



Champions for
Social Care
Improvement

inspection report

Boarding School

Jamea Al Kauthar

Islamic College

Ashton Road

Lancaster

LA1 5AJ

25th, 26th and 27th January 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**

Jamea Al Kauthar

Address

Islamic College, Ashton Road, Lancaster, LA1 5AJ

Tel No:

01524 389595

Fax No:**Email Address**

Jamea_Al_Kathar@btinternet.com

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

Jamea Al Kauthar Islamic College (Charity)

Name of Head

Mr F Wadee

NCSC Classification

Boarding School

Type of school

Independent

Date of last boarding welfare inspection

Aug 2001

Date of Inspection Visit		25th January 2004		ID Code
Time of Inspection Visit		10:00 am		
Name of NCSC Inspector	1	Mrs Monica Farrimond	077473	
Name of NCSC Inspector	2	Mrs Felicity Lacey		
Name of NCSC Inspector	3	Mrs Elaine Clare		
Name of NCSC Inspector	4	Mr Ian Jeavons		
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Elizabeth Herringshaw		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
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		MR F WADEE		

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

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

This document summarises the inspection findings of the NCSC in respect of Jamea Al Kauthar.

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.

Jamea Al Kauthar is an academic establishment providing an opportunity for girls aged 11 years and upwards to study an in-depth knowledge of Deen. It further develops the love of Allah and his prophet Sallallahu alayhi wasallam.

The school is set within the grounds of the former Royal Albert Hospital and covers an area of 300,000 sq.m 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 also is 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 Madressah syllabus is delivered.

The school has currently 228 boarding pupils on the register.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school currently accommodates 228 boarders.

Amongst the aims of the school are:-

- Providing an environment in which students are encouraged to adopt, to understanding, Islamic codes of practice.
- Providing an environment in which students are encouraged to develop self-discipline, respect for oneself, fellow students and staff: contributing to a well-ordered and caring school.
- Helping students to understanding their immediate and long-term needs and encouraging them to be sensitive to the needs and feelings of others within the school and the community at large, bettering ones own life morally and religiously as well as the lives of others.

The school expects that all pupils will view their years in school as well spent and that they will have attained, primarily, the highest levels of spiritual, moral and Islamic awareness and, in close conjunction to this, the highest level of physical and intellectual achievement of which they are capable.

It was the opinion of the inspectors that the school does strive to meet these goals. Pupils were seen to be encouraged and praised by both staff and other pupils. All pupils were polite and courteous throughout the Inspection and the pupils have to be commended for the behaviour observed over the period of the Inspection.

149 returned questionnaires generated feedback statistics which indicated that the quality of food was well above the national average when compared to surveys of pupils in other boarding schools, the range of activities was above the national average, the privacy in both toilets and bathrooms were above the national average and 83% of pupils were hardly or never bullied (analysis attached).

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

This was the first full inspection of the school against the National Minimum Standards for Boarding Schools. As such the inspectors would expect to have a significant number of recommendations. The relatively few recommendations contained within the report acknowledge the work the school has done in relation to fulfilling the standards.

It was felt by the inspectors that more proactive oversight should be promoted between the principal of the school and the senior management team. This area was particularly highlighted by pre-inspection parental questionnaires. Some parents felt that decisions were made in relation to their daughters by the head teacher without consultation with the principal of the school. This was confirmed during the inspection by a lack of documentary evidence, particularly in relation to complaints.

During the inspection the pupils were polite and courteous to the inspectors, however feedback in questionnaires indicated a level of underlying distrust towards the role of the inspectors. Once again it was felt that the anxiety and apprehension from some of the staff may have been consciously or subconsciously relayed to the pupils. It is hoped that these issues will be addressed in the near future by 'building bridges' between the inspection team and the pupils / staff at the school.

It has been acknowledged that the school has made great improvements materially, however the school needs to maintain these improvements with a regular monitoring programme and undertaking risk assessments more frequently.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

In the opinion of the inspectors the school is striving to provide a safe and suitable environment for religious, secular development and for sound personal relationships. It was felt that the main focus of the school in fulfilling its aims was sound. It was felt overall that the school is safeguarding and promoting the welfare of the pupils accommodated.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

[illegible]

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 and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS3	The contact details of the National Care Standards Commission should be added to the child protection procedures.	1 st April 2004
2	BS5	The contact details of the National Care Standards Commission in relation to complaints should be included within the staff guidance document.	1 st April 2004
3	BS23	It is recommended that the principal of the school has more oversight in major decisions in relation to welfare of the pupils e.g. expulsion of a pupil from the school.	1 st March 2004
4	BS31	It is recommended that a more positive approach is encouraged by the staff to the pupils to future inspections.	Immediate
5	BS47	It is recommended that more frequent risk assessments and monitoring checks are carried out in relation to the boarding accommodation and premises.	1 st April 2004

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	BS4	In the interests of good practice it is recommended that all sanctions be recorded and therefore be monitored.
2	BS49	It is recommended that thought to be given to the laundering of younger pupils' bedding by the staff to ensure a more satisfactory laundering system for the 11 to 14 year old pupils.

*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	NO
• Chair of Governors	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	NO
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	YES

Date of Inspection	25/01/04
Time of Inspection	14.00
Duration of Inspection (hrs.)	73
Number of Inspector Days spent on site	3

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

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

11

TO

19

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

0

Girls

228

Total

228

Number of separate Boarding Houses

4

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
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"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

The Statement of Purpose covers the aims and objectives of the boarding school and includes the admission criteria, outline of facilities and welfare support services for 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.

All students should have completed the recitation of the Quran at least once. Parents upon admission are given a copy of the prospectus and also a copy of the condition of admission, which set out the rules in respect of behaviour expected, by the school of the pupils.

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?

3

A policy that covers measures on how to prevent and to respond to bullying was in place. The policy states, 'at school, every pupil and member of staff should feel safe from any abusive, threatening or unpleasant behaviour. Members of staff should be able to operate on the clear understanding that pupils will behave towards them with courtesy, co-operatively and obedience to legitimate rules and instructions. Pupils must be able to expect the highest standards in teachers behaviour and attitude towards them'.

Around the school it was observed that a number of posters and artwork promoting this aim were displayed in communal areas.

In the questionnaires the pupils did not record details of any incidents of bullying within the school and this was also confirmed with discussion with both pupils and staff.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

83

%

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

There is a written child protection policy that is consistent with the requirements of 'working together to safe guard children'. The policy includes a requirement for a referral to be made within twenty-four hours of allegations or suspicions of abuse the local social services department to carry out child protection investigations, rather than internal investigations by the school. The policy is available to staff and adults working at the school.

The school has a dedicated child protection officer who recently made contact with an officer from the local social services department with whom they will liaise over any concerns in relation to child protection matters. The contact details of the National Care Standards Commission should be added to the child protection procedures.

All staff have received basic child protection training. Some senior members of staff have attended training provided by the NSPCC. The designated child protection officer has attended further training in relation to child protection, neglect and emotional abuse, and understanding child protection abuse. There have been no reported incidents of child protection within the last twelve months.

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

The school has a 'behaviour policy' in states that the policy is to

- To encourage pupils to set high standards of behaviour through self-discipline by recognising the rights of all pupils to education in an atmosphere conducive to learning and a safe environment.
- To encourage all pupils to maintain high standards of behaviour inside and outside of the school, by recognising the rights of the JAK community.

The school operates a rewards system, where good behaviour is recognised by the issuing of Bronze/Silver/Gold certificates, after pupils have collected the appropriate number of merit slips.

Students who misbehave go through the yellow and red slip procedure, which is: -

- 2 verbal warnings which will be recorded
- 3 yellow slips will be issued
- Parental phone contact and report card will be given to the student
- Suspension issued with a red slip

The inspectors did not find evidence of unacceptable, or excessive punishments. Evidence was seen that sanctions are recorded, but staff interviewed during the inspection indicated that not all punishments were recorded, for example, withdrawal of privileges. In the interests of good practice it is recommended that all sanctions be recorded, and therefore monitored.

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?	2
<p>The school has a complaints procedure, which is available to all staff, boarders and parents. The Conditions of Admission document highlights the routes that can be taken if parents wish to make a complaint. This includes the address and telephone number of the National Care Standards Commission. However the guidance for staff indicates that complaints should be directed to the Principal of the school using a complaint form available from the school office. It is recommended that the names and address of the National Care Standards Commission be included within the staff guidance document.</p> <p>Examination of documentation in relation to complaints did not indicate that the school principal was aware of the contents. Written complaints to the school were neither documented nor evidenced during the inspection.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		1

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The school has recently employed a Health Promotion officer whose position also included the role of cleaner. The inspectors spoke with the health promotion officer who spoke with enthusiasm about her position. She had received some training from the previous post holder and had recently registered the school on the 'healthy schools in Lancashire' scheme.</p> <p>The school had decided to focus on healthy eating and posters and displays were seen around the Dars. There was a healthy 'tuck shop' available to the students at lunchtime, which provided students with an alternative to sweets.</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?	3
<p>Records of a sample of students were seen in the company of the 'school nurse'. These records appeared to be adequately kept and in order. The information contained relevant information about the student's health and included information on allergies and medical conditions.</p> <p>The records displayed the identification of parental responsibility and consent, and details on how parents are to be contacted in an emergency.</p> <p>It was confirmed by the school nurse that information about the health of students was kept confidential and was passed only to teachers and other members of staff on a need to know only basis.</p> <p>All records were seen to be locked in a file cabinet, held within a locked room with access only available to the school nurse and the residential doctor.</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?

2

The schools senior management team and principal monitor the welfare provision in the school. The school has a development plan where work identified from December 2003 was evidenced to be completed, outstanding work on the development plan includes a new stock of beds, mattresses and cupboards to be installed in the boarding accommodation by July 2004.

The majority of the Apas are close in age to the young people in their care. The inspectors would recommend further training in the management and practice of boarding to ensure that the welfare is safeguarded and promoted.

Observation of documentation, discussions with staff and feedback from parent's questionnaires indicated that the Principal had not always been involved in major decisions regarding the welfare of boarders, such as, expulsion from the school. It is recommended that the Principal establish a more effect system to monitor the welfare provision in the school. Advice was given in relation to the recording of the Principal's involvement with serious complaints, to evidence his oversight of decisions made.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

There is a policy regarding crisis management, which was seen during the inspection. The policy covers several situations involving staff, students and the school community, that may require the protocol to be activated, for example, terminal illness, serious injury to one or more people, or a bomb threat, The policy identifies action to be taken on receiving information regarding a critical incident. Observation of the policy would indicate that it is satisfactory.

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
<p>There are four Dars or boarding houses. Dar Fatima has 79 pupils, Dar Ruquaya has 77 pupils, Dar Umuthum has 36 pupils and Dar Zainab has 36 pupils. The boarding houses would appear to operate satisfactorily. Pupils with relatives or close friends often ask to share accommodated in the same boarding house, and the school will attempt to meet their request. No individual Dar was found to have significantly poorer provision.</p>		

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
<p>During the inspection it was noted that the pupils were participating in activities in the main hall and communal lounge. Badminton appeared to be a popular sport played by the pupils along with board games. The girls spoke of the pleasure of walking within the grounds of the school. Within the grounds there was also some tennis courts and in the summer rounders was played on the grass.</p> <p>Within the school day there are period of rest and free time. The pupils do not have unrestricted access to the internet. There are suitable safeguards in existence to counter risks of access to inappropriate material.</p>		

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
<p>The school is in the process of developing a school council. The inspectors observed minutes of the meetings and it would appear that ideas/ suggestions from the meetings are being taken seriously. The school also has a suggestion box available for the pupils to write questions and insert. Discussions with pupils confirmed that the suggestions are taken seriously.</p>		

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?	3
<p>Pupils who are sixteen plus are chosen by the Apas as monitors. There have minimal responsibilities supervising prayers and mealtimes. They do not give punishments and the Apas oversee the role. Basic child protection training is cascaded down to the monitors by the Apas, and their roles are clearly defined.</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?****3**

Dar Apas are identified to the pupils, in individual boarding houses, to whom they can turn to if they have a personal problem or need guidance. They are identified by posters distributed around the school. There is also an independent visitor who visits the school and whose name and address is identified to the pupils by posters containing her name and telephone number situated by the telephones.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

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

The school employs a 'doctor' and a member of staff who acts as the school nurse. The staff member is qualified in 'First Aid at Work' and a certificate from Preston College was seen.

All students are registered with the local GP practise but both dental and optical needs are met when the students visit their own homes once a month. The staff member suggested there was a good relationship between herself and the doctor and often would consult with each other over students.

Students are able to attend the GP unaccompanied should they wish and arrangements would be made should the student wish to visit a female doctor.

All first aid treatment is given by competent designated staff and a number of teachers and Apas had received first aid training. Lists of first aiders were seen around the Dars indicating who they were and where they could be found.

All prescribed medication was seen to be kept safely and was being prescribed as instructed on the box. There was seen a policy on 'household' medications and these were also kept secure.

All students over the age of sixteen were seen as responsible to keep and administer their own medication and students were given a locked draw to keep medication in.

The school had good records of illnesses, accidents or injuries to boarders and clear records were also seen of medication being issued.

A sample of medication seen indicated that supply would run out before the student was due to go home. The staff member assured the inspector that a new prescription would be posted from the student's home in good time.

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?****3**

The school had developed a new sick bay within one of the Dars and the room contained eight beds. The staff member responsible for health informed the inspectors that students when ill are regular checked and receive good care. The doctor's room is situated next door to the sick bay and students were able to summon assistance should they require it.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	3
<p>All students are asked to complete a medical application form upon admission to the school. This would highlight significant health and personal problems and allow staff members to develop a care plan. One care plan had been seen for a student and detailed appropriate action and care needs.</p> <p>The staff member in charge of health confirmed that the school has no pupils with Statements of Special Needs and does not allow children with special needs to be admitted into the school.</p> <p>The staff member spoke with some experience and sympathy about a student that bed wet and it appeared that the issues was dealt with sensitively.</p> <p>Students confirmed that in periods of homesickness the Apas and teachers supported the students and provided them with comfort and support.</p>		

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 has an equal opportunities policy, which states 'at Jamea al Kauthar we are all equal and we should treat each other equally.' Observation of documents demonstrated a commitment to equal opportunities and avoidance of inappropriate discrimination.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Parents can visit the school every second weekend and take the pupils out from twelve noon to eight on a Saturday and 10.00a.m until 5.00pm on Sunday. Pupils go home or to visit guardians every fourth weekend.</p> <p>Boarders have access to telephone contact with their parents in private, without having to seek permission from, or inform staff. The inspectors noted there were a sufficient number of telephones to meet the needs of the boarders. Boarders are able to write letters home and to also receive letters from home without letters or messages censored or read by staff or others. Evidence was seen that staff contact parents with any significant welfare concerns relating to their child.</p> <p>Notices by pupil telephones indicated appropriate help lines and outside contact numbers for pupils to ring in case of problems or distress.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
There is a system in school for distributing pocket money (up to £10) once a week on a Saturday.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
New boarders are given a welcome handbook, which gives information about boarding routines and rules. Each new pupil is partnered with an older girl from the school who will help the pupil to settle in and follow routines. New pupils go home every weekend for the first month, and during the inspection, it was noted that the new pupils had gone home a week earlier than other pupils for a holiday.		

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?	0
This standard is not assessed on the inspection, as the school does not appoint guardians.		

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?	2
A senior member of the school staff regularly monitors the school records. Evidence was seen that reasonable action was taken to reduce risks identified by risk assessments. However it is recommended that the Principal of the school has more oversight of major decisions in relation to the welfare of the pupils, including expulsion of a pupil.		

Standard 24 (24.1 - 24.8)

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

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

Meals during the inspection were seen to be provided in an adequate quantity. The menu choice was available on display in the hall. Each meal has a choice of meat or vegetarian. The meals have poor nutritious value and are not balanced. The inspection of the food stores found no evidence of fresh vegetables or fruit. The menu is on a one-week cycle and there is little deviation from this, the chef confirmed.

The inspector had received two letters from parents and one letter from a student explaining that the food would often run out before the end of the queue. These students would then have to go to bed without any food. They went on to explain that food was poor in quality with little meat available. Fresh fruit was also rarely seen, however on the day of the inspection fruit was available at lunchtime. These concerns could not be substantiated.

Students eat their food while seated on the floor eating with their fingers. This is a traditional method of eating food and the students were quite happy and accustomed to this way of dining.

The large dining room has ample space for the students to dine in and each student appears to have ample time to eat their meal.

The chef confirmed that he had undergone the Food hygiene certificate and this was available in the office.

A recent environmental report had indicated that a number of recommendations were needed in the kitchen area and these were to be followed up by the department.

Standard 25 (25.1 - 25.5)

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

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

Each boarding house has its own small kitchen. Observations during the inspection and discussions with Apas and pupils indicated that drinking water is available in all boarding houses and at all reasonable times.

Pupils bring snacks from home, which can be stored in the fridges on their own Dars.

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
<p>Discussions with staff and pupils indicated that all were aware of the fire drill and the appointed assembly point. There have been two fire drills since the 21st December 2003. Each Dar has an Apa identified as responsible for emergency evacuation. There had been a recent fire in one of the pupil bedrooms and the fire evacuation procedure had been carried out smoothly.</p> <p>Emergency lighting, fire alarms and fire extinguishers are regularly tested and the inspector observed detailed records of the inspections.</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>The inspectors did not find evidence of any unusual or especially onerous demands on boarders. Observations during the inspection indicated that boarders had reasonable free time each day.</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?	9
<p>The standard is not applicable.</p>		

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?	0
<p>There were no high-risk activities identified during the inspection.</p>		

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

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

The school has recently introduced a news board where a designated Apa posts items of interest. A news bulletin is broadcasted by the tannoy system to the pupils each morning.

The pupils do not use any local facilities outside school and discussions with pupils and staff confirmed that pupils do not leave the school sight without a member of staff.

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?

2

The inspectors observed a duty rota produced by the school, which demonstrated satisfactory levels of staff. Supervision of the pupils during the early mornings, lunchtime and during the evening indicated that the level of supervision was satisfactory. Observations during the inspection that boarders are all times are under the responsibility of a member of staff. Discussions with pupils indicated that each pupil were aware of which member of staff was responsible for them.

In relation to the staff competence questionnaires were distributed during the earlier part of the inspection. 149 questionnaires were returned to the inspectors. Many indicated that pupils saw the inspection as 'an invasion of their privacy'. The way in which the pupils saw the inspection caused concern to the inspectors in relation to how the inspection had been shared with the pupils prior to the visit by the Apas. This gives cause for the inspectors to question the maturity of the majority of the young care staff in their handling of any of the concerns of the pupils. It is recommended that a more positive approach is encouraged by the staff to the pupils in relation to future inspections.

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?	9
This standard is not applicable, as the pupils do not leave the site.		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>There are at least two members of staff sleeping at night in each boarding house, responsible for the boarders. It was observed that boarders have a satisfactory means of contacted a member of staff at night should this be necessary.</p> <p>Each Dar had a list of pupils sleeping in the house in case of emergency for example fire.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
<p>Each member of staff had a job description reflecting those duties. The inspector observed an induction programme which included boarding duties and child protection procedures. The Apas are supervised by senior Apas who are responsible to the housemistress.</p> <p>The inspector observed records, which indicated that there are opportunities for training and updating boarding practise (including guidance on child protection issues) for all staff.</p>		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
The inspectors observed a comprehensive document 'staff handbook'. This is given to all staff with boarding duties. Observations of this document indicated that the guidance adequately covered the school approach to boarding and the safeguarding and promotion of boarders' welfare; child protection, anti-bullying and sanctions policies; the handling of complaints by boarders and parents; any special features of boarding and the organisation of the boarding day.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Discussions with pupils and feedback from questionnaires indicated that generally the boarders felt that staff looked after them well and fairly. Communications between staff and boarders during the inspection appeared to be positive. The inspectors did not find any evidence of inappropriate favouritism towards individuals or groups.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Observations during the inspection did not indicate that staff intruded inappropriately or in a way that would embarrass boarders at sensitive times such as dressing / undressing, changing, bathing or showing.		

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?	3
<p>The inspectors observed five staff files, chosen at random from a staff list and were satisfied that the schools system for recruiting staff included the following;</p> <ul style="list-style-type: none"> • Check of identity against an official document such as passport or birth certificate • Criminal Records Bureau check of the highest level available for the role concerned • At least 2 written references including the most recent employer with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misstatement or omission relevant to the suitability of the applicant • Direct contact by the school with each referee to verify the reference • Interview with a written record of the outcome • Check on proof of qualifications • Requirement that applicants supply a full employment history stating that any previous employer may be approached by the school • Contact by the school where feasible by each previous employer involving work with children or vulnerable adults to check the reasons why the employment ended • Explanation of any gaps in CV and a written record by the school the explanation for any gaps have been sought and are satisfactory. <p>The school is to be commended for their endeavours in producing a satisfactory recruitment process.</p>		

Standard 39 (39.1 - 39.4)

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

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

All adults visiting the boarding accommodation are kept under sufficient staff supervision to prevent their substantial and supervised access to boarders or their accommodation.

The correct level of disclosure for a person with opportunity for regular contact with the pupils but no direct responsibility for their care, training or supervision, is the CRB standard level of disclosure. Anyone with such access should have a standard check. This includes visiting instructors, hairdressers etc. It also includes any member of the provider organisation (e.g. Board of Trustees or Governors) who wishes to visit the school and any professional consultant providing, for example, training or assessment of the service. If any individual does not have this check they cannot be allowed unsupervised access to children and should be “chaperoned” while at the school. This does not include medical professionals or working with pupils as part of an NHS service.

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?

3

The school is split into four Dars (Dar Fatima, Dar Umme Kulthum, Dar Zainab and Dar Roqaya). During the inspection the boarding houses were adequately lit, adequately heated and adequately ventilated. The school currently utilises volunteers from the local community to assist with the cleaning. Standard of decoration of the boarding houses is improving along with the rolling programme of development for the school. There were no significant differences identified by the inspectors in the quality between the boarding houses.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence**Standard met?**

3

The boarding accommodation is used exclusively by the boarders. It was felt by the inspectors that there was adequate security to prevent foreseeable access by the public. Boarders can access their living accommodation during the day and evening periods. Boarders sleeping areas are for the exclusive use of boarders.

There was a clear school policy restricting access to the school premises and boarders by people from outside the school, which is implemented in practise. Visitors enter the school premises via electric gates in the grounds. All visitors must report to the main reception. Male visitors are strictly prohibited from entering the female section.

CCTV cameras scan the rear of the school and the inspectors felt that this was acceptable and did not intrude on boarder's reasonable privacy.

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?**

3

The school currently has a rolling programme including the introduction of new beds. Observations during the inspection indicated that beds were of sufficient size for the age of boarders, stable and of sound construction. Dormitories were observed to be of adequate size and not overcrowded. All dormitories had access to a window. Evidence was seen that boarders could personalise an area in their dormitory with personal items.

Discussions with pupils indicated that requests to change dormitory or bedroom for good reasons would be properly considered.

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

Study provision for the pupils was found to be satisfactory, for both organised prep and boarder's private study.

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?**

2

National Minimum Standards 14.6 states “there should be adequate hot water and cold water supply to showers and baths”. Although there were sufficient numbers of toilets, baths and showers for the pupils, not all the facilities were found to be in working order. Problems with hot water in some showers and bathrooms were identified during the inspection and brought to the attention of the Principal. These problems were immediately rectified. Feedback from questionnaires to parents indicated that this had been an on-going problem. It is recommended that the bathroom facilities are regularly audited to ensure these problems do not recur.

Staff and other adults (included visitors) have separate toilet and showering facilities.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

Boarders would use their bedrooms as changing facilities by day. These would not be shared by staff adults or visitors. (National Minimum Standard 45.2)

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

The pupils are allowed restricted access around the boarding accommodation and school. These recreational areas were deemed to be safe by the inspectors any hazards being made inaccessible to the pupils by the means of locked doors. Part of the boarding accommodation used for prayers and meals was seen to be used as a recreational area during the inspection.

Boarders were seen to be able to have time for quiet relaxation and activities if they chose. A room has been created for the pupil to use facilities such as board games e.g. twister and connect four.

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

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

The inspectors did not find significant hazards to boarder's safety during the tour of sleeping, living and recreational areas. Risk assessments are carried out in relation to the boarding accommodation and school grounds. The risk assessment in relation to the boarding accommodation was well thought out and it is recommended that a new risk assessment be carried out at least termly. However the inspector observed a risk assessment in relation to construction work currently being carried out in the grounds on Winmarleigh Hall. It was not felt that the risk assessment fully covered the risks posed by this works for example access to the building. Advice was given in relation to this issue during the inspection.

Discussions with staff and pupils indicated that pupils were aware of which areas and activities were out of bounds. There has been developed a health safety policy available to all staff, which is satisfactory.

Standard 48 (48.1 - 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

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

There is accommodation within the school, which is available to the care of sick boarders. The room off the main corridor of the school would accommodate eight pupils at any one time. Toilet facilities are available across the corridor. There appears to be adequate space between the beds and the room is airy and spacious.

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	2
The school has a refurbished laundry containing two washing machines and two tumble dryers there is also an ironing room containing irons and presses. The pupils do their own laundry including bedding. However given the number of pupils at the school (228) and feedback from pupils that they did not like to share the washing machines perhaps the school could give some consideration to providing extra facilities. These facilities incurred a charge of £1.50 per wash and sixty pence for a tumble dry. The National Minimum Standards 49.2 states 'bedding and clothing (other than any other clothing washed by boarders themselves) are regularly and frequently laundered by the school.' Therefore the inspectors recommend that thought be given to the laundering of younger pupils bedding by the staff to ensure a satisfactory laundering system.		

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
Personal toiletries and stationery are available from the school tuck shop. The school tuck shop opens on a daily basis and pupils visit according to their age. In the unusual event of a pupil not having any money, the school would provide personal items free of charge and funds would be reimbursed by parents at the end of the school term.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
This standard is not assessed, as it does not apply to this school.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
This standard is not assessed, as it does not apply to this school.		

PART C**LAY ASSESSOR'S SUMMARY****(where 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 25th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Principal's comments and Action Plan are available at the Area Office.

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

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

Note:

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

D.2 Please provide the Commission with a written Action Plan by 17th March 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>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Jamea Al Kauthar 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 _____

Signature

Designation

Date _____

Or

D.3.2 I _____ of Jamea Al Kauthar
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.