



Champions for
Social Care
Improvement

inspection report

Boarding School

**Jaamiatul Imaam Muhammad Zakaria
Boarding School**

Thornton View Road, Off Pasture Lane

Clayton

Bradford

West Yorkshire

BD146JX

17-19 February 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION**Name of School**

Jaamiatul Imaam Muhammad Zakaria Boarding School

Tel No:

01274 815522

AddressThornton View Road, Off Pasture Lane, Clayton, Bradford,
West Yorkshire, BD146JX**Fax No:**

01274 883696

Email Address**Name of Governing body, Person or Authority responsible for the school**

Board of Trustees College of the Priest Muhammed Zakaria

Name of Head

Mrs Zebunnisa Hajee

NCSC Classification

Boarding School

Type of school

Independent Faith School

Date of last boarding welfare inspection

N/A

tDate of Inspection Visit		17-19 February 2004		ID Code
Time of Inspection Visit		09:30 am		
Name of NCSC Inspector	1	Susan Knox	071353	
Name of NCSC Inspector	2	Carol Haj-Najafi		
Name of NCSC Inspector	3	NA		
Name of NCSC Inspector	4	NA		
Name of Boarding Sector Specialist Inspector (if applicable):		NA		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		NA		
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?				NO
Name of Establishment Representative at the time of inspection		MRS Z HAJEE HEAD TEACHER		

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school. Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the NCSC, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by NCSC may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the NCSC in respect of Jaamiatul Imaam Muhammad Zakaria Boarding School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Jaamiatul Imaam Muhammad Zakaria has a clear admission criteria and policy. It is a Islamic Institution offering Islamic and Secular education to Muslim females in a boarding school. Age of admission can begin at 11 years of age.

The school site 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 these 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, Malehouse and Nurses. These have bedrooms and dormitories on two floors. The numbers of students accommodated in dormitories can range from four to eighteen students. Much work has been carried out to upgrade bathing and toilet facilities and provide additional facilities. This is still on going. New building work had commenced in one part of the grounds in order to provide additional classrooms, sports facilities and conference room.

At the time of this inspection 492 boarding students were accommodated. The school cannot accommodate people with disabilities and chooses not to accommodate pupils who have been statemented.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- The school provides a clear identity and a sense of purpose and meaning for the students.
- There is a good community spirit and the students and staff work well together with a common purpose.
- The countering bullying policy permeates through out the school resulting in this issue not being a major problem.
- Boarding houses are well organised and managed with fire safety paramount.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- The content of the student's health records would benefit from greater detail to ensure a more substantial oversight and intervention of any medical needs.
- The number of students sharing bedrooms is high. Whilst this does not contradict any standard, it is felt that the quality of the student's environment would be enhanced with fewer sharing the bedrooms.
- There is a shortfall in the ratio of showers, WC's and washbasins.
- The completion of the proposed sporting facilities will move towards addressing the shortfall in out of school activities.
- There is a lack of age appropriate activities this has been recognised with the introduction of the Sunday club and the IT room. The organisation of further activities is being discussed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

In preparation for the visit 30 questionnaires were distributed to parents. 50% were returned. In addition 40 questionnaires were distributed to boarders. By the time of writing this report 50% had been returned. Approximately 100 boarders were seen and in depth discussions held. Five groups of boarders were formally interviewed.

- It is acknowledged that the Head and others in preparation for the inspection had done much work.
- The general welfare and well being of the students at the school is quite satisfactory.
- There is a genuine and comfortable rapport with the boarding staff, a proper sense of discipline and mutual respect, in accordance with the ethos of the school.
- The facilities provided within the school continue to be improved. Some furnishings and carpets need replacing. There are plans for further work to be done to enhance these matters.
- The Head and staff had prepared well for the inspection and the inspectors appreciated their honesty and openness.
- The majority of the records were available and readily accessible.
- As will be noted in the body of the report nearly all of the standards have been satisfactorily met. Those not met in the 'major shortfall' category related to the building.
- Those matters not fully meeting the standards were acknowledged and there is intention to resolve them over a reasonable timescale.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

Lead Inspector	Susan Knox	Signature	
Second Inspector	Carol Haj-Najafi	Signature	
Locality Manager	Chris Picking	Signature	
Date	25th May 2004		

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS15 BS7	Ensure that health records are kept in more detail. Review the procedure for boarders who forget to attend the sick room for administration of prescribed medication.	1.7.04
2	BS8	Consider boarding staff/staffs attaining the BSA/University of Surrey qualifications in boarding practice.	1.7.04
3	BS19	Review the numbers and privacy of telephones available to boarders.	1.7.04
4	BS34	Provide additional job descriptions to include the head and deputy roles.	1.7.04
5	BS38	Record the date CRB forms are submitted. Copy birth certificates and/or passports. Obtain written references.	1.6.04
6	BS40	Ensure that the opening to some sash windows is not too wide. Ensure that poor quality beds particularly the hospital type be replaced. Continue to replace poor quality carpets. Rearrange beds in one room to ensure easy egress in case of fire.	With immediate effect. 1.7.04 1.7.04 With immediate effect.

7	BS44	<p>Continue to improve the ratio of washbasins, WC's and showers to numbers of boarders.</p> <p>Ensure that broken tiles are replaced. Ensure that toilet fittings are replace when broken. Ensure that damp walls are adequately repaired.</p>	<p>Ongoing.</p> <p>1.7.04</p>
8	BS47	Remove the two dilapidated buildings from the area between gatehouse and Highgate.	1.9.04

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS1	Include in the Statement of the School's Boarding Principles and Practice a reference to the numbers of boarders who may be sharing a dormitory.
2	BS4	Ensure that records are kept of meetings/investigations held in an attempt to resolve issues especially where boarders are interviewed.
3	BS5	Review the assessment of recording complaints.
4	BS11	Ascertain the views of boarders about appropriate activities.
5	BS14	Review the length of time the independent listener is available to speak to boarders.
6	BS24	Ensure that the main kitchen cooker hood is maintained to reduce flaking particles.
7	BS26	Consider arranging additional fire safety training for the fire officer.
8	BS43 BS42	Consider reducing the numbers of boarders in dormitories. Continue to replace poor quality carpets. Improve the number of areas where private study can be carried out.
9	BS3	Staff training related to Child Protections needs to be updated more frequently.
10	BS27	Review the bed times of younger boarders.
11	BS14	Review the length of selected times available to the boarders who may wish to contact the Independent Listener.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NO
Group discussion with ancillary staff	NO
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	17/02/04
Time of Inspection	09:30
Duration of Inspection (hrs.)	27.15
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

11

TO

19+

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**Boys**

0

Girls

492

Total

492

Number of separate Boarding Houses

4

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence

Standard met?

3

A statement in the form of the Pre and Post Admission Particulars suitable to the purpose of the school is made available to boarders, parents and staff. This statement includes the aims and objectives of the school and policies and procedures. Other details include for example, course information, admission policy, school rules, clothing requirements, health education, health and safety and complaints.

The Head was advised to include a reference to the numbers of boarders who may be sharing a dormitory.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

4

The school provides a very thorough policy on opposing bullying. This includes a definition of the term bullying, the methods in place to minimise any incidents and the procedure to follow if it occurs. Staff and boarders were very aware of the policy and without fail clearly said that this was not a problem within the school. The boarders stated that staff dealt with any rare incidents such as name-calling appropriately.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

100

%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

3

The school has a nominated member of the staff responsible for child protection and welfare who has attended training that included 'Working Together to Safeguard Children'. This is the Head of the school.

The school provides a written child protection policy and this is included in the Social/Welfare Manual for Staff Members. This policy also includes a definition of abuse. New staff undertake an induction that includes Child Protection. This training has not been undertaken generally within the school since 2002. Consideration should be given to implement this more frequently for all staff.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence**Standard met?**

3

The aims of the school are clearly based on Islamic spiritual and moral awareness. This encourages self-discipline and respect for oneself, fellow students and staff. Discipline is clearly identified in the Pre and Post Admission Details including the behaviour that will not be tolerated. Rewards are provided in the form of awards linked to attendance, exam results and secular achievement. These are currently under review by the head.

Punishments range from a reprimand to detention and carrying out religious recitations and practices. From discussions with staff it was clear disciplinary procedures were followed. During discussions with the boarders and in feedback from questionnaires it was felt that the school's method of dealing with behaviour management was very positive and fair. Very few comments said that discipline was unfair.

Discussed with the Head was the need to record any meetings/investigations that were held in an attempt to resolve issues. A record is available for recording major sanctions. The head stated none had been imposed.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence**Standard met?**

3

The school provides a very clear complaints procedure in the Pre and Post Admission particulars. This includes the stages and time scales for complaining.

'What do I do if I have a problem?' is also included in the document 'Your Questions Answered? This has been recently formulated and provided to all students. It includes the address and telephone number for the NCSC. Boarders were very clear about whom they would approach with any concerns.

The Head is aware that complaints and any resulting investigation must be recorded. The head advised that the recording of complaints would be reviewed in order to ensure that this standard was met.

Number of complaints, if any, received by NCSC about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence**Standard met?****3**

During discussions with boarders it was confirmed that issues relating to health are addressed during tutorials with individual teachers. In addition senior boarders take the lead in discussing topics set by staff to small groups of boarders. The General Discipline document includes the statement that smoking and the use of intoxicants, narcotics or solvent abuse will not be tolerated.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence**Standard met?****2**

The school does keep individual records for all boarders. A random number were case tracked. The school is currently working to obtain up to date information regarding immunisation records from the local health centre. This has been a mammoth task and medical officers are to be congratulated on their efforts. Information from parents was available regarding health needs and allergies. None of the boarders had significant health needs. Contact details were noted in cases of emergency.

The need to maintain the confidentiality of personal information is clearly recognised in the school. This was apparent during discussions with the medical officer and assistant. Records are kept locked away.

Medical officers are starting to develop a computerised database relating to medical records. Discussed was the need to ensure that a boarder visiting the school GP, any resulting treatment, or medication prescribed on a home visit could be tracked following a paper/computer record trail audit. In addition medical forms need to signed by parents/guardian and dated. Medical officers must use the same terminology for recording the administration of medication as recorded on the pharmacist's label.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

It was clear from discussions with the Trustee, staff, boarders and feedback from parents that there is clear leadership within the school. The Head was able to provide a copy of the school development plan. This identifies areas such as security, new building, secular resources and facilities for boarders.

All the trustees have completed Criminal Record Bureau forms. The Head was able to provide evidence that this procedure had started with a number forms returned.

A large number of the residential staff are former boarders and obviously have personal experience of boarding. No staff have other boarding experience. Within the school, staff work their way through different levels of responsibility such as bedtime or domestic coordinators, medical officers or designated fire officers. Training is organised in house. First aid training is on going for all 16 + year students and staff. This is very good practice. The medical officer is to attend an external course but this is not strictly relevant to her role. She discussed the difficulty in finding one suitable for her post.

Discussed with the Head was the BSA/University of Surrey qualifications in boarding practice. This would constitute appropriate qualifications and training.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence

Standard met?

3

There are planned responses to a number of crises that may occur. These include illnesses, fire and outbreaks of illness. During discussions with staff it was apparent that they were aware of their roles and responsibilities.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence**Standard met?****3**

The different houses are divided appropriately into age groups. From discussions the majority of the boarders were happy with these arrangements. Boarders clearly described the procedures for requesting a change of room and were happy with staff response to any appeal made.

Some rooms/dormitories provide accommodation for siblings to share this is their individual choice. Discussed was the need to monitor the large dormitories where the siblings share with other individuals who may not be of the same age.

All of the houses were very similar in terms of physical provision, facilities and standards of welfare.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?****2**

There has been an improvement in the provision of activities with the organisation of the breakfast club on Sunday mornings and the IT room. There is no access to the internet. Therefore boarders being able to access to adult sites is not a concern.

Physical education is provided twice weekly. The boarders discussed their enjoyment of ad hoc organisation of rounders and other ball games in good weather.

Timed free time is available at different times throughout each day. Sunday is the day for having a longer lie in bed if preferred.

The majority of the boarders return home each fourth weekend otherwise apart from illness or health appointments they do not leave the site. The Head and Trustees have recognised the need to provide more activities and the proposed gymnasium and sports ground will enable this. Discussed with the Head was a need to ask the boarders for their suggestions about appropriate activities.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?****3**

There is no formal school council but groups of boarders have meetings at the same time as staff meetings. In addition issues are passed to classroom monitors who then feed back to staff. During discussion with different age groups and expressed in returned questionnaires it was evident that boarders views are taken into account in the development and practice of boarding.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence**Standard met?****4**

The duties of prefects/monitors were discussed with staff and boarders. It was clear that this role does not carry additional powers over other boarders. Older siblings or older experienced boarders are 'buddied' to new boarders. It was clear that this is very beneficial to younger boarders suffering from homesickness or in need of advice. It was very clear again that this role does not carry additional powers over younger boarders. Older boarders also help younger pupils with practical tasks such as laundry.

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence**Standard met?****3**

It was clear from the discussions that the boarders felt very supported within the school. The majority of the questionnaires returned reflected the number of people who the students felt they could turn to. These ranged from individuals or all the staff, including the Head to older boarders and friends. A recent new introduction has been the appointment of a designated 'Independent Listener'. CRB checks are in process. This person is available by telephone to be contacted at nominated times. The telephone numbers of the independent listener, Childline and the NCSC are displayed at telephone points. The boarders were aware of this role.

The Head explained that the Independent Listener is a new arrangement and at an early stage, further changes may be made. Discussed was the need to extend the length of selected times available to the boarders who may wish to contact the listener.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

3

Medical staff who are first aiders monitor health care.

The school does provide access to local medical care other than for local Bradfordian students; all are registered with a local GP. Students and staff confirmed that boarders are taken to the GP or hospital as necessary. The school has transport and staff always escort boarders on these visits. Boarders confirmed that they are given the choice to see the GP in private.

The storage and recording of medication was reviewed during the inspection. All medication is kept in the medical room even that used by staff. Medication was stored appropriately.

A variety of paperwork is used to record first aid treatment, administration of medication, illnesses and accidents. The proposed change to a computerised database will enable a more comprehensive record that will make it easier to monitor health needs.

Records were available relating to the administration of prescribed and non-prescribed medication.

As discussed under Standard 7 more concise records would enable a paper trail audit to be carried out. It is acknowledged that record keeping is difficult when boarders return home every four weeks. But for example, a clear record is needed to reflect how and when medication is prescribed, whether this occurs during school time or during home visits.

Written parental permission was available this is obtained on admission to the school. The medical officers were advised to always obtain parental written confirmation wherever practical about administering medication and that they were correct in refusing to exceed any given dose or administer medication that was not identified with the boarders name.

Discussions were held about the boarders who forget to attend the sick room when undertaking a course of medication. This needs further discussion within the school especially relating to the younger age group in order to ensure that health needs are met.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

4

The school has a sickroom where boarders are separated from others. The sickroom provides three beds where ill students can be checked by staff. Each bed has a call alarm that can be heard in the main office. On the day of inspection two boarders were occupying the room and receiving appropriate care from staff. Boarders confirmed during discussions that were well cared for during illness. Local student's parents are contacted and they are taken home.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence**Standard met?**

3

None of the boarders have any special welfare needs or significant emotional or behavioural difficulties. Individual issues such as bed-wetting were discussed and the inspectors informed that there are no problems in these areas. A policy is available relating to this issue.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

The admission criteria reminds boarders that in line with the teachings of Islam all Muslims are equal. In addition the Social/Welfare Manual for Staff Members includes a code of practice that equality in all matters must be stringently maintained. Another code of practice is that staff who are related to a boarder should not undertake pastoral commitments for that boarder. During feedback from boarders both verbal and written it was apparent that the majority felt there was no discrimination within the school.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>The school has recently implemented the use of a visitor's room for relatives/guardians visiting boarders. This is a comfortable area with refreshments readily available. The school are to be congratulated in providing this facility as well as improving the school's ability to monitor visitor's access to boarding accommodation.</p> <p>Each house provides a telephone point with the largest building providing three. The boarders confirmed that they have free access out of school and prayer time and it is used mainly for direct contact with parents and families. Some comments were made about the lack of privacy and long queues at times. The Head is to review these issues. Clear guidelines for boarders and parents in relation to contact are provided in the Pre and Post Admission Particulars.</p> <p>During discussions with boarders it was confirmed that letter writing is encouraged and letters are received unopened.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>The school provides a bank that has designated opening hours. Boarders are allowed £5 weekly and with permission can access extra monies in order to purchase more expensive items. A record was available for inspection and this was satisfactory. A number of accounts appeared to have been static for some years. It was explained that some boarders choose not to spend any money. However these accounts are reviewed regularly.</p> <p>The inspectors noted that some rooms/dormitories did have lockers that could be locked by the boarder and the key retained. These were not available in all areas. On discussing this with boarders it was apparent that the majority had chosen not to make use of the lockers.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>There is an appropriate induction for new boarders usually undertaken by older siblings or other experienced boarders. Suitable written information is provided in the form of the document Your Questions Answered.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>This standard is not applicable to the school as the staff are not involved in appointing guardians.</p>		

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence**Standard met?**

3

Records of risk assessments were available at the time of the inspection. Also available were records for sanctions, complaints and accidents. Although few were recorded the Head monitored these. This was recorded. Fire risk assessments showed the action taken to reduce the risks identified in the assessments.

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?**

3

The inspection officers took the main meal of the day with the boarders. This meal and others that were provided during the course of the inspection period were found to be well cooked and tasty. The school has recently introduced a choice of a vegetarian meal. The boarders appreciated this. The majority of the boarders in written and verbal feedback said the meals were good. Four weekly menus are in use and they indicated that a well balanced diet was provided. Included were meals particularly enjoyed by younger children such as chips, fish fingers, pizza etc. The boarders including those who are older clearly enjoyed attending the dining room on these days. Salad was available every day and fresh fruit twice weekly.

The three meals of the day are served in the dining room. There are two sittings for two of the meals. The cooking, serving and eating of the meals is in line with the Islamic faith. Some boarders choose to take breakfast in their dormitories by making toast or cereal in the kitchenettes.

Staff and boarders receive training in food handling and hygiene.

The last EHO report dated 18 February 2003 was made available to the inspection officers.

The Head advised that the areas raised in the report had been dealt with.

The kitchen area was reviewed. Records relating to the monitoring of food safety were available and up to date. Food hygiene practices were satisfactory with adequate supplies of paper towels and liquid soap. The kitchen and equipment was clean. The cooker hood located in the centre of the room requires some attention as the covering inside is flaking.

Standard 25 (25.1 - 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

Key Findings and Evidence**Standard met?**

3

The Chair of Trustees confirmed in discussions that the drinking water within the school had been tested as safe to drink.

The availability of drinking water in classrooms was not confirmed.

Snacks are available to boarders either purchased from the tuck shop or brought in from home. During discussions with boarders it was very clear that they had been fully informed about the safety of food storage. Dry goods were stored in food cupboards in rooms/dormitories the remainder of perishable foodstuffs were kept in fridges or freezers. All kettles and toasters were kept for easy use in individual kitchenettes. A random check showed that portable appliances had been tested for safety as required.

Standard 26 (26.1 - 26.5)

Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence**Standard met?****3**

The last fire inspection report dated 3 June 2003 was available and also a copy of a letter sent to the DfES. This was informing that department of the time scales agreed between the school and the fire department for completing the outstanding firework.

A designated fire officer, employed at the school, is responsible for co-ordinating and monitoring fire procedures. The inspectors spoke to the fire officer and a number of boarders regarding fire procedures and fire safety.

A separate file containing a record of the fire checks carried out by the responsible person was available for each house. These were very well kept and showed weekly testing of fire alarms and in addition checks to emergency lighting, external fire doors and evacuation routes. Any resulting concerns such as the removal of rubbish in evacuation routes were actioned. This is very good practice. A random check of fire fighting equipment showed these were regularly maintained.

Fire drills are carried out each term time and include night evacuation. This was confirmed during discussions with staff and boarders who had a very good understanding of the risks relating to fire.

A retired fireman provides fire training regularly to all staff and boarders. In order to build on the very good practices relating to fire safety it is recommended that the fire officer attend the fire training organised by Birkenshaw fire officers.

Standard 27 (27.1 - 27.3)

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence**Standard met?****3**

The structured day-to-day activity of life within the school is organised around lessons and prayers. Alongside the emphasis on religious and secular development there is a commitment to establishing sound personal relationships. From observations and discussions with boarders it was apparent that no onerous demands are made that affect their welfare and they draw strength from their relationships with both staff and other boarders.

One area of concern relating to the younger boarders was discussed. This was the affect of late bedtime and early rise due to the timing of prayers. This needs to be reviewed.

14+ year students do carry out domestic tasks these are allocated by the house staff. From discussions it was apparent that none felt that the tasks were too onerous and described the length of time involved as minutes.

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
This standard is not applicable. The school does not accommodate or look after children other than its own boarders.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
No high-risk activities are arranged either within or outside the school. The boarders use the grounds for ball games and there are some swings. The swing park has been recognised as a risk and safety matting is being placed in this area. Outside activities are supervised.		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	3
Boarders do not have access to television news or daily access to newspapers. Radio 4 news is relayed to all the school at times. Boarders confirmed this. The Time magazine is available in the library. Due to the nature of the ethos of the school boarders do not leave the premises unless it is for health checks or by agreement with parent/guardian. The boarders take home leave every fourth weekend.		

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

3

The school has a procedure for maintaining and monitoring staffing levels; weekend leave is co-ordinated on a rotational basis. Many of the staff at the school are resident, therefore are present at the school. The levels of staff supervision were found to be satisfactory in all aspects of school life. Discussions with the Head and staff indicated that staff cover was effectively monitored. Discussions with boarders confirmed that they were aware of the person identified as being responsible for them.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence

Standard met?

3

No organised trips are arranged. There is a signing in and out system for those boarders permitted to leave the school. Staff always escort boarders on visits relating to health checks. The school has own transport.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>Staff provide sleeping in cover in each dormitory and on each level. Staff bedrooms are clearly identified, and boarders stated that staff are easily accessible throughout the night. Staff can contact each other during the night. The school has recently introduced a record for those assigned to bedtime coordination to indicate the boarders who are away from the building or in the sick room.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>Job descriptions have been devised for some staff at the school. Key tasks and a statement outlining the 'job purpose' are included. A manual for staff also identifies additional roles and responsibilities that may be allocated to staff members, such as bedtime co-ordinator and tuck shop co-ordinator. An induction is provided for staff newly appointed. Child protection guidance is provided on induction. No other personnel live on the premises other than residential teaching staff.</p> <p>At present, there are no job descriptions available for senior staff. The inspectors spoke to a range of staff members, all of whom had a clear understanding of their roles and responsibilities, other colleagues' roles, and lines of accountability.</p> <p>It was recommended that job descriptions include the Head and deputy roles. In addition supervision of staff needs to be more formalised with records kept.</p>		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
<p>A comprehensive informative social/welfare manual for staff has been produced; this provides staff with in-depth information relating to the overall philosophy, and the expectations of the school in relation to staff member roles and responsibilities. The manual contains information on care objectives, the home's policies and procedures, health and safety, and guidance on staff and boarder relationships. Also available is a staff disciplinary procedure that includes guidance and support to staff during any suspension or investigation.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>From discussions with boarders it was apparent that the general view is that they are cared for and looked after by staff fairly.</p> <p>Boarders, staff members, and the Head teacher spoke positively about staff and boarder relationships. In dialogue with the inspectors, the Head teacher discussed the importance of having common values and principles, which forms the fundamental objectives of the school, and creates positive relationships for those attending and working at the school. The majority of staff members have attended the school as boarders, and staff members spoken to at the inspection considered this as beneficial to their relationship with the boarders.</p> <p>Generally, boarders felt that staff were approachable and they had opportunities to discuss issues and problems with them as appropriate. Boarders consistently spoke of being able to report concerns or incidents to members of staff.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Staff members have specific roles, which includes bedtime co-ordinator. This involves spending time checking boarders at bedtime. The boarders did not appear to consider this duty as intrusive, and understood that it is undertaken to ensure boarders are safe. They also felt that generally privacy is respected and individuals are given opportunities to dress/undress or shower in private.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The school has a staff recruitment procedure. The Head teacher is responsible for the recruitment of staff, and co-ordinates the recruitment process.</p> <p>Staff recruitment records were reviewed. The Head provided evidence that all staff, including males located in the gatehouse and the Trustees, had submitted applications for CRB checks to the bureau. A number had been returned. The Head was advised to record the date that applications were submitted to the bureau in order to monitor the time scale of returns.</p> <p>Application forms include a record of whether a passport or birth certificate had been checked to verify identification. The head was advised to obtain a copy of the documents checked. The majority of records had no written references.</p> <p>The issue of references for staff who were previous boarders was discussed. Referees names were noted and mainly comprised of the Head and senior staff member Miss Aslam. Discussed was the need to be as 'open' as possible and it was suggested that a non-residential teacher acting as referee may be more fitting. All references must be written. The school is not involved in the appointment of guardians nor are agency staff used.</p>		

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence**Standard met?**

3

All persons visiting the school such as delivering goods are kept under supervision. Taxis are rarely used for transport but if used staff always accompany boarders.

The school has a clear visiting policy, which is stringently adhered to. A visiting room is provided, and generally visitors are not permitted to access accommodation areas.

The Head teacher advised that there are no adults living at the school that are not employed by the school.

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

1

The boarding houses are adequately lit by natural and artificial light. On the day of the inspection the buildings were warmly heated. Boarders confirmed that they were happy with the heating.

Window restrictors have been fitted to both sash type and the outward opening type.

Discussed was the need to ensure that the opening to some sash windows were not too wide.

All areas of the boarding accommodation were clean. Furniture, fittings and equipment were generally free from breakages.

The condition of furnishings such as beds and bedside lockers varied and the Head was advised that some beds particularly the hospital type should be replaced.

In Highgate room 126, one bed was considered to be too near the door and could be a hazard in a fire situation. It was agreed that the beds would be rearranged.

Standard 41 (41.1 - 41.8) Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.		
Key Findings and Evidence	Standard met?	3
Boarder's accommodation is for boarders use only. They have access to their rooms/dormitories during their free time. CCTV cameras are located externally to all areas of the building providing a warning to the gatehouse about intruders. These cameras do not intrude on the boarder's privacy. The visitor's room ensures that no visitors can access the boarding areas. If an occasion arises where relatives visit rooms staff escort them there.		

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	1
See standard 40 for reference to beds. Sleeping accommodation is separated from staff rooms. No bunk beds are in use. Bedding is brought in from the boarder's homes. The issue of the larger dormitories accommodating up to 18 boarders was discussed with the Head and Chair of Trustees. Although these large areas do provide plenty of space, due to the numbers of boarders there are some issues relating to privacy and noise for those who want to study in their rooms. The Head teacher spoke of proposed plans to reduce the number of beds in the larger dormitories, the plans are in the initial stages and consideration is being given to address the issue. A great deal of work has been undertaken within the building by redecorating and re-carpeting. All areas of accommodation were carpeted and many had had new carpets fitted. The rooms noted to have taped carpets that need replacing were discussed with the Head.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	2
Private study can be carried out in prayer rooms or dormitories. A small number of boarders identified private study as a problem in dormitories in the questionnaires returned. Boarders have allocated homework time during the evening. During this study time, boarders are supervised in the main school.		

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?**

1

The inspectors acknowledge the work carried out to up grade these facilities. However, there are insufficient showers, WC's and washbasins per house and in some cases there are no WC's located on some floors for one of the two divided age groups.

The school has divided bathrooms into age appropriate use. One young boarder was not happy with this recent change but it does meet this standard. Staff do not share bathrooms with the boarders.

In the areas checked it was noted that suitable sanitary disposal facilities, hot water, hand drying machines or paper towels were available. The boarders supply their own toilet rolls. Cubicles had locks in working order. All the areas were clean and adequately ventilated.

In some areas tiles were missing or broken. In Highgate house bathroom 59 for the under 16's needs attention as the wall is very damp and plasterwork crumbling.

Some of the WC's in the shower block located on Highgate ground floor needed attention. One of the cistern tops was missing and the other was broken.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

1

Due to the numbers of boarders sharing some dormitories privacy can be a problem this was confirmed by a small number of boarders. The majority said that this was not a problem.

Some dormitories have windowless partitioned small offices that are used to change otherwise there are no suitable changing areas.

Standard 46 (46.1 - 46.6)

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence**Standard met?**

1

Boarders have access to their boarding houses during their free time, and generally they considered that there is a reasonable amount of flexibility to spend time in their rooms. Boarders wishing to spend time alone have very limited opportunities; this would be especially difficult for boarders sharing rooms with large numbers. However, the boarders did not generally feel was an issue.

The proposed gymnasium and sports ground will extend the range of recreational areas. Until this work is completed there is limited choice of outdoor space. Availability of common rooms is limited although boarders can use common rooms in any of the buildings.

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
<p>Risk assessments have been carried out both in and outside the buildings. Some areas are cordoned off inside and out and the boarders were very aware of forbidden areas.</p> <p>Boarders other than for access do not use the outside area between the gatehouse and Highgate. However relatives when visiting can use this especially those with children. The two dilapidated shed type buildings need to be removed.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>The school provides a designated sick room in order to provide care for ill boarders. The room is spacious, in addition to the 3 beds an examination bed is also provided. Clear arrangements are in place to access the sick room, and boarders are cared for appropriately, for such periods that are necessary.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are responsible for laundering their clothing and bedding; the school do not generally assist with this task.</p> <p>Coin operated washing and drying facilities are provided in the main laundry and machines are provided in individual houses. Drying racks and clothes lines are also provided. Some boarders take their washing home with them during home visits.</p> <p>Boarders generally felt there were adequate facilities for laundering clothes and bedding. Younger boarders confirmed that older pupils had offered assistance and guidance in laundering items when they initially arrived at the school and until they felt confident in managing the task independently.</p> <p>At the time of the inspection, one washing machine and one dryer were 'out of order', a senior member of staff advised these were due to be repaired in the near future.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>A tuck shop is available to boarders on the school's grounds. Boarders confirmed that personal items and stationery could be purchased from the shop on a daily basis. The inspectors visited the tuck shop during the inspection.</p>		

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence**Standard met?**

9

This standard is not applicable to the school.

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

9

This standard is not applicable to the school.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

NA

Lay Assessor

Signature

Date

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 17th- 19th February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC in response to Head's comments:

Amendments to the report were necessary

YES

Comments were received from the Head

Head's comments/factual amendments were incorporated into the final inspection report

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Mrs Zebunnisa Hajee of Jaamiatul Imaam Muhammad Zakaria Boarding School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date for the following reasons:

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.