

Jamia Al-Hudaa (Muslim School - Girls)

Inspection report for boarding school

Unique reference number	SC002270
Inspection date	3 November 2008
Inspector	Caroline Brailsford / Elaine Cray
Type of Inspection	Key

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Nominated person	
Date of last inspection	24 September 2007

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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

This is a key inspection which covers all the key National Minimum Standards. At this inspection, it is found that out of the 15 recommendations set at the last inspection, action has been taken regarding 11 of these, which have been met. Also that progress has already begun on the remaining three recommendations. At this inspection, the school is therefore judged as satisfactory. All the six individual outcome areas also have an individual judgement of satisfactory. In addition to three recommendations that have not yet been achieved, there is an additional five made which are relevant to this visit.

The overall quality rating is satisfactory.

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

Improvements since the last inspection

Out of the 15 recommendations set at the last inspection, action has been taken regarding 11 of these. In particular, progress has been made on the paperwork, monitoring and recording systems. For example, there is now a fire log book and accident book, which are used according to the National Minimum Standards. Training on food handling has taken place for all staff who are involved in the food preparation process. The cleanliness of showers and toilets has generally improved and there is a new prayer room, dining room carpet and improvements to the decor around the building. There have also been improvements regarding staff recruitment and to the process for checking staff prior to employment, which is now safe. Boarders also now have regular access to newspaper cuttings.

Progress has also been made on the remaining four recommendations but they will be repeated. For example, there is now a system which has been developed for welfare and health plans, but this was not fully operational at the time of this inspection. The emphasis now being to continue the progress on the recommendation.

Helping children to be healthy

The provision is satisfactory.

Boarders can obtain medical treatment and first aid. Supervisors, teaching staff and senior management hold relevant first aid qualifications. Boarders who are ill receive care and appropriate supervision. They go to the doctor's surgery and receive other medical assistance according to their needs, where appropriate. Staff also monitor the health and welfare of the boarders at a weekly meeting with the head. This, in turn, ensures that health needs are met and that where there are concerns, these are handled properly.

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 and welfare records do not always encompass all their health issues. However, these are improving and there are developing systems to ensure that the recommendation from the last inspection regarding this, is fully addressed. The staff are themselves, fully aware of the health information ensuring that appropriate procedures are followed to keep the boarders safe. Written parental permission has not been obtained for all pupils for the administration of first aid or medicine.

The school has a policy on prescribed and household medicines and staff are clear about how these procedures should work. As a result safety in this area is achieved. However, there is some confusion in records, which are not always accurate. 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.

The catering staff at the school know about the health issues of boarders and safety as well as hygiene in the kitchen. In addition, all staff who are involved in food preparation have received food handling training. Menu planning takes place, menus are displayed and boarder's have a say in what food is prepared. They can also use additional kitchens near their accommodation and bring food from home to cook if they so wish.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Safeguarding is well managed and the staff are clear about the school's procedures. Good links have been made with the Local Safeguarding Children Board, who offer regular staff training. Safeguarding and bullying issues are dealt with effectively and there is a recruitment procedure in the school which also ensures the safety of the borders.

The boarders know how to complain in the school and are confident that their complaints are dealt with. There is reference to Ofsted within the procedure, but the procedure on the wall in boarding accommodation has not been updated with the Ofsted details. 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 very positive relationships between the staff and the

boarders. The use of sanctions is appropriate and records in this area are excellent. Boarders and parents say that the use of sanctions in the school is fair.

There is a prefect system in the school which is well managed and working well. The younger boarders have found this to be beneficial and that they can receive additional guidance from them.

Boarders feel private and safe while living at the school and have the comfort that the premises is well managed against the risk of intruders. There are systems in place to ensure that all in the school know what action to take should there be a fire, this in turn helps to reduce the risk of potential harm should there be a fire. The school has begun to develop risk assessments for different aspects of safety of the premises, grounds and boarders' behaviour and activities. These risk assessments however do not cover slip hazards in the kitchen. There are potential current risks to staff who work in the main kitchen, especially around the mobile gas burner where water may be spilled whilst washing up. There are also potential risks around the kitchen on the first floor in boarding accommodation which is surrounded by a large glass screen. The principle confirmed that the school is safe with regard to electric and gas. However, records in this area are weak.

The bathrooms are clean, although, one toilet block at the end of the corridor on the first floor was found to be dirty with bins overflowing on to the floor. This has the potential to become a health hazard.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Boarders enjoy free time each day and they have access to a new gym room and a hall for inside team games. At weekends there are additional activities organised. For example, art workshops, trips out to shopping centres and farm parks. There is also allocated homework time which takes place mainly in the new prayer room which is pleasant. Low-level tables are available but some girls report a dislike of sitting on the floor. However, they also know that their parents have agreed to this. They feel confident that they can use the school council to discuss such issues. There are no onerous demands on boarders and as a consequence, boarders feel happy with the list of tasks that they need to complete to contribute to their daily lives.

Boarders always have someone that they feel able to go to with their problems and say that personal support from the staff is good. They know the supervisors well and in turn can confide in and trust them. In addition, they use the prefect system and their friendship groups for additional support.

Each boarder is valued for their difference, what they bring to the school and there are very low levels of discrimination between pupils. The ethos being very clear that any form of discrimination will not be tolerated.

Helping children make a positive contribution

The provision is satisfactory.

The boarders feel able to contribute their feelings and wishes about residential life. There are regular meetings with the head and the principle; the student council is also used successfully

to take issues forward. As a direct result, changes do happen. For example, there has been a new gym installed further to requests for more activities during free time.

Students can contact their families and parents by telephone and there are telephones sited on both landings. Most boarders report no problems with the telephones. However, some report that some girls try to monopolise the phone and as a result, their contact with their parents is minimised.

The boarders receive newspaper articles to share from time to time and with additional use of the internet and visits home, they are satisfied that they know what is happening in the outside world around them. Access to local facilities is limited, although improved since the last inspection. There have been a few visits within the local community.

The boarders enjoy good relationships with the staff. The staff demonstrated a kind, nurturing approach and as a result, the boarders feel well cared for.

Achieving economic wellbeing

The provision is satisfactory.

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, a kitchen on each floor as well as toilets and bathrooms. All areas are adequately lit, heated and ventilated. The heating is adequate and the boarders generally reported that the school is warm enough in winter and cool enough in summer.

The boarders are pleased with the homely feel that their rooms have and can bring their personal items from home. Each boarder is provided with a lockable cupboard to lock their personal possessions, should they so wish. The bedrooms are 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 benefit from some choice of who they share their rooms with.

The other areas accessed by the boarders are adequate in their décor and cleanliness. The dining room has benefited from a new carpet. There are, however, some areas in the dining room that are dirty. For example, under pipes and in corners. There has been a new prayer room added to the boarding accommodation which is pleasant and warm. There are several cracked panes of glass in the old prayer halls which are still used from time to time. Also several blinds were broken.

The boarders are happy that bathrooms have improved since the last inspection and are now cleaner and more sanitary. However, one toilet block on the first floor is not satisfactory as far as cleanliness is concerned and as a result, there is a very strong malodour.

Organisation

The organisation is satisfactory.

The school has a statement of boarding principles and practice, which is available to parents and staff. The statement is in the school's prospectus and gives clear expectation of staff

conduct and the ethos of the school. In addition, policies and procedures are available 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 developed systems and have a good overview of issues relating to the welfare of the boarders individually and collectively. There are formal system to ensure that records relating to health, safety and welfare continue to be developed.

The staffing levels are minimal but the boarders do feel well cared for and that there is always a staff member there to talk to or deal with problems should they arise. They always know who is on duty and who to go to should there be a problem. There is a staff list and from records, the staff on duty at any time can be tracked. However, there is no formal roster recorded in the school.

The staff are well supported and training has a high profile within the school with good attention paid to key areas such as safeguarding. The promotion of equality and diversity in the school is satisfactory.

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 is continued progress to make sure that there are individual records for boarders containing relevant health and welfare information and recording significant health needs (NMS 7)
- ensure that written parental permission has been obtained in advance for the administration of first aid and non-prescription medication (NMS 15.14)
- ensure that boarders keeping and administering their own medicines are assessed by staff as sufficiently responsible to do so (NMS 15)
- ensure that the boarders and their parents are informed by the school of how they can contact Ofsted regarding any complaint concerning welfare (NMS 5.4)
- 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. This is in particular relation to the slip hazards in the main kitchen and to the glass partition in the boarder's kitchen (NMS 47)
- ensure bathrooms are clean. This is in particular relation to the toilet block identified in the report (NMS 44.3)
- ensure that the original prayer room is adequately maintained (NMS 40.1)

- ensure that there is a duty rota. (NMS 31.2)