

# Jaamiatul Imaam Muhammad Zakaria Boarding School

Inspection report for boarding school

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<b>Inspection date</b>	8 March 2010
<b>Inspector</b>	Monica Farrimond
<b>Type of Inspection</b>	Key

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<b>Date of last inspection</b>	8 March 2010

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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**

Jaamiatul Imaam Muhammad Zakaria has a clear admission criteria and policy. It is an Islamic institution offering Islamic and secondary and higher education to Muslim females in a boarding school. The age of admission is from 11 years of age.

The school site, a Grade 2 listed building, was a former hospital that was purchased in a dilapidated state and has been slowly renovated. The school comprises of a number of separate buildings, four of which are used for boarding accommodation. Highgate the largest has three floors and provides other services, such as the main kitchen, main laundry, dining room and offices. The remaining three houses are Bronte, Male and Nurses. These have bedrooms of varying sizes on two floors. The numbers of students accommodated in some rooms can be up to nine girls, although, the average is about four to five. Much work has been carried out to upgrade bathing and toilet facilities and provide additional facilities. This is still ongoing. The new building work continues in one part of the grounds in order to provide additional classrooms, sports facilities and a conference room.

At the time of this inspection over 400 boarding students were accommodated. The school can accommodate girls with physical disabilities.

### **Summary**

This was the first unannounced key inspection by Ofsted and it looked at the five outcome areas of being healthy, staying safe, enjoying and achieving, positive contribution, economic well being and organisation. The school's practices, procedures and policies were assessed against the national minimum standards. The quality of the boarding is good and there are some good and outstanding features. There are no actions or recommendations made following this inspection, which reflects the high quality of care offered by the School.

The overall quality rating is good.

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

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

This is the first Ofsted inspection of the boarding provision at the school.

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

The provision is good.

Staff strive to respond to the health needs of each individual boarder. The boarding staff work closely with the families and other health professionals to ensure that any health matters that arise are addressed. There is good communication between boarding staff, which ensures that concerns about any medical issues are identified and addressed by all staff concerned with the welfare of the pupils. This is good practice, and ensures health needs are met. Boarders receive medical treatment and first aid when required. Arrangements for the care of pupils who are ill are appropriate, and there are good systems in place to access professional advice about health care matters when necessary. First aid and minor illness treatments are given by competent designated staff, which ensures that health needs are addressed safely. There are medical consent forms and these detail approval for prescribed and non-prescribed medications from parents. The pupils have access to local health care services including a doctor and dentist. The

recording and administration of medications is efficient and well monitored; these effective arrangements ensure that the pupils' health is safeguarded and promoted. All medications held are recorded and there is clear stock control and a disposal system in place. This provides an accountable system.

The boarders receive good quality food. The menu provides a variety of appropriate food which includes fresh fruit and vegetables. The boarders said, 'The meals are lovely'. The senior boarders and staff cook for all pupils at the weekends, and all pupils and staff involved with food preparation are suitably qualified and have completed training in food handling and hygiene. This promotes children's good health.

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

The provision is good.

Child protection, complaints, privacy, behaviour management, anti-bullying, unauthorised absences and health and safety are well defined in policies, and the practice of staff is accountable and safe. Boarders know how to make a complaint and the school has a procedure, and parents are made aware of this; it includes the contact details of Ofsted. All staff have had child protection training and the school is clear about the Local Safeguarding Children Board procedures and knows how to access these. The school's child protection policy is comprehensive and thorough. This training and these procedures ensure there is a robust system to protect children.

There is a health and safety policy. The school has comprehensive risk assessments in place for the building, grounds, fire and some activities undertaken by the boarders. Fire records are kept, and regular fire drills take place, ensuring the safety of the pupils. Pupils are aware of what to do in the case of a fire. Health and safety procedures are managed well, ensuring that risks and hazards are addressed and pupils are kept safe.

There is a policy in place for the recruitment and selection of staff and this is consistently followed in practice. Appropriate references are sought prior to staff starting work, and there is evidence that all the necessary checks are in place. This includes Criminal Records Bureau (CRB) checks and verification of references. Staff are not left unsupervised while waiting for the appropriate checks to come through. The recruitment system is thorough and protects boarders from risk of contact with unsafe adults.

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

The provision is outstanding.

The boarders have an open and trusting ethos that promotes confidence and individual pupils are respected. The pupils' behaviour is very good and they represent the school well. Boarders receive excellent pastoral support from the school staff and boarders said, 'It's like my second home and we can talk to any of the staff'. There are two independent advocates available, and they visit the school regularly and have contact with the pupils; pupils express confidence in both boarding staff and the independent advocates. Staff understand how contact with families can promote boarders' wellbeing. The school celebrates diversity and pupils recognise the positives of being in a school from different ethnic and cultural backgrounds but have a shared religion. There is a range of opportunities to participate in activities both after school and at weekends.

Appropriate policies are in place setting out the school's position with regard to equal opportunities, promoting diversity, fairness and non discriminatory practice; there is evidence that the policies in place are part of the day-to-day practice in boarding. Staff are knowledgeable on the policies and how they work in practice.

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

The provision is outstanding.

There are various opportunities for boarders to contribute to the operation of the school. Boarders have regular meetings with the head teacher via the school council; the pupils elect a representative of their year group and are able to bring any issues they have via their representative directly to the management of the school. This system works well and pupils feel their views on the boarding operations are valued and taken seriously. The staff and head teacher are respected and valued by the pupils. Boarders said they feel listened to by all the staff. Parental contact and involvement of the parents in the boarding practice is encouraged. There is an induction procedure for both parents and pupils; new boarders are well supported by a senior pupil and staff; parents take part in a one day induction procedure, which enables them to see and understand the operation of the school. This is excellent practice and encourages parental involvement and support in making the pupil feel confident and at home in the school.

### **Achieving economic wellbeing**

The provision is good.

The boarding provision is of a good standard. It is clean, well decorated and adequately furnished. Bedrooms are comfortable and boarders can personalise their space. Furnishings are comfortable and domestic in appearance. Pupils are encouraged to personalise their bedrooms and all pupils bring their own duvet covers. There is lockable storage available for boarders to keep valuables safe, although, they can give them to staff for safe keeping. There are payphones available in each building for pupils to contact family and friends. This gives boarders an opportunity to telephone parents without asking permission if they want to. The rooms are adequately ventilated and heated appropriately. The pupils say the bedrooms and classrooms are warm and of a comfortable temperature. There are adequate toilet and washing facilities.

### **Organisation**

The organisation is good.

The boarding provision is well staffed and flexibly managed to meet the needs of the pupils. Staff have regular meetings and communication between the staff team is good, ensuring that any issues are identified at an early stage and can be addressed. Boarding staff have a comprehensive induction and there is a record of training and development programmes to give staff knowledge and skills in meeting boarders' needs.

The promotion of equality and diversity in the school is good. The school has a clear equal opportunities policy that is put into practice by the staff. The school has an approach that values the diverse needs of pupils and celebrates difference. Boarders have a range of opportunities to enable them to develop and reach their potential.

There is a strong commitment by the senior management team to raise standards and there is a school development plan which includes a section on raising standards within the boarding provision. Monitoring by senior managers of complaints, accidents and recorded punishments

takes place weekly, to identify trends which occur and they take appropriate action if concerns are noted. This ensures that the management of the school has a clear picture of developments in relation to the behaviour of the pupils and staff, and can, thus, promote good practice.

## **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.

<b>Standard</b>	<b>Action</b>	<b>Due date</b>
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### **Recommendations**

There are no recommendations.