## 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.**