

inspection report

Boarding School

Al Jamiatul Islamiya Darul Uloom

Hospital Road

Bromley Cross

Bolton

BL7 9PY

18th – 25th May 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**

Al Jamiatul Islamiya Darul Uloom

Address

Hospital Road, Bromley Cross, Bolton, BL7 9PY

Tel No:

01204 308519

Fax No:**Email Address****Name of Governing body, Person or Authority responsible for the school**

Al-Jamiaul Islamiyyah Darul Uloom Lancashire UK

Name of Head**CSCI Classification**

Boarding School

Type of school**Date of last boarding welfare inspection**

18/6/01

Date of Inspection Visit		18th May 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Lynn O Driscoll	076931
Name of CSCI Inspector	2	Julie Bodell	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mary Hodgkinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
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			

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI, 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 CSCI 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 CSCI in respect of Al Jamiatul Islamiya Darul Uloom.

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.
<p>Al Jamiah Al Isamiyyah is an Islamic College providing boarding for up to 150 students from the age of 11 years to 22. At the time of this inspection there were 128 boarders and 28 day pupils. The boarding area is divided into three zones of under 16's, 16-18's and over 18's. Bedrooms provide the basic essentials and accommodate from two to ten. The majority have bunk beds.</p> <p>It is a large detached property which stands in it's own extensive and private grounds but tree preservations restricts the facilities that can be provided. There is a five a side football pitch and another area where football, tennis and badminton is played. Indoor activities include table tennis and pool and a variety of board games.</p> <p>All meals are prepared on the premises and laundry facilities are available on site.</p> <p>Annual fees are only £1,500 and they receive no funding from local or central Government. Moreover a significant number of families cannot afford to pay the full amount so the School rely heavily on Liilah, Zakat, Sadquah and Zakhe contributions.</p>

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The ethos of the School is to sensitively and gradually challenge students both academically and religiously. The students appreciated boarding, commenting *"it facilitates dedication to studies"*, *"it offers an excellent opportunity to study"*, *"we can learn faster, easier and better as more devotion can be given to our studies"*, *"it provides barriers from the outside world which makes your mind focus on studying"* and *"you've got your 100% goal and the task ahead of you and by doing boarding you can achieve it easily"*.

The brochure openly acknowledges that boarding is not easy and the accommodation has little home comforts but there are many systems in place to support individuals who are finding it particularly difficult.

Overall, the pastoral care is good. There was particularly good practice found in regard to students having opportunities to express any concerns and suggestions for improvements. The inspectors were equally satisfied with the School's responses to bullying which is always taken seriously and appropriate sanctions given. There was ample evidence that students can clearly speak to any member of staff about anything. The prefects in each year group, the student council and the selected older students all provide support and use these positions to make positive changes.

The commitment to the School from the Trustees and the staff is evident and there is a passion to progress. The vast majority of the students are content and noticeably very proud of their School.

The development of the Shura which means *"to speak to each other"* is a particularly positive step forward. They discuss both developments and problems and also maintain links and offer support as required *"long after an individual student has left the College"*. Minutes are taken. The members are appointed by the Principal who said *"they are invaluable-they are my eyes, arms and legs- my armour-we are one body working together"*.

There is also a very strong staff team developing at the school including the Principal, the Head Teacher, the Administrator, the counsellor, the child protection officer and the independent listener. All were clear of their roles and responsibilities and their plans to develop them.

The Principal is very well respected, approachable and accessible to all boarders and staff. A significant number of boarders who completed questionnaires confirmed that they would go to him first with any issue. One wrote *"I would go straight to the Principal if I had a problem and he would always act"*. He was described by one boarder as *"like a parent"* and by another as *"like a good friend"*.

The food in terms of quality and quantity has noticeably improved with the appointment of a new cook.

One student wrote *"I would just like to say how happy I am living here. I have been studying here for five and a half years and it seems to get better and better"*.

Another concluded *"the School take care of us in the best manner possible."*

A THIRD WROTE *"I WILL NEVER FORGET THE OUTSTANDING LEVEL OF TEACHING AND SOCIALISING AT THIS SCHOOL. ABOVE ALL, THIS SCHOOL IS GOING PLACES"*.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

In keeping with the progress made on the School side, the staff profile on the boarding side should be significantly raised both in terms of quantity and competence.

The Head of Care position is fundamental and must include a clear understanding of child development and protection and health and safety issues. The immense responsibility of this role does not appear to be recognised. It should be a multi faceted, proactive, dynamic role with the individual having a clear vision for future development including short term and long term goals. As examples, it should include, as absolute basics, well maintained documentation, the monitoring of students welfare files and the supervision and appraisal of all boarding staff. The role must be professionalized. In practice there would appear to be little distinction between the Head of Care role and that of the other supervisors which must be addressed.

The Inspectors concluded that there are not enough supervisors on duty especially at night and weekends to meet the number and needs of the boarders and the supervisors interviewed were in full agreement. There should be *as an absolute minimum at least* three on duty *at all* times to ensure one individual is responsible for each boarding zone. Further, all the boarding staff must be suitably trained and fully understand their responsibility to safeguard and promote the welfare of each boarder. Quantity and calibre are required. Rotas must be maintained.

As a basic safeguard, the School should give serious consideration to obtaining CRB checks on all adults with substantial unsupervised access to boarders for example guardians and all other adults in the household, adults who stay overnight with students in the mosque and the older students with access to the other boarding zones.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the first full audit against all the National Minimum Standards so the reader should not be unduly concerned about the number of recommendations made, especially as this School has a good reputation for working in partnership with Inspectors. The majority can be achieved within very short agreed timescales.

As discussed in detail at the formal feedback session, the fundamental change to ensure progression is to review the sufficiency and calibre of the boarding staff and the roles and responsibilities of the Head of Care position. It was significant in itself that none were involved in this vital meeting.

The inspection team would like to take this opportunity to thank everyone who participated in this thorough inspection. The open and honest discussions were very much welcomed. All views are valid and invaluable and form an integral part of this report. The assistance and hospitality afforded the team was exemplary.

Welfare Policies and Procedures

(2 Standards were met in full and 5 were almost met)

The following policies and procedures are available on request:

- A Brochure which clearly states the aims and objectives of the School;
- An unauthorised absence from School policy and there was documentary evidence that this was appropriately implemented in practice.
- A clear policy in respect to discipline but this needs to include a statement on the use of restraint. All staff spoken to stressed that they have never needed to use any form of restraint at the School. Any disciplinary powers of prefects should also be clearly defined.
- An appropriate complaints policy. All complaints, concerns and suggestions are recorded **and** acted upon. Recent examples include a new football pitch, improved meals, increased sports equipment and board games and vending machines. Any serious concerns would be discussed by the Shura.
- A child protection policy but this needs reviewing and revising as necessary to ensure it is still in line with the new Bolton Local Authority Procedures which they must adhere to and the National Minimum Standards.
- A health policy but this needs expanding to include the importance of health promotion, to include for example healthy eating and regular exercise, and the health and religious reasons for not consuming alcohol, smoking or taking illegal substances.

To reflect the good practice found, a policy on countering bullying needs to be produced.

Organisation and Management

(3 Standards were met in full, 2 were almost met and 2 were not met)

The Status and profile of the Head Of Care position must be significantly raised in line with the Head Teacher.

It was of particular concern that the Head Of Care and the Supervisor on duty did not know how to set off the fire alarm to undertake a fire drill. On interview they were also not clear about their roles and responsibilities and despite training had little understanding of child protection. No welfare records are maintained by them which is an outstanding legal requirement from the last Inspection.

The older prefects are selected by the Shura and are given specific responsibilities alongside staff, for example fire, first aid and medication. The Inspectors found they fulfil their roles extremely well and are highly valued and respected by staff and students. There would appear to be an imbalance however in that some may be compensating for the inadequacies of the supervisors. They should be being regularly supervised and directed in their duties by the boarding staff. In regard to the fire drill, it was quite the reverse.

Welfare Support to Boarders

(Of the 15 Standards assessed, 2 were met in full, 10 were almost met and 3 were not met)

One suitably trained member of staff who works to 11pm every night and two older students are responsible for the administration of medication. The latter need to undertake accredited training. It is of concern, however, that the Head Of Care and the supervisors are neither experienced or trained in this key area.

Since the last inspection, the School have changed their GP practice and are pleased with the efficient service provided.

Individual medication sheets were examined and advice on improving them provided.

The School has a separate room where students can go if they are feeling unwell. If symptoms persist or it is contagious they are sent home or to their Guardians. The inspectors were informed that teachers regularly check the boarding areas each day to ensure anyone poorly in bed is regularly seen but this is no-one's specific responsibility. This practice needs formalising and recorded on individual files. It was of concern that the Head Of Care and the supervisors were not aware that one young boy had gone home poorly. At the start of duty they must be pro active in enquiring about any incidences which have occurred since their last shift, read the relevant records and be absolutely clear how many students are on site.

Boarders confirmed that the School is sensitive to the difficulties they face being away from home and respond appropriately in times of personal stress. They confirmed they can approach *"anyone they feel comfortable with"*. One boarder wrote *"usually there is a friend at every corner you go to"* Another wrote *"there is always someone to talk to"*. A third wrote *"the staff are very friendly and listen to all my problems and sort them out as best they can"*.

A buddy system is in place for new boarders and if individuals are noticeably struggling with the new regime, they are allowed additional time at home and/ or given small realistic tasks to do with the intention of raising their self esteem. One student wrote *"sometimes you feel homesick, but then you are reassured because staff are very caring and understand how you feel. The best thing is, we are all like a family"*. Another wrote *"I am very pleased with the manner teachers interact with students especially the ones that are naïve and quiet"*.

Another wrote *"Staff are very understandable and will resolve your situation accordingly and sensibly"*.

The School provide two telephone booths to enable students to telephone home, but a significant number of boarders reported that other students can still hear their conversations. This might be an issue the student council could discuss. They may need to be relocated. Students confirmed that they can go out of the premises with permission to make phone calls and should students, particularly those from overseas, wish to e-mail, they can use the Head Teacher's Office or the local library. Appropriate help line numbers are conspicuously displayed on the notice board.

Parents are welcome to visit the School at any time and can talk to their son in private if they prefer. Parents confirmed an improvement on the part of the School in contacting them about any welfare concerns relating to their son. The Head Of Care must now ensure that these are recorded on individual files.

The guardians visited during this inspection had made private arrangements with the student's family but there is nothing in writing, which needs addressing. Any guardians appointed by the School to look after pupils must be subject to stringent recruitment procedures and CRB checks should be sought on all adults in the household. The School should also regularly monitor the suitability of each guardian arrangement it makes and record the findings of these visits.

Boarders reported a marked improvement in the quality and quantity of the meals provided at the School. The School provide water dispensers and a vending machine which students can use at any time. A good selection of snacks and drinks can be purchased at the tuck shop and with permission students can go to the local shops.

All students reported reasonable free time and study time. Televisions are not allowed at the School but a good variety of newspapers are available to enable students to keep abreast of local and world events. With permission they can go out of School premises and use appropriate local facilities. Students spoken to were satisfied with the range of indoor and outdoor activities recently provided by the School. A new five a side football pitch was completed during the inspection and there is another area suitable for tennis and badminton. A new table tennis table arrived during the inspection and another one and a pool table are on order. A variety of age appropriate board games had also been purchased which a number of students were observed enjoying in the common room.

Staffing

(1 Standard was met in full, 5 were almost met and 3 were not met)

The Inspectors were particularly concerned about the evenings, overnight and weekend supervision arrangements. They were neither considered sufficient given the number and age range of boarders and the size and layout of the building or competent for this extremely responsible role.

Job descriptions and induction are in place but there was not a clear understanding of the boarding role and responsibilities. There are no supervisory arrangements in place which should be a fundamental role of the Head of Care. A system for the regular review of the performance of each member of staff with boarding duties needs implementing. Accountability should be much tighter.

There was clear evidence of ongoing training opportunities for the boarding staff but little evidence that the fundamental issues of welfare and protection have been grasped.

The inspectors were particularly impressed with the staff/ boarder relationships. An appropriate balance of mutual respect yet a good positive natural rapport was quite evident. Boarders described them as *"absolutely great"*, *"brilliant"*, *"amazing"*, *"very friendly"*, *"very*

caring”, “very kind and fair” and “very helpful and full of modesty”. One wrote “the staff are excellent and I enjoy their company” Another simply wrote “they are the best”. Open communication is actively encouraged and students can approach any member of staff about a concern. One student wrote “the staff of this institute are very understanding and will try their utmost best to help you in every possible way”.

Within the confines of the current boarding arrangements, all the staff interviewed were aware of the need to respect students privacy.

A recruitment process is in place including a written application form and interview, two written references on successful candidates and a CRB check. This School is part of a wider muslim community and it is quite evident that a significant number of adults regularly give of their free time to visit the School to support the students and/or offer practical assistance with the ongoing maintenance and décor. Some members of the Trustees are clearly very regular visitors and take an active role in the welfare of the students. Many older students are having driving lessons. At weekends a group of students get the opportunity to visit a local mosque to gain essential teaching. Given these facts the School should give serious consideration to obtaining CRB checks on all adults with substantial unsupervised access to boarders.

Premises

(4 Standards were met in full, 7 were almost met and 2 were not met)

In general the boarding accommodation was found to be clean, adequately decorated and heated and naturally ventilated. The furniture provides the basic essentials. Examination of the maintenance book provided documentary evidence of ongoing and efficient repairs, redecoration and renewals. One student wrote *“there is always someone doing something to make it a better place”*.

The School have had plans to rebuild a *“state of the art”* premises for several years now but various options have been thwarted. Consequently significant expenditure has not been made to the current building so there is now evidence of deterioration, particularly to the roof, which can no longer be ignored. When considering options/preparing plans, the School must take into account the new minimum space standards. The necessity to have beds as opposed to bunk beds and the number of students accommodated in each dormitory will also have to be given serious consideration. Further, the School will have to meet the minimum standards regarding toileting and changing facilities and provide separate staff and visitor facilities and a suitably sized sick bay.

The current accommodation is divided into three age zones and only designated older students are allowed to enter the other two zones without invitation. Serious consideration should be given to obtaining CRB checks on this select group appointed for the next academic year.

The number of toilet and washing facilities currently provided at the School do not meet the minimum standards. In the student surveys a significant number complained that the toileting facilities were often *“very dirty and smelly”*. In response the School might give serious consideration to increasing the domestic hours currently provided.

Laundry facilities are available for students. In practice the majority of washing is taken home during home leaves.

The School shop was found to be well stocked with a range of essential stationary items, toiletries, snacks and drinks and was very popular with the students.

Boarder Surveys

The results can be found as Appendix ‘A’ to this Report.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

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 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	BS2	<p>A policy on countering bullying needs to be produced, to include all the areas identified in Standard 2.2.</p> <p>A copy should be forwarded to the Commission and all parents and made available to and understood by all staff and boarders.</p>	To arrive at the CSCI office before 29/6/04
2	BS3	The child protection policy should be reviewed and revised as necessary to ensure it is consistent with Bolton Local Authority's procedures and the National Minimum Standards.	An updated copy should arrive at the CSCI office before 29/6/04
3	BS4	The School's discipline policy needs to include a statement on restraint and any disciplinary powers of prefects.	An updated copy should arrive at the CSCI office before 29/6/04

4	BS6	The School's health policy needs expanding to include all the areas specified in Standard 6	An updated copy should arrive at the CSCI office before 21/7/04
5	BS8	The profile and professionalism of the Head Of Care should be significantly raised in recognition of the key roles and legal responsibilities this position holds.	Written details to be forwarded to the CSCI in the action plan
6	BS9	All boarding staff must know how to undertake a full fire drill	Ongoing training to be provided to ensure competence
7	BS14	The School should introduce individual welfare files containing all relevant boarding issues and all staff need to appreciate the importance of recording.	Ongoing-to ensure there are files on all students at the start of the new academic year
8	BS15	All personnel who administer medication must be suitably trained.	25/8/04
9	BS15	The medical officer should countersign the administration sheets evidencing that he has scrutinised them. All entries must be absolutely clear and accurate at all times.	20/5/04 Ongoing
10	BS16	A formal system for checking students who are poorly must be in place.	Written details to be forwarded to the CSCI in the action plan

11	BS16	At the start of duty all supervisors must enquire about what has since their last shift, read the relevant records and know exactly how many students are on site.	26/5/04 Ongoing
12	BS17	All boarding staff and the medical team should be suitably trained to enable them to fully understand the issues of bed wetting and how to provide sensitive management of this problem.	25/8/04
13	BS17	The Head of Care should prepare individual welfare plans which are agreed with parents, for all boarders with special welfare needs, significant emotional or behavioural difficulties or who does not see his parent or legal guardian at least three times a year.	Welfare plans must be in place for the start of the new term
14	BS19	The School need to consider whether the number and location of the telephone booths provides the sufficiency and privacy needed to satisfy Standard 19.3.	Written details to be forwarded to the CSCI in the action plan.
15	BS19	The Head of Care must ensure that all communication with parents is recorded on individual files.	26/5/04 Ongoing
16	BS20	Pocket money records need to include the items purchased and should be signed and dated by the individual student.	26/5/04 Ongoing
17	BS23	There should be documentary evidence that the Head or a Senior member of staff regularly monitors the School's records in respect to risk assessments, unauthorised absences, punishments, complaints, and accidents	26/5/04 Ongoing
18	BS24	All staff and students who handle food must be trained in food hygiene.	25/8/04
19	BS25	The School is strongly advised to have their water supply checked to ensure it is safe to drink.	Written confirmation to be forwarded to the CSCI as soon as it is available

20	BS25	To satisfy Standard 25.5 older boarders should have facilities to store food and to prepare their own hot and cold snacks and drinks, hygienically.	Written details to be included in the action plan
21	BS26	Fire drills must be undertaken <i>at least once per term in boarding time</i>	At least once per term-ongoing
22	BS26	All staff and pupils must be trained in fire safety <i>at least once a year</i>	At least once a year
23	BS26	All the outstanding recommendations made by the Greater Manchester Fire Service and those identified by the internal fire risk assessment must be efficiently and satisfactorily addressed.	Written confirmation to be forwarded to the CSCI as soon as it is available
24	BS29	Risk assessments in respect to students visiting local mosques at weekends must be in place The tasks to be undertaken and the supervision arrangements need to be clear, signed permission from parents sought in advance and satisfactory CRB's seen on all adults with unsupervised access to the students.	To be in place for the start of the new term.
25	BS32	A policy should be in place in respect to the safety and supervision of boarders who take part in any activities outside of the School site including minimum staff ratios, satisfactory back up in emergencies and transport arrangements.	A copy to be forwarded to the CSCI before 21/7/04
26	BS34	Individual supervision arrangements should be in place and a process for the regular review of the performance of each member of staff with boarding duties. The sessions should be recorded	A system to be in place by 21/7/04 - ongoing

27	BS35	The staff handbook should be further developed to include all the particulars specified in Standards 35.3 and 35.4.	A revised copy to be forwarded to the CSCI before the start of the new academic year
28	BS38	As a basic safeguard, the School must ensure that all the particulars specified in Standard 38.2 are included on every staff file	29/6/04
29	BS22	The School should make it clear, in writing, whether any guardians used by pupils of the School are arranged by or on behalf of the School, or by parents. In the latter case it should be clarified that parents rather than the School are responsible for the welfare of their children while staying with the guardians concerned.	Clear written documentation must be in place for the start of the new term
30	BS22	Any guardians appointed by the School to look after pupils must be subject to the same recruitment checks as specified in Standard 38. CRB checks on all adults in the household should be undertaken. It is strongly advised that whoever arranges the guardians, as a basic safeguard, CRB checks should be sought on all adults in each household	All CRB forms to be submitted by 21/7/04
31	BS22	The School should regularly monitor the suitability of each guardian arrangement it makes and record the findings of these visits.	A system should be in place by 21/7/04-ongoing
32	BS39	The School should give serious consideration to obtaining CRB checks on all adults with substantial unsupervised access to boarders.	Written details to be forwarded to the CSCI in the action plan

33	BS41	Serious consideration should be given to obtaining CRB checks on the select group of older students appointed for the next academic year who have unsupervised access to all the boarding accommodation zones.	CRB forms to be submitted within two weeks of the students being selected
34	BS41	The School needs to produce a policy in regard to restricting access to school premises and boarders to include the security measures in place.	A copy to be forwarded to the CSCI before 21/7/04
35	BS42	To ensure the boarding accommodation is maintained at an adequate standard throughout the actions identified in Standards 40 and 42 of this Report must be efficiently addressed.	Written details including timescales must be included in the action plan
36	BS44	The School should give serious consideration to increasing the domestic hours currently provided.	Written details to be included in the action plan
37	BS47	The health and safety actions identified under Standard 47 of this Report must be efficiently and satisfactorily addressed.	Written details including timescales must be included in the action plan

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	BS48BS45 BS44BS42 BS40	The Inspectors were updated on current plans regarding a new build or a change of premises. When considering options/preparing plans, the School must take into account the new minimum space standards. The necessity to have beds as opposed to bunk beds will also have a significant impact on space required and the number of students accommodated in each dormitory should be given serious consideration. The School would also have to meet the minimum standards regarding toileting and changing facilities and provide separate staff and visitor facilities and a suitably sized sick bay.

*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	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with staff teams	YES
Group discussion with ancillary staff	YES
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 Sick Bay	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	NO

Date of Inspection	18/5/04
Time of Inspection	9.30
Duration of Inspection (hrs.)	55.5
Number of Inspector Days spent on site	6

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

22

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

128

Girls

0

Total

128

Number of separate Boarding Zones

3

The following pages summarise the key findings and evidence from this inspection, together with the CSCI 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) |
| 3 - Standard Met | (No Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met | (Major Shortfalls) |

"0" 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.

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 Brochure is available on request which clearly states the aims and objectives of the School The Boarders information pack describes the facilities available and the welfare support available. During the enrolment process parents are given these documents and all the key policies and procedures of the School and are asked to sign their acknowledgement and agreement of them.		

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?	2
<p>The School is very clear that any form of bullying is unacceptable and is always taken seriously and appropriate action taken. This was observed in practice.</p> <p>There are good support networks within the School including a buddy system, the student council, direct access to the Child Protection Officer and Student Counsellor. There is also an independent listener who visits the School at least once a week.</p> <p>To satisfy this Standard in full and to reflect the good practice found, a policy on countering bullying needs to be produced, to include all the areas identified in Standard 2.2.</p>		

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

95.3

%

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?****2**

The School have a child protection policy but this needs reviewing and revising as necessary to ensure it is still in line with the new Bolton Local Authority Procedures which they must adhere to. It should also be checked against the National Minimum Standards.

The School have a designated child protection officer who is suitably experienced and trained. He has recently attended the “child concern continuum” course run by the Area Child Protection Committee and in July is going on the “signs and symptoms” course. He is also on the Committee responsible for producing a policy to be adhered to in the local mosques.

The majority of staff interviewed had a clear understanding of the issues, the importance of whistle blowing and their roles in respect to child protection with the noticeable exception of the Head of Care and some of the boarding supervisors. This was despite training.

An unauthorised absence from School policy is in place and there was documentary evidence that this was appropriately implemented in practice.

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?****2**

There is a clear policy in place in respect to discipline but to satisfy Standard 4.2 this needs to include a statement on the use of restraint. All staff spoken to stressed that they have never needed to use any form of restraint at the School. Any disciplinary powers of prefects should also be clearly defined.

Standards of behaviour at the School are exemplary and the vast majority of students confirmed that any punishments were fair. This mainly involves a period of detention during free time of between 30-45 minutes when they have to do school work. Students told the inspectors that Saturday detention is the one to be avoided as that is when they catch up on their sleep!

The sanctions book was examined and found to be well maintained. There was one entry, however which spoke of potential loss of food, which is illegal.

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
<p>This Standard was met in full and continued good practice found.</p> <p>The School has an appropriate complaints policy in place which is available on request. This is conspicuously displayed alongside many useful telephone numbers and is given to all parents during the admission process.</p> <p>All complaints, concerns and suggestions are recorded and acted upon. Recent examples include a new football pitch, improved meals, increased sports equipment and board games and new vending machines. Any serious concerns would be discussed by the Shura.</p> <p>A group of thirteen year olds particularly found the suggestions box useful.</p> <p>The Inspectors were particularly pleased to find clear evidence that students are able to approach any member of staff with a concern, including the Head Teacher and Principal.</p> <p>A welcomed development is the employment of an independent listener who visits the School once a week. He was interviewed during the inspection process and was very clear about his role and his plans to empower all the students to include providing them with information on their rights. One student confirmed that if they have any problems he <i>“advises us and is very good”</i>.</p>		
Number of complaints, if any, received by CSCI 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?	2
<p>The School's health policy needs expanding to include the importance of health promotion, for example healthy eating and regular exercise, and the health and religious reasons for not consuming alcohol, smoking or taking illegal substances.</p> <p>The School have recently introduced <i>“Citizenship Studies”</i> into the key stage 1-4 curriculum which covers and enables full discussions on these issues and for example, sex and sexually transmitted diseases. They are also fully explored as part of the Islamic GCSE and in the oral Urdu “A” level examinations students are expected to fully debate these issues.</p>		

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
<p>The School retain basic information on admission but the School should now introduce individual welfare files containing all relevant issues and correspondence.</p> <p>All notifiable events should be forwarded to the Commission.</p>		

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?	1
<p>The Inspectors were concerned that the boarding staff did not have a clear understanding of the diverse responsibilities of their role. It was felt that in practice the older students who were clearly competent and other staff would compensate for this by working extra hours and taking on additional duties. (see also Standards 9,13,15,16, 26 and 31)</p> <p>The status and profile of the Head Of Care position must be raised in line with that of the Head Teacher.</p>		

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence	Standard met?	1
<p>It was of concern that the Head Of Care and the Supervisor on duty did not know how to set off the fire alarm to undertake a fire drill. On interview they were not clear about their roles and responsibilities and despite training had little understanding of child protection. No welfare records are maintained by them. which needs addressing. Their limited communication could also waste vital minutes when calling for help in a crisis.</p> <p>At the start of their duty, they should also be pro active in enquiring about any events during the day. They were not, for example, aware that one young boy had been sent home poorly. As a fundamental safeguard, they must take responsibility for being absolutely clear exactly how many students are on the premises at the start of their shift.</p>		

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 boarding accommodation is now separated into three zones. Only the older students are allowed to go into the other two zones. A new group is soon to be chosen in preparation for the new Year which begins after Ramadan. Given this fact, the School was strongly advised and agreed to obtain CRB checks on those appointed.

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?**

3

Boarders confirmed sufficient free time each day when they can choose to sleep if they wish. A new five a side football pitch has been provided, various sports equipment and board games purchased and a table tennis table and pool table. There are two common rooms for under and over 16's students. A range of newspapers are made available. The School are extending their IT equipment and intend to provide internet access in the next few months. Currently students who wish to use e-mail can use the Headmaster's office or the local library.

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

This Standard was met in full and good practice found.

The Inspectors met the student council. Two or three from each year group are chosen by the Head because of their good behaviour and attendance and they discuss any issues brought to their attention and are asked their views on all aspects of boarding practices. They meet formally twice a year with the Head Teacher and see it as their brief to *"improve the School"*.

The Head Teacher said *"if any request is within our power, we will accommodate"*. They agreed to ensure all their meetings are recorded.

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?	2
<p>Prefects are selected by the Shura and it is an honoured position. They were described by the Shura as <i>“those who go the extra mile-who study above and beyond-have 100% attendance, no unauthorised absences, no disrespect and are devoted”</i></p> <p>They are given specific responsibilities alongside staff, for example fire, first aid and medication. They described their main role as <i>“looking after younger students and being there for them”</i>. Another said <i>“we look out for their welfare”</i>.</p> <p>All were adamant that these roles did not negatively impact on their study.</p> <p>The Inspectors found they fulfil their roles extremely well and are highly valued and respected by staff and students alike. There would appear to be an imbalance however in that some may be compensating for the inadequacies of the supervisors. (see also Standard 8) To satisfy Standard 13.6 they should be being regularly supervised and directed in their duties by the boarding staff. In regard to the fire drill, it was quite the reverse.</p>		

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?	2
<p>The Administrator confirmed that all CRB forms have been submitted</p> <p>There was ample observed evidence and confirmed in boarders surveys and discussions that students can approach any member of staff with any issue. Many provide them with their private telephone numbers should they wish to contact them out of School hours. The recent appointment of an independent listener is a welcomed development. Useful helplines are conspicuously displayed in the entrance to the School.</p> <p>All staff must record any conversations with pupils of relevance to their welfare and protection and the actions taken which would be included in their individual files.</p>		

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?

2

One suitably trained member of staff who works to 11pm every night and two older students are responsible for the administration of medication. The latter need to undertake accredited training. Again it is of concern that the Head Of Care and the supervisors are neither experienced or trained in this key area.

Since the last inspection, the School have changed their GP practice and are pleased with the efficient service provided. The inspector was told "*this is a positive step forward-we are finding it much easier to fix appointments*". Staff will accompany under 16's to the surgery and older students if they want them to. The latter self medicate and store any medication in their individual lockers. All medication is securely stored.

Individual medication sheets were examined and advice on improving them provided. The medical officer said that he looks at them every evening when he comes on duty and has agreed to start countersigning the entries.

A new format has been produced in regard to parental permission for the administration of first aid and non-prescription medication.

The medical officer confirmed that all students have had an eye test in the last year. The majority of students use their own dentist and overseas students are registered with a local practice. The First aid certificates of designated personnel within the School remain valid.

The accident book was examined to find some illnesses entered. These should be recorded on individual files.

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?

2

The School has a separate room where students can go if they are feeling unwell. If symptoms persist or it is contagious they are sent home or to their Guardians. The inspectors were informed that teachers regularly check the boarding areas each day to ensure anyone poorly in bed is regularly seen but this is no-one's specific responsibility. This practice needs formalising and recorded on individual files. It was of concern that the Head Of Care and the supervisors were not aware that one young boy had gone home poorly. At the start of duty they must enquire about any incidences which have occurred since their last shift, read the relevant records and be absolutely clear how many students are on site.

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?

2

Boarders confirmed that the School is sensitive to the difficulties they face being away from home and respond appropriately in times of personal stress. They said they "*can approach anyone they feel comfortable with*". The student counsellor concerned by one young boy whose father had died, saw him every day for a fortnight and took it upon himself to be trained in bereavement counselling which then led to him achieving a level 2 counselling qualification. This is but one example of the commitment the majority of the staff have to the welfare of the students. Many give the students their mobile telephone numbers and insist that they can be contacted at any time. This is all particularly good practice.

There was evidence of bed wetting, but no real understanding of this problem with older boys. No students with Statements of Special Educational Needs were identified.

In regard to Standard 17.2 the Head of Care should prepare individual welfare plans which are agreed with parents, for all boarders with special welfare needs, significant emotional or behavioural difficulties or who does not see his parent or legal guardian at least three times a year.

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
<p>The School is an Islamic College for boys which in itself requires strict religious observance including appropriate dress. The support systems available in the School are good.</p> <p>A specific teacher is employed to provide culturally sensitive and appropriate support for boarders for whom English is not their first language with excellent results.</p>		

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 provide two telephone booths to enable students to telephone home, but a significant number of boarder surveys suggested that other students can still hear their conversations. This might be an issue the student council could discuss. They may need to be relocated. The Standard also states that there should be a “<i>sufficient number to meet the needs of the boarders</i>”. Students confirmed that they can go out of the premises with permission to make phone calls and the use of mobile phones in free time is in practice, often overlooked. Should students, particularly those from overseas, wish to e-mail, they can use the Head Teacher’s Office or the local library.</p> <p>Appropriate help line numbers are conspicuously displayed on the notice board.</p> <p>Parents are welcome to visit the School at any time and can talk to their son in private if they prefer. Parents confirmed an improvement on the part of the School in contacting them about any welfare concerns relating to their son. The Head Of Care must now ensure that all communication and correspondence are recorded on individual files.</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?	2
<p>A written record is kept of all pocket money transactions but improvements must be made to the current system. All entries need to include the items purchased and should be signed and dated by the individual student.</p> <p>The vast majority of students have their own locker and key where they can store personal possessions.</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?	2
<p>The School have produced a boarders information pack which needs reviewing and expanding upon. An example for consideration will be provided.</p> <p>A buddy system is in place for new boarders and if individuals are noticeably struggling with the new regime, they are allowed additional time at home and/ or given small realistic tasks to do with the intention of raising their self esteem. The School try to accommodate all requests to share bedrooms with family/ friends.</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?**

1

The guardians visited during this inspection had made private arrangements with the student's family but there is nothing in writing, which needs addressing. To satisfy Standard 22.2 the School should make it clear in writing to parents whether any guardians used by pupils of the School are arranged by or on behalf of the School, or by parents, clarifying that in the latter case, parents rather than the School are responsible for the welfare of their children while staying with the guardians concerned.

Any guardians appointed by the School to look after pupils must be subject to the same recruitment checks as specified in Standard 38. CRB checks on all adults in the household should be undertaken. To satisfy Standard 22.4, the School should also regularly monitor the suitability of each guardian arrangement it makes and record the findings of these visits.

It is strongly advised that whoever arranges the guardians, as a basic safeguard, CRB checks should be sought on all adults in each household. All the guardians interviewed were in full agreement and one said *"it should be a formality."*

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?**

1

There is no documentary evidence that a Senior member of staff monitors the School's records twice a term. At the present time the Administrator takes responsibility for reviewing the fire risk assessment and identifying any actions and the Shura discuss and record any unacceptable behaviour and agree suitable punishments.

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?**

2

Boarders reported a marked improvement in the quality and quantity of the meals provided at the School but there is no evidence of a choice of menu. (see Standard 24.3) One parent wrote *"there is not much variety or choice for the children"*.

The School have recently introduced tables and chairs in the dining room, which has had a mixed reception. There are now two sittings to accommodate the number of students dining. All staff and students who handle food must be trained in food hygiene.

An environmental health inspection is overdue. The Commission had requested that this was undertaken prior to or during this inspection.

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?	2
<p>The School provide water dispensers and a vending machine which students can use at any time. A good selection of snacks and drinks can be purchased at the tuck shop and with permission students can go to the local shops. Many bring food from home which can be consumed in bedrooms unless it would clearly stain furnishings. It was evident that many students take a drink of water up to bed so the School was advised, especially as it is such a old building, to have their supply checked to ensure it is safe to drink.</p> <p>To satisfy Standard 25.5 older boarders should have facilities to store food and to prepare their own hot and cold snacks and drinks hygienically.</p>		

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?	1
<p>The Inspectors were informed that regular fire drills are undertaken during the School day but not so at night. It became all too evident that boarding staff were not able to undertake a fire drill without the assistance of an older and clearly very competent student. This must be addressed. To satisfy Standard 26.3 a fire drill must be carried out <i>at least</i> once a term <i>in boarding time</i>. Students were somewhat too casual in getting to the meeting point and must be reminded of how quickly smoke kills. All staff and boarders must be given fire safety training at least once a year.</p> <p>A prohibition notice has been served on the upper floor of the School by the Greater Manchester Fire Service and a number of recommendations made to improve the fire safety in the School. The majority had been satisfactorily addressed prior to this Inspection and the Fire Service were supposed to make another visit on the first day of this inspection but they were taking industrial action.</p> <p>Fire safety records were found to be suitably maintained. A fire risk assessment is in place and regularly reviewed by the Administrator who has identified a number of actions to be taken. These too must be efficiently addressed.</p>		

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
<p>Some older students have taken on welfare responsibilities but none felt they were onerous or that they negatively affected their studies. All students reported reasonable free time and study time.</p>		

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?	0
“0” denotes that this standard was not assessed because there are no other children living at the School other than the students on roll.		

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?	2
Boarders are not involved in uniformed organisations or high risk sports but the Inspectors did discuss the need for risk assessments in respect to students visiting local mosques at weekends as a fundamental part of their training. The tasks to be undertaken and the supervision arrangements need to be clear, signed permission from parents sought in advance and satisfactory CRB’s seen on all adults with unsupervised access to the students. (see also Standards 30.4 and 32.2).		

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?	2
Televisions are not allowed at the School but a good variety of newspapers are available to enable students to keep abreast of local and world events. With permission they can go out of School premises and use appropriate local facilities. They did have an arrangement with another local School to use their sporting facilities including a swimming pool at weekends and the administrator stated his intention to try to reinstate this. To satisfy Standard 30.4 the School must ensure that the visits to the local mosques are suitably supervised. (see Standards 29 and 32).		

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?

1

The Inspectors were particularly concerned about the evenings, overnight and weekend supervision arrangements. These were not considered sufficient given the number and age range of boarders and the size and layout of the building or competent for this extremely responsible role.

From discussions and direct observation, it is quite evident that in practice older students take on supervision/ welfare duties, the Principal and the teaching staff work over their hours and members of the trust regularly visit to check on the students at night and weekends but these are not formal arrangements. Rotas must be maintained.

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?**

2

The School have a system of signing in and out when any student leaves the premises with permission and all students spoken to were very clear about these procedures.

The School need to ensure DfES guidance on minimum staff ratios are met on the annual trips to Alton Towers and Manor Park and to the regular overnight weekend visits to the local mosques. All adults with unsupervised access to the boarders must have a satisfactory CRB.

To satisfy Standard 32.4 the School needs to produce a policy on the safety and supervision of boarders who take part in any activities outside of the School site including minimum staff ratios, satisfactory back up in emergencies and transport arrangements. Risk assessments must also be in place and written parental permission. (see also Standards 29 and 30).

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?**

1

To satisfy this Standard, the Inspectors would expect *at least* one supervisor on waking night duty responsible for each age zone.

The Head of Care and supervisors must ensure that they know exactly how many boarders are in the building at the start of each shift. (see also Standard 9).

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?**

1

Job descriptions and induction training are in place but there was not a clear understanding of the boarding role and responsibilities. There are no supervisory arrangements in place which should be a fundamental role of the Head of Care. A system for the regular review of the performance of each member of staff with boarding duties needs implementing. Accountability should be much tighter. There was clear evidence of ongoing training opportunities for the boarding staff but little evidence that the fundamental issues of welfare and protection have been grasped.

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?**

2

Written guidance on boarding practices are in place and an induction programme but the issue is the *understanding* of these responsibilities by the boarding staff which could be explored in individual supervision sessions and annual staff appraisals. (see Standard 34). There is a staff handbook but this should be further developed to include all the particulars specified in Standards 35.3 and 35.4. An example will be forwarded for consideration.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>This Standard was met in full and good practice found.</p> <p>The inspectors were particularly impressed with the staff/ boarder relationships. An appropriate balance of mutual respect yet a good positive natural rapport was quite evident. Boarders described them as “<i>absolutely great</i>”, “<i>brilliant</i>”, “<i>amazing</i>”, “<i>very friendly</i>”, “<i>very caring</i>”, “<i>very kind and fair</i>” and “<i>very helpful and full of modesty</i>”. One wrote “<i>the staff are excellent and I enjoy their company</i>” Another simply wrote “<i>they are the best</i>”.</p> <p>Open communication is actively encouraged and students can approach any member of staff about a concern. One student wrote “<i>the staff of this institute are very understanding and will try their utmost best to help you in every possible way</i>”.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	2
<p>Within the confines of the current boarding arrangements, all the staff interviewed were aware of the need to respect students privacy. A few boarder questionnaires, however, reported inappropriate intrusion during the night. Supervisors must be particularly vigilant in this regard.</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>A recruitment process is in place including a written application form and interview, two written references on successful candidates and a CRB check. The information retained on staff files needs extending to include all the particulars specified in Standard 38.2. The administrator confirmed that CRB forms have been submitted for all employees of the School, but at the time of this inspection not all had been returned. The School are reminded that <i>exceptionally</i> a new member of staff may begin work if some references/checks are outstanding but criminal record bureau checks must have been completed. Also in these circumstances there must be clear documentary evidence that every effort has been made to chase up the references and the person must be supervised so that they do not have substantial unsupervised access to boarders. (see Standard 38.7)</p> <p>There was no written information in regard to the process of arranging Guardians which needs addressing. Those spoken to as part of this inspection had made private arrangements with the student's family. Criminal records checks on all adults living in each household is strongly advised as a basic safeguard. (see Standard 22).</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?****2**

This School is part of a wider muslim community and it is quite evident that a significant number of adults regularly give of their free time to visit the School to support the students and/or offer practical assistance with the ongoing maintenance and décor. Some members of the Trustees are clearly very regular visitors and take an active role in the welfare of the students. Many older students are having driving lessons. At weekends a group of students get the opportunity to visit a local mosque to gain essential teaching. Given these facts the School should give serious consideration to obtaining CRB checks on **all** adults with substantial unsupervised access to boarders.

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?

2

In general the boarding accommodation was found to be clean, adequately decorated and heated and naturally ventilated. The furniture provides the basic essentials. A number of bunk beds are being replaced and there was clear evidence of ongoing carpet replacement. Examination of the maintenance book provided documentary evidence of ongoing and efficient repairs, redecoration and renewals. One student wrote *"there is always someone doing something to make it a better place"*.

During an inspection of the dormitories the following was found to require attention:

- The light in room 2 was not working;
- A pipe in room 9 was not firmly affixed to the wall;
- Room 14 was found to be damp including the carpet;
- Room 6 had a very stale odour;
- The corridor accessing rooms 20 onwards had a particularly strong smell of urine;
- There was debris outside the windows of rooms 14 and 21;
- One room with no number but identified during the feedback needs a wall plastering, a broken bunk bed replacing and curtains;
- Curtains are required in room 17.

(see also Standard 42).

A number of questionnaire responses highlighted the fact that it can be difficult to sleep at night because of the noise. Indeed one student has recently stopped boarding and chooses to travel several miles every day to attend the School as a day pupil to avoid this. One student wrote *"I cannot sleep properly at night. It is difficult to get a good nights sleep because of students making a noise up to 12-30am sometimes-and don't forget we also have to wake up in the middle of the night for prayers-subtracting another hour off our sleep. I get between 6-6 and a half hours which is too little"*. This problem is exacerbated by the number of particularly large dormitories which makes it even more difficult to settle after each prayer time. Several students spoke of being tired and examination of the sanctions book showed that a number have been late for lessons as they have overslept. The number of students accommodated in each dormitory should be given serious consideration in any plans for a new build/ change of premises.

The School have had plans to rebuild a *state of the art* premises for several years now but various options have been thwarted. Significant expenditure has not been made to the current building but consequently there is evidence of deterioration particularly to the roof which can no longer be ignored.

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?

2

The accommodation is divided into three age zones and only designated older students are allowed to enter the other two zones without invitation. Serious consideration should be given to obtaining CRB checks on this select group appointed for the next academic year.

The School needs to produce a policy in regard to restricting access to school premises and boarders to include the security measures in place. The inspectors noted that there are two entrances to the School and neither are secured.

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?	2
<p>The vast majority of the dormitories have bunk beds. This does not satisfy Standard 42.5 which states that “<i>bunk beds are only exceptionally used for boarders beyond year 8</i>”. The inspectors acknowledge this is an issue of space but it will have to be satisfactorily addressed within any new build/ change of premises. Likewise the minimum space standards will have to be adhered to which requires beds to be at least 900mm apart.</p> <p>The inspectors were informed that a number of new bunks were on order. A few mattresses were quite thin and also need replacing. Some boarder surveys complained of uncomfortable mattresses. Room 25 required a new carpet. The vast majority of students had a lockable storage space to keep their personal possessions safe. Two lockers were required for room 2, one in room 9 and one for the identified bedroom with no number.</p> <p>In line with the Standards:</p> <ul style="list-style-type: none"> ❖ All requests to change dormitories are fully considered and all the students spoken to were happy with the system in place; ❖ Boarders are appropriately separated by age; ❖ All rooms are naturally ventilated and ❖ Staff bedrooms are separate from boarders sleeping accommodation. 		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>The arrangements and facilities for students to study outside of School time was found to be satisfactory and the students spoken to were all happy with them.</p>		

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
<p>The number of toilet and washing facilities provided at the School does not meet the minimum standards. The School were reminded that these would have to be met in any new build/ change of premises. In the student surveys a significant number complained that the toileting facilities were often “<i>very dirty and smelly</i>”. The Inspectors also found one toilet area and the walls in the toilet adjoining room 6 to be particularly dirty.</p> <p>The School should give serious consideration to increasing the domestic hours currently provided.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	2
<p>There are no separate changing areas provided in the School which would have to be addressed in any new build/ change of premises. Boarders currently use their dormitories.</p>		

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?	3
<p>Students spoken to were satisfied with the range of indoor and outdoor activities recently provided by the School. A new five a side football pitch was completed during the inspection and there is another area suitable for tennis and badminton. A new table tennis table arrived during the inspection and another one and a pool table are on order. A variety of age appropriate board games had also been purchased which a number of students were observed enjoying in the common room. The older students have a separate room where they were seen relaxing with a variety of newspapers.</p> <p>Students confirmed that they can spend time in their dormitories during any break time if they wish to.</p>		

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?	1
<p>A full electrical inspection is overdue. There was a letter on file confirming that Derby Firelec will be undertaking this inspection on the first week of June.</p> <p>The fire alarm was last serviced on the 17/5/04 and the fire extinguishers in March 2004. All staff must be trained in fire safety and regular fire drills undertaken. (see also Standard 26 for actions in regard to fire safety)</p> <p>A gas safety certificate is valid to 29/3/04 which states that the installation is safe to use but <i>"the ventilation is not to standard"</i>. This needs addressing.</p> <p>Risk assessments on the premises are reviewed by the Administrator and any actions required are recorded and efficiently addressed.</p> <p>Actions required in regard to access to the premises can be found under Standard 41 of this report.</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?	2
<p>There is a sick bay in the School but it only has one bed. This is not considered sufficiently sized for 150 students but it is appropriately located opposite the supervisors office. Suitable provision would have to be provided in any new build/ change of premises. In practice poorly students go to their dormitories but then there is the question of ensuring regular supervision and comfort as highlighted in Standard 16. If symptoms persist or they have a contagious illness they are sent home or to their guardians.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Laundry facilities are available for students. In practice the majority of washing is taken home during home leaves.		

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
The School shop was found to be well stocked with a range of essential stationary items, toiletries, snacks and drinks and was very popular with the students. They also confirmed that they can go to the local shops if they seek permission.		

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?	2
<p>This Standard should be read in conjunction with Standards 22 and 38. It must be clearly stated in writing whether any lodgings accommodating pupils are arranged by the School or by the parents themselves. This includes pupils staying with staff members and guardians. If they are arranged by the School a written agreement should be in place to include the provision of all the particulars specified in Standard 51.3 and the Schools expectations of them.</p> <p>Prior to any placement, the School should visit the accommodation to ensure it meets a satisfactory standard, interview the adult responsible, take up references and record all these findings. They must also ensure a satisfactory CRB check is obtained on all adult members of the host family.</p> <p>The homes visited during this inspection were found to provide a good standard of accommodation to the overseas students and the adults interviewed were all happy to have any checks necessary to safeguard the students staying with them. They were clear about their responsibilities to safeguard and promote pupils' welfare and their expected responses to allegations and complaints. They also confirmed satisfaction with the contact arrangements outside of School hours.</p>		

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?	2
<p>This Standard should be read in conjunction with Standards 29 and 39.</p> <p>The overnight arrangements to visit local mosques must include adequate staff supervision to satisfactorily minimise unsupervised access to boarders by adults who have not had a CRB check.</p> <p>An assessment should also be made and recorded in writing to ensure all the particulars as outlined in Standard 52.8 are in place.</p>		

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

Not applicable.

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 18 – 25 May 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

NO

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

YES

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 Please provide the Commission with a written Action Plan by 22nd July 2004 which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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>

Provider comments and an Action Plan are available at the Area Office where these have been submitted.

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Al Jamiatul Islamiya Darul Uloom 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(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	Yakub Ibrahim Namji
Signature	Yakub Ibrahim Namji
Designation	Principal
Date	29.07.04

Or

D.3.2 I _____ of Al Jamiatul Islamiya Darul Uloom 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(s) 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.