



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Jamiatul-Ilm Wal-Huda

**15 Moss Street
Blackburn
Lancs
BB1 5HW**

Lead Inspector
Mr Graham Robinson

Announced Inspection
13th – 15th November 2006 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school	Jamiatul-Ilm Wal-Huda
Address	15 Moss Street Blackburn Lancs BB1 5HW
Telephone number	01254 673105
Fax number	01254 673105
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Trustees of Jamiatul-Ilm Wal-Huda UK
Name of Head	Mr Abdus-Samad Ahmed
Name of Head of Care	
Age range of boarding pupils	11-18 plus others up to mid-twenties
Date of last welfare inspection	29 April 2003

Brief Description of the School:

Jamiatul-Ilm Wal-Huda is an Islamic College for males only. It serves as both a day and boarding school. It was set up to provide Muslim boys with both an Islamic and secular education.

The school is managed by a group of trustees, headed by the Principal. It relies on the local community and donations to fund ongoing costs and developments. To ensure that the service is potentially available to all, fees paid by parents are relatively low.

The school and boarding facilities span two buildings with under 16's accommodated in the original building and 16 plus in a newly completed building. Both have been purpose built.

SUMMARY

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

The main part of the inspection visit took place over a period of three days from the 13 – 15 November 2006, with a feedback session taking place on the 17 November 2006. Inspectors covered all parts of the school day, which included both late evening and early morning. Prior to this, a visit had taken place on the evening of the 25 August 2006. Here inspectors were introduced to boarding pupils who were then invited to complete a Boarders Questionnaire.

There were approximately 130 boarders and 190 day pupils. Their ages ranged from 11 years to students in their mid twenties. The purpose of the inspection was to review the welfare of boarders aged from 11 to 18 years. This included an assessment of outcomes based on those reflected in Every Child Matters and underpinned by national standards for boarding schools.

This report is based on evidence obtained by using the following methods:

The completion and return by the school of pre-inspection material, access to a range of documentation, policies, procedures, written guidance and records, the completion of forty-eight boarder questionnaire's, information supplied by external agencies, the Chair of Trustees and ten parents. The inspection team met formally with seven staff, which included the Principal and others with specific responsibility for boarder's welfare. Three discussion groups comprising of twenty-three pupils with different experiences of boarding, took place. Five pupils attended the 'drop in'. This was a publicised opportunity for pupils to meet inspectors informally, without appointment. Inspectors also spoke informally with a range of staff and pupils during periods of observation.

This was a positive inspection. The inspection team were well received by pupils and staff and a lot of interaction took place. Many young people were willing to express views about their life at the school. Without exception, those views were positive.

"I am truly satisfied with my school because I hardly have any problems and if I do then I will tell someone and they are sorted out straight away." (Pupil aged 11 years).

The school had worked hard and were continuing to do so, to improve systems and working practices linked to the welfare of boarding pupils. A risk assessment made by the Commission following the previous inspection had resulted in the school being categorised as adequate. Based on the positive outcomes of this inspection, the school has been re-categorised as good.

What the school does well:

The school was well organised and managed. Senior staff under the direction of the Principal had specific areas of responsibility. This has resulted in a range of working practices being formalised, which have created clear lines of accountability. For example, with the role of senior students.

Boarder's welfare fits comfortably within the ethos, aims and objectives of the school. For example, the five outcomes linked to Every Child Matters have been identified and integrated into the working practices along with appropriate documentation to support them. Systems to review practice and link to outcomes were in place.

There were robust systems in place to protect pupils and keep them safe. The school has acted decisively on occasions to minimise/eradicate bullying. This was supported in comments made by pupils who had no concerns about bullying or feeling unsafe. Whilst the systems to keep pupils safe were deemed as good, the school recognised the need for continued reflection and assessment to maintain improvement in this area.

What has improved since the last inspection?

The previous report contained a total of thirty-five required actions and advisory recommendations. This report contains only five Recommended Actions. This single statistic encapsulates the significant progress made by the school during the last three years.

The school has grown physically in size since the last visit, with the completion of a new building. The number of pupils boarding has remained relatively static. This has resulted in improved living conditions and facilities available for boarders. For example, greater space resulting in less crowded dormitories, more recreational space, more bathing and toilet facilities and greater security for pupils under 16 years due to the relocation of the Mosque used by members of the community.

Other improvement areas noted included:

Child protection, complaints, the role of senior students, improved training for staff (child protection, first aid, food hygiene, health and safety plus others), improved facilities/systems for pupils to maintain contact, risk assessments, staff recruitment and clearance, laundry and recreational facilities.

What they could do better:

The school recognises areas it needs to continue to develop. They were clarified by the Principal in the Heads Self Assessment Form submitted to the Commission before the inspection visit commenced. For example some areas linked to health matters, continued improvements in security, improvements to its induction of staff and continued evaluation of the impact of the long school day on pupils were some of the issues highlighted.

Specific areas identified by the inspection team for continued improvement included:

The recording of the administering of medication, greater consistency with CRB checks and in retaining the evidencing of recruitment procedures and the need to formalise the current arrangements for servicing and testing all electrical and gas appliances.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

JUDGEMENT – we looked at outcomes for the following standard(s):

6, 7, 15, 16, 17, 24, 25, 48 & 49.

The health of pupils was being promoted positively.

EVIDENCE:

Significant improvements had been made in this area since the previous inspection, when six Required Actions and Advisory Recommendations were made. The school had acted positively to address these which had resulted in the following being introduced.

A system to obtain written parental consent for the administering of prescribed and non-prescribed medication. The application form completed by parents was used for this purpose. A number of these were randomly selected and found to contain the appropriate consents.

Training records showed that twenty staff had received basic first aid training. Four had undertaken medication awareness training.

A new medical room located in the new building had been established. It was a dedicated room with no other purpose. It was still being fitted out and verbal advice about equipping it further and putting a thermometer in the fridge used to store medication was given during feedback.

Only one pupil was taking prescribed medication and his records were up to date and properly kept. Some old records were reviewed and gaps were noted in one of the examples looked at, making it difficult for the inspector to

establish if the medication had been taken. The school was provided with further guidance about the storing, administering and recording of medication in the form of a MAR Chart and copy of The Administration and Control of Medicines in Care Homes and Children's Services, Royal Pharmaceutical Society. They were also encouraged to procure new metal, lockable cabinets to replace the existing lockable cabinet used to store medication.

All pupils were registered with a local doctor, who also visited the school regularly. Appointments at the surgery could be quickly arranged and evidence was viewed to confirm this. In their discussions with inspectors, pupils felt the health arrangements made by the school were satisfactory.

Positive feedback was received from pupils about the catering arrangements as well as the standard, quality and quantity of food served. Those who had been at the school for some time recognised that breakfast was now a more substantial meal than at the previous inspection. This was deemed to be another area addressed positively by the school following previous advice given.

Training in basic food hygiene had been introduced; with records showing that twenty-two people had undertaken the training since the previous inspection.

Notification was received from a local environmental health officer of a visit that took place on the 16 February 2006. The visit looked at general food safety, hygiene and temperature control. No major concerns were raised.

Inspectors shared meals with pupils that included a breakfast, lunch and evening meal. Mealtimes were well ordered social occasions that allowed inspectors to meet informally with pupils.

The laundry had been relocated since the previous inspection. Two new washing machines and a dryer had been fitted with space for more should there be the demand from boarders.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 3, 4, 5, 13, 26, 29, 37, 38, 39, 41 & 47.

Appropriate systems designed to keep pupils safe had been developed and formed part of the working practices.

EVIDENCE:

"There isn't much harm done in any case but if anything goes wrong they (staff) are always there." Pupil Questionnaire.

The interaction with pupils throughout the visit was good. They were prepared to discuss their experiences about what it was like to live at the school. They provided opinion and valuable information to inspectors, which allowed them to

make specific judgements about life within the school. None shared any issues of concern regarding their personal safety.

Areas linked to discipline, privacy and contact were felt to be satisfactory. No adverse comments were made about these areas. All written guidance, policies and records checked were found to be satisfactory.

Bullying was not a concern to any pupil spoken with or to any of the forty-eight who completed questionnaires. Staff spoke sensibly and with consistency when discussing this issue. Perusal of records showed the school had acted decisively earlier this year when dealing with a specific incident that had bullying implications.

Two incidents of a child protection nature had occurred since the previous inspection. Both had resulted in strategy meetings organised by local social services. The school had appropriate documentation in place and had co-operated fully with external agencies. Both matters had been resolved and contact made with the local social services department confirmed the inspectors view that the school had acted responsibly and appropriately at all times.

A satisfactory child protection policy was in place. The previous inspection asked for the policy to be included into the staff handbook, which it had and for a slight addition to be made, which again had been addressed. The school had also been asked to organise training for staff on child protection matters. All staff at the school had received such training with a days training organised in 2005 and more recently on the 21 September 2006. All staff spoken with confirmed their attendance and demonstrated a reasonable knowledge around their responsibilities.

The two senior staff with direct responsibility for child protection matters had attended additional specialist training. They spoke with some knowledge to inspectors about child protection issues, demonstrating appropriate understanding of the subject.

Pupils had an understanding of how to access the complaints procedures and how it worked. Following previous recommendations the complaints procedure had been made available to pupils in the Boarders Information booklet and to staff in the Staff handbook. For parents, some information was contained in the prospectus provided by the school. Whilst the Commission was identified in certain information, the school was asked to include specific contact details.

Clearance and recruitment practices had improved significantly since the previous inspection. For example, recruitment practices were following current guidelines, Criminal Record Bureau (CRB) checks were taking place for all staff and (senior) pupils aged nineteen or over.

To check that clearances and recruitment practices were taking place properly, inspectors randomly selected the files of ten staff that held a variety of posts and had worked at the school for varying lengths of time. Also random checks of CRB's were undertaken for a selection of other staff and senior pupils.

Some gaps were found regarding the retention of evidence to show that recruitment practices were taking place appropriately. For example, of three recently appointed staff only one had evidence to show that direct contact had taken place to verify references. Further gaps were found regarding evidencing that an interview had taken place, checks on proof of qualifications, gaps in C V checked and checking with previous employers to determine why previous employment had ended. This matter was discussed during feedback.

The school had introduced a system to recheck the CRB's of staff working over a 3-4 year time frame. This was commended as good practice. However, a small number had only been checked to a standard rather than enhanced level. Senior staff indicated they would rectify this matter immediately.

For information a copy of Safeguarding Children & Safer Recruitment in Education (DfES) was supplied to the school during feedback. This recently published work is due to come into force on the 1 January 2007.

The school had made progress developing a range of risk assessments, which included a fire risk assessment. Fire drills were taking place within recommended timescales. Health and safety matters had generally progressed and a specific Health and Safety policy was provided prior to the inspection. The completion of the new building helped as a number of health and safety issues raised at the previous inspection were due in the main to the new building being under construction. The grounds were felt to be safer and tidier as a result of this.

The school described an informal system that was in place for the servicing and testing of electrical equipment and gas appliances. This meant there was no documentation available. The school were advised to formalise the system to ensure they had copies of all relevant documentation held on site.

The Commission supports the school with its plans to continue improving and developing parts of grounds in regard to security, safety and leisure facilities.

Ten Required Actions and Advisory Recommendations linked to keeping pupils safe were generated at the previous inspection. All had been addressed positively. Whilst there is some overlap with four of the Recommended Actions made in this report, it is noted they are linked to new guidance/issues and not because the school had failed to act previously.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

JUDGEMENT – we looked at outcomes for the following standard(s):

11, 18, 27, 43 & 46.

Pupils were being provided with improved recreation and organised activities during non-school time.

EVIDENCE:

Pupils reported improvements regarding the range of leisure pursuits and activities as well as more recreational space. A number highlighted the pool, snooker and table tennis tables recently obtained by the school. They also discussed a range of trips they had experienced during non-school hours. They included visits to library's, museums and recreational trips to the coast and other areas. Due to the completion of the new building resulting in extra boarding provision, more areas for pupils to relax in had been created. Inspectors were informed of further plans to develop additional recreational space.

One pupil summed up the views of many by stating, *"I am extremely happy with the facilities of college and trips, and I think the college is definitely improving the standards."*

The long days were recognised by staff as being potentially onerous for pupils. Written advice for them on how they could deal with this matter was provided in the section entitled Balancing Study, Play and Rest, contained in the Boarders Information booklet. None of the pupils indicated they had any concerns or problems regarding this matter. Indeed many of the older pupils suggested they used free time to enhance their study.

Feedback from pupils without exception provided a positive response to questions asked about the support they received from staff. All recognised they lived in a supportive environment. They described a discrimination free zone within the school and spoke sensibly about discriminatory matters that may affect them within their own communities.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 14, 19, 21, 30 & 36.

Pupils were provided with appropriate opportunities to make a positive contribution towards their life in school.

EVIDENCE:

All pupils either spoken with or through questionnaires were extremely positive about their opportunities to contribute towards certain aspects of school life and about the relationships and support they received from staff. One pupil summed it up by stating *"If you need help or need to talk there are always teachers, senior students, supervisors to talk to and express your feelings and they make you feel better."*

The relationships between pupil to pupil and pupil to staff were observed as good. Based on the feedback of pupils they placed high levels of trust with all staff and senior pupils. The positive relationships observed around the school were based not only on trust, but mutual respect as well. This underpinned the ordered community that was in existence.

It was clear pupils felt confident approaching staff and senior pupils if they wished to make a suggestion or needed advice. Many highlighted the suggestion box where they could put their suggestions in writing directly to the Principal. This was also seen by a number of pupils as a positive way to bring issues of concern to the Principals attention.

Pupils did not view maintaining contact with parents as problematic. Some went home each weekend with all the others going to stay with parents or an appropriate adult fortnightly. Telephones with improved privacy were available and in working order. Many pupils had mobile phones and there were specific times in the week when they had free access to them.

Pupils who had only been at the school since August 2006 spoke positively about the way their 'induction' was handled. They confirmed they had received a copy of the Boarders Information booklet and how pupils and staff assisted them settling in. Staff discussed how they dealt with homesickness with one describing a recent example in some detail with an inspector.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

JUDGEMENT – we looked at outcomes for the following standard(s):

20, 40, 42, 44, 45 & 50.

The general living conditions for pupils had improved considerably since the previous inspection.

EVIDENCE:

A full tour of the building and grounds with an emphasis on the living areas was programmed into the inspection.

When the last inspection took place a second building was being constructed. It had been completed and the extra space and creation of various facilities has proved to be beneficial. In practical terms it has meant that all pupils over 16 years were being accommodated in the new building. All under 16's had remained in the original building. The Mosque used by members of the community had been located to the new building, resulting in improved security and safety for under 16's.

Space in bedrooms had been freed up which meant less bunks. Also the bedrooms in the old building had been re-carpeted along with new floor coverings in the corridors. All electrical items had been removed from bedrooms and window restrictors had been fitted. Details of the one window noted as not having a restrictor were passed to staff.

The creation of new washing and toilet facilities in the new building along with the reduction of boarding pupils living in the one area meant an improvement in the number of facilities.

Other positive developments noted included the relocation of the medical room, laundry and tuck shop. Some structural work in the main kitchen, the introduction of fresh drinking water outlets, introduction of hand driers in wash areas, new carpets in a variety of locations and improved leisure facilities. All the developments noted in this section means the school have reacted positively to the Required Actions and Advisory Recommendations made following the previous inspection.

These improvements generated a positive response from pupils who were enjoying the improved facilities along with more space.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 8, 9, 10, 23, 31, 32, 33, 34 & 35.

The organisation and general management of the school was viewed as good.

EVIDENCE:

The school provided information about the aims and objectives of the school along with the principles and practice of boarding to parents (Prospectus), staff (staff handbook) and pupils (Boarders Information booklet). Copies of all three were supplied to the Commission prior to the start of the inspection visit.

Inspectors felt there had been an improvement in the general organisation around the supervision of boarding pupils during non-teaching hours. For example, a specific Supervision and Care Staff Rota had been implemented and made available in the staff handbook. Staff were identified to cover specific times of day, evening and overnight. The numbers of staff covering these times were deemed to be satisfactory. For example, overnight there

would be a minimum of three adults on site split between the two buildings. They would have the added assistance of senior pupils.

All pupils spoken with, including those who had only been at the school since August 2006, understood the roles and responsibilities of staff and knew where they were located during the night.

Another area to be developed was formalising the role of senior pupils who worked alongside staff in a supervisory capacity. A selection process and written job specification of the role and responsibilities was in place. Senior pupils provided added cover as responsible adults, which included overnight. Their role and the way they carried it out received a unanimously positive response from pupils.

The general management of the school was good. Headed by the Principal, three other staff occupied senior and influential positions regarding the boarding practices. Other staff were identified as having specific duties and responsibilities around boarding practice. For example, the senior Supervisor. All had clear responsibilities with clear lines of accountability. A formal induction process for staff had also been introduced.

Advice was given during feedback to introduce a visitor's book and to date all policies, procedures and written guidance for staff.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	3
15	3
16	3
17	3
24	3
25	3
48	3
49	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	4
3	3
4	3
5	3
13	3
22	N/A
26	3
28	N/A
29	3
37	3
38	2
39	3
41	3
47	2

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	3
18	3
27	3
43	3
46	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	4
19	3
21	3
30	3
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
40	3
42	3
44	3
45	3
50	3

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	3
9	3
10	3
23	3
31	3
32	3
33	3
34	3
35	3
51	N/A
52	N/A

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS15	The responsible person should ensure that any documentation used to record the administering of medication is completed fully at all times.	
2	BS5	The school is requested to provide pupils and parents with the contact details of CSCI (OFSTED April 07).	
3	BS38	The school is strongly advised to ensure that all CRB checks undertaken are completed to an Enhanced Level.	
4	BS38	The school should look to improve the consistency of retaining evidence to show that all aspects of the recruitment procedures are being carried out.	
5	BS47	It is recommended that the current arrangements in place for servicing and testing of all electrical and gas appliances are formalised.	

Commission for Social Care Inspection

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