



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Jamea Al Kauthar

**Islamic College
Ashton Road
Lancaster
LA1 5AJ**

Lead Inspector
Mrs Monica Farrimond

Announced Inspection
7th December 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

| Reader Information | |
|---------------------|---|
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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 | Jamea Al Kauthar |
| Address | Islamic College Ashton Road Lancaster LA1 5AJ |
| Telephone number | 01524 389595 |
| Fax number | |
| Email address | |
| Provider Web address | admin@jamea.co.uk |
| Name of Governing body, Person or Authority responsible for the school | Jamea Al Kauthar Islamic College (Chartiy) |
| Name of Head | Mr F Wade |
| Name of Head of Care | Miss Zainab Ahmed |
| Age range of boarding pupils | 11-18 years plus others up to early twenties |
| Date of last welfare inspection | 20 th November 05 |

Brief Description of the School:

Jamea Al Kauthar aims to provide Muslim girls with both an Islamic and secular education. The school is set within the grounds of the former Royal Albert Hospital and covers an area of 300,000 square metres and is surrounded by landscaped gardens.

The school site comprises of three main buildings one of which is the main boarding accommodation consisting of four Dars, or houses. Each house has a senior Dar Apa whose first priority is the welfare of the girls. The Apa is also in constant communication with the head Apa to oversee the development of each girl.

The remaining two buildings consist of the school building, which is named Darus Salehat and Darul Arkam where Madressa syllabus is delivered.

The school has currently 439 pupils on the register, 32 of whom are aged 19 plus.

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 two days from the seventh to the eighth of December 2006, with the feedback session taking place in the afternoon of the eighth of December. There were 3 Inspectors present on day one of the visit, and 2 Inspectors on day two. Inspectors covered all parts of the school day, which included both late evening and early morning visits. Prior to this a visit to the school was made on the 15th of November 2006 and Boarders questionnaires delivered.

There were 439 Boarders. Their ages ranged from 11 years to students in their early 20s. The purpose of the inspection was to review the welfare of boarders aged from 11 to 18 years. This included an assessment of the outcomes based on those reflected in Every Child matters and underpinned by national standards for boarding schools.

This report is based on evidence of 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 400 plus questionnaires, information supplied by external agencies, and 18 parents. The inspection team met formally with staff, which included the principal and others with specific responsibility for boarding welfare. There was a publicised opportunity the pupils to meet inspectors in formally, without appointment. Inspectors also spoke informally with a range of staff and pupils during periods of observation. During the period of the inspection the inspectors shared mealtimes with the pupils.

This was a positive inspection. Inspectors 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 love Jamea, and it is only my third week. This is my home, I don't even feel like going home." Pupil aged 14 years.

The school has worked hard and are continuing to do so, to improve systems and working practices linked to the welfare of boarding pupils. There is a rolling programme of refurbishment taking place in the school.

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.

Boarders 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 are 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. While the systems to keep pupils safe were deemed appropriate, the school recognised the need for continued reflection and assessment to maintain improvement in this area.

What the school does well:

Improvement areas noted include increased child protection training, complaints, the development of the role of senior Dar Apas. Improved training of the staff in first aid, food hygiene, health and safety and thorough staff training and induction programme.

The pupil population has risen dramatically since the last inspection with the school now accommodating 400 plus pupils. Staffing has been increased and was noted to be adequate during the inspection.

Views of the pupils are ascertained by means of a comment/suggestion/complaints box situated in the main corridor. The schools Council consisting of staff and pupils further give opportunity to the pupils to share their views.

Feedback from questionnaires unanimously showed that the school is a nurturing environment for the pupils and observations during the inspection indicated that the pupils were relaxed and happy.

What has improved since the last inspection?

The school has made significant progress over the last two years. Training of all staff has been a priority, particularly in relation to child protection. Robust systems are in place in relation to the working practices within the school which are overseen by the principal. There is a strong management team and this is reflected in the positive outcomes within his report.

Evidence was seen that staff reviews are now carried out. The headteacher coordinates the senior Dar Apas. The senior Dar Appas supervise the Dar Apas. Staff have job descriptions which are updated as necessary.

The school has developed close links with the local health practice. Two medical rooms have been developed that can accommodate 13 students.

Staff meetings are held fortnightly. Senior management team meetings take place every three months.

What they could do better:

The school recognises areas it needs to continue to develop. The rolling programme of refurbishment is well underway particularly in relation to the development of new bathroom facilities.

Advice was given in relation to developing the risk assessments to extend to leisure activities for example, rounders. This advice was put into practice on day two of the inspection.

Advice was given in relation to the medication administration sheets, but two members of staff should sign these sheets. Accredited training in medication procedures would be of benefit to the staff.

The small number of recommendations made within this report reflect the progress made by the school since the last inspection.

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. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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)

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

. Standard 6, 7, 15, 16, 17, 24, 25, 48 and 49 were looked at. Quality in this outcome area is good. The health of pupils is being promoted.

EVIDENCE:

Significant improvements have been made in this area. A system to obtain a written parental consent to the administering of prescribed and non prescribed medication has been introduced. A random selection of medical files were examined during the inspection and found to contain the appropriate consents.

Discussions with staff and observation of records indicated that staff had received basic first aid training, but advice was given that staff should receive formal accredited training in the administration of medication. Advice was also given that two members of staff should sign when medication is administered to a pupil.

Health care plans were seen on pupils files and several of these files were case tracked by an inspector. Advice was given in relation to the recording of fine

detail on these records for example the date and time a parent had been contacted in relation to accident/illness of a pupil.

Medical facilities for pupils who should fall ill have been further developed and were seen to be comfortable and appropriately furnished.

All pupils are registered within a week of arrival at the school with a local doctor. Strong links have been forged with the local health centre and advice is sought regularly from the local nursing sister placed at the surgery. Appointments at the surgery could be quickly arranged and evidence was viewed to confirm this. Feedback from questionnaires and discussions with pupils indicated that they felt health arrangements made by the school were satisfactory.

There was a policy available in relation to the support for homesickness. Discussions with staff and pupils indicated that this policy is implemented in practice. New pupils to the school or given "A survival guide" to the routine and rules of the school, this includes a map of the school. New pupils are paired with pupils who are older and have been at the school for some time. The older pupil will guide the new pupil through the routines and daily life of the school until the pupil becomes settled.

Notification was received from the local environmental health service of visits that had taken place in April, June, and November 2006. The notification confirms that all items requiring the attention of the school had been satisfactorily completed.

Inspectors shared meals with the pupils, which included breakfast, lunch and evening meal. Mealtimes were well ordered social occasions that allowed inspectors to meet informally with pupils. Feedback from pupil questionnaires indicated that food served at the school is both nutritious and varied.

Laundry facilities at the school were seen to be adequate, a new washing machine has been purchased but yet to be plumbed. Discussions with pupils indicated that the laundering of clothes is not seen as a problem, as the majority of pupils take clothes home with them to be laundered at home.

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)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

2,3,4,5,13,26,29,37,38,39,41&47-Boarders are protected from bullying and abuse.The outcome in this area is good.

EVIDENCE:

The interaction between inspectors and pupils throughout the visit was good. The pupils were eager 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. These opinions and judgements were reflected in the positive comments made in the pupil questionnaires. No pupils 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 found to be a concern to any pupils spoken with or to any of the 400 pupils who completed questionnaires. Staff spoke sensibly with consistency when discussing this issue. Perusal of records showed the school had acted decisively when dealing with specific incidents that had bullying implications. Training records showed that 32 members of staff had attended training on dealing with bullying, and staff confirmed this had taken place.

There had been no incidents of a child protection nature reported by or to the school since the previous inspection. All staff had received training in child protection from the designated child protection officer. A satisfactory Child protection policy was in place. All staff spoken with confirmed their attendance at child protection training and demonstrated a broad knowledge in relation to their responsibilities.

Pupils had an understanding of how to access the complaints procedures and how it worked.

Clearance and recruitment practices were good. To check that clearances and recruitment practices were taking place properly, inspectors randomly selected the files of six staff that held a variety of posts and worked at the school for varying lengths of time. Five of the staff files contained the correct evidence to show that the appropriate checks had been made. One file was lacking a CRB clearance, evidence was seen that it had been sent for and appropriate supervision had been put in place of the member of staff until clearance is obtained.

The school has made progress developing a range of risk assessments, which included a fire risk assessment. Fire drills are taking place within recommended timescales. Specific health and safety policies have been developed by the school in relation to fire hazards. Advice was given during the inspection in relation to extending the risk assessments to social activities. This advice was immediately implemented by the school.

The school site is secure, with electric gates at the bottom of the drive. CCTV cameras cover the external entrances to the school. The school and grounds were felt to be safe.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- 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)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

The 11, 18, 27, 43& 46. Pupils were being provided with improved recreation and organised activities during non school time. Quality in this outcome is good.

EVIDENCE:

Pupils reported improvements regarding the range of leisure pursuits and activities.. All completed returned questionnaires indicated satisfaction with the activities on offer which included sports activities, taking part in plays, walking in the extensive grounds or playing board games.The inspectors observed some pupils playing board games in a recreational area, the atmosphere was good and the pupils obviously enjoyed taking part in these games. One pupil questionnaire stated " Jamea is a wonderful place to be and I feel great". Pupil aged 12.

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

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 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)

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

12, 14, 19, 21, 30 and 36. Pupils are provided with appropriate opportunities to make a positive contribution towards their life in school.

Boarders are enabled to contribute to the operation of the school.

EVIDENCE:

All pupils either spoken with during the inspection, or responding in questionnaires were extremely positive about the opportunities to contribute towards aspects of school life. They spoke positively about relationships and support they received from staff. Questionnaires indicated that pupils could approach any member of staff with concerns.

The relationships between pupil to pupil and pupil to staff were observed as positive. Based on the feedback of pupils they placed high levels of trust in 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 wish to make a suggestion or needed advice. Many highlighted the suggestion box where they could put their suggestions in writing directly to the principal

Pupils did not view maintaining contact with parents as problematic. Telephones with privacy are available and were in working order.

Pupils who had only been at the school a short time spoke positively about the way their induction was handled. They confirmed they had received a copy of the survival guide and described how pupils and staff assisted them in settling in. All staff interviewed demonstrated a knowledge of the home sickness policy, and described how they would act appropriately should a pupil feel homesick. Home sickness did not appear to be an issue during the inspection, despite a large number of new pupils.

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)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

20, at 40, 42, 44, 45 and 50. The general living conditions for pupils has improved since the previous inspection. Boarders are provided with satisfactory accommodation. .

EVIDENCE:

A full tour of the buildings with an emphasis on the living areas was programmed into the inspection. The current bedroom areas were satisfactory, and the inspectors were made aware of plans to extend the living areas onto the next floor. Extensive building work will need to take place for this to be achieved.

Bathroom areas remain inadequate but extensive refurbishment is taking place and a new bathroom is being developed which will greatly enhance the facilities available..Feedback from both parents and pupils indicated that on occasions there are problems with the provision of hot water and heating.The school takes a pro- active approach to these issues and take steps to rectify the problems as soon as they are identified.

The school has a tuck shop which is open to the pupils twice a week. Pupils can buy a variety of personal requisites.

The school has satisfactory policies and procedures in relation to protection and distribution of Boarder's pocket money.

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 is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

1, 8, 9, turned, 23, 31, 32, 33, 34, 35. The organisation and general management of the school was viewed as good.

EVIDENCE:

The statement of purpose of the school covers the aims and objectives and includes the admission criteria, outline of facilities and welfare support services to the young people. The aims and objectives state that Jamea Al Kauthar was established to provide an opportunity to study the traditional sciences concurrently with secondary and further education.

The school's senior management team and principal monitor the welfare provision in the school. The general management of the school is good. Headed by the principal, the senior management team promote the welfare of the pupils on a daily basis. This is monitored by the principal and there was evidence viewed during the inspection that this monitoring is taking place.

The schools organisation of boarding is good. There is no major discrepancy of quality of boarding provision between the different boarding houses. There is a management structure within each house(Dar), which would appear to be working well. The inspectors were impressed with the smooth running and organisation of the school during the inspection.

There were sufficient number of staff available during the inspection to adequately supervise the pupils both during the day and during the night. Clear boarding policies and procedures are in place, and discussions with staff indicated a good awareness of the policies and procedures. Pupils were able to identify the roles of staff and knew where they were located during the night.

The school do not have any boarders placed in lodgings, and no short-term visits which would include accommodation take place.

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 | 2 |
| 15 | 3 |
| 16 | 3 |
| 17 | 3 |
| 24 | 3 |
| 25 | 3 |
| 48 | 3 |
| 49 | 3 |

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

| ENJOYING AND ACHIEVING | |
|------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 11 | 3 |
| 14 | X |
| 18 | 3 |
| 27 | 3 |
| 43 | 3 |
| 46 | 3 |

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

| ACHIEVING ECONOMIC WELLBEING | |
|------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 20 | 3 |
| 40 | 3 |
| 42 | 3 |
| 44 | 2 |
| 45 | X |
| 50 | 3 |
| 51 | x |

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 |
| 52 | X |

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 | Staff at the school should receive accredited training in relation to the administration of medication. | |
| 2 | BS44 | Adequate toilet and washing facilities should be readily accessible to Boarders . | |

Commission for Social Care Inspection

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