



Making Social Care  
Better for People

# inspection report

Boarding School

## **Jamia Al-Hudaa (Muslim School - Girls)**

Forest House

Berkeley Avenue

Mapperley Park

Nottingham

NG3 5AF

29th & 30th November & 1st December  
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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Jamia Al-Hudaa (Muslim School - Girls)

**Address**

Forest House, Berkeley Avenue, Mapperley Park,  
Nottingham, NG3 5AF

**Tel No:**

0115 969 0800

**Fax No:**

0115 969 0818

**Email Address**

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

Board of Trustees of Madni Trust

**Name of Head**

Mr Raza Ul Haq

**CSCI Classification**

Boarding School

**Type of school**

Muslim girls school

**Date of last boarding welfare inspection**

NA
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<b>Date of Inspection Visit</b>	29 November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>	09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Caroline Brailsford
<b>Name of CSCI Inspector</b>	<b>2</b>	Mark Ryder
<b>Name of CSCI Inspector</b>	<b>3</b>	
<b>Name of CSCI Inspector</b>	<b>4</b>	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>	Mary Hogekinson	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>	NO	
<b>Name of Establishment Representative at the time of inspection</b>	PRINCIPLE, HEAD AND SENIOR MANAGEMENT TEAM	

## CONTENTS

### **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 Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

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

This document summarises the inspection findings of the CSCI in respect of Jamia Al-Hudaa (Muslim School - Girls).

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.

Jamia Al –Hudaa is a boarding school for Muslim girls. The school is under the management of the Madni Trust and provides an Islamic education for Muslims within Europe. The aim of Jamia Al- Hudaa is to provide learning and training opportunities for students between the ages of eleven and 16 within an Islamic environment. The school is located in the city of Nottingham in Mapperley park, which is a quiet residential location. The building itself provides residential accommodation, school buildings and offices that are separate from the pupils. It provides easy access to the community, privacy within the grounds and is secure for the purpose.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

#### **Welfare Policies and Procedures (Standards 1-7)**

**2 of the 7 standards assessed were met.**

The statement of boarding principles covered the aims of the organisation and reflected the actual current boarding practice.

Bullying has been well dealt with by the school.

Child protection was found to be high on the schools agenda.

Boarder's knew how to complain should they wish to. Some parents spoken with were also aware of the procedure.

The staff spoken with were well aware of any needs or medical conditions of the boarder's.

#### **Organisation and Management (Standards 8-14)**

**6 of the 7 standards assessed were met**

Inspection of the boarding house identified that sleeping areas, recreational areas, toilets and bathroom provision were reasonably separated for boarders of significantly different ages.

Boarders had access to the school sports recreation facilities, although some said that they would welcome more equipment. Boarders expressed views that they could talk to some of the staff and were aware of the schools independent listener.

#### **Welfare Support to Boarders (Standards 15-30)**

**9 out of the 12 standards assessed were met**

There is a room where ill boarder's can go if they are ill. All ill boarders are supervised and regularly checked by boarding staff.

Boarders expressed no concerns regarding theft. A small kitchen was available for

boarders to prepare drinks and hot or cold snacks.

The boarder's have full and very busy days, however there were no concerns raised by the boarder's or their parents and the pupils were well supported and monitored by the staff.

**Staffing (Standards 31-39)**

**7 out of the 9 standards assessed were met**

The level of staffing within the house appeared to be appropriate for the number of boarders. Boarders were aware of whom to contact during the night.

Inspectors observed that staff responded to boarders in a positive manner.

Staff were observed by inspectors to have a caring sensitive approach to the welfare of the boarder's and good systems were in place to monitor their wellbeing

Boarders explained that supervision by staff was satisfactory.

**Premises (Standards 40-52)**

**10 out of the 11 standards assessed were met**

The boarding areas were found to be clean and the standard of decoration was adequate Boarding accommodation is exclusively for boarders. The general public and visitors do not have access to these areas unless they are accompanied.

All boarding areas seen were tidy on inspection. Boarders are able to make use of their own personal space for studying and reported that they are happy with this.

Toilets are single lockable cubicles and provide adequate privacy.

The inspectors noted that since the last welfare inspection there have been several new sinks and showers.

## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

### **Welfare Policies and Procedures (Standards 1-7)**

**out of the 7 assessed standards 5 were not met.**

Some documents such as the statement of boarding principles, staff handbook and behaviour management policies could be strengthened by providing more detail.

There were no policies on countering major risks to health, including substance abuse.

The behaviour management was satisfactory with some developments needed to policy and procedures to provide more detail, however there were areas which need to be addressed such as staff training and development of this policy

The staff were well aware of any medical needs of the boarder's, however these were not documented and a system should be developed to ensure that all medical information is recoded appropriately.

### **Organisation and Management (Standards 8-14)**

**Out of the 7 standards inspected 1 was not met.**

There is a health and safety policy where reference is made to some situations, however there was no policy or clear plan regarding what should happen in a major crisis.

Welfare files could be more detailed and improved to ensure that close monitoring can take place. A daily log would also be good practice to document daily events.

The head reported that the school has recently lost their physical education teacher and that there are plans to replace her, however the inspectors found that the range of outdoor and indoor activities could be improved with the provision of more equipment.

Some of the boarder's spoken with said that they would like access to the e-mail at weekends and evenings to improve contacts with family and friends.

### **Welfare Support to Boarders (Standards 15-30)**

**Out of the 13 standards inspected 4 were not met.**

Boarders with health needs are appropriately supported by staff, but some of these needs are not appropriately documented. (See standard 7).

There are occasional boarder's who do not see their parent or guardian more than 3 times a year, there were no welfare plans written for these girls as identified in 17.2.

There were no environmental risk assessments present.

The inspectors could not evidence that regular fire drills take place in boarding time (at least one per term).

A significant amount of boarder's reported that they would like more access to media or newspapers to find out what is happening in the world around them.

### **Staffing (Standards 31-39)**



**Out of the 9 standards inspected 2 were not met.**

There were significant shortfalls in the recruitment procedures. There were testimonials on staff files rather than references, no record of interview and gaps in employment with no explanation.

Staff had enhanced CRB disclosures but many staff had started work and had unsupervised access to the boarder's before these came back. (See standard 38)

The head reported that although the supervisors (staff) are under the supervision of the senior staff there have been no formal supervision sessions.

The induction process was reported by staff to be thorough but not documented.

There was no formal appraisal system for the regular review of staff performance, although most staff spoken with reported that they felt well supported and able to discuss any learning needs with their line manager.

**Premises (Standards 40-52)**

**Out of the 11 standards inspected 3 standards were not met**

Risk assessments had not been undertaken for activities around the building or individually for staff or the boarder's. This is something which the senior management should prioritise to ensure the safety of all who live, work and visit the school.

There were some hazards identified in standard 47.

The school has recently lost their physical education teacher but senior manager's reported that there are plans to recruit to this post as soon as possible. Some boarder's reported during the inspection that they would like more sports/play equipment and that this would improve the choice of activities (see standard 11).

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Overall the inspectors found that the quality of care offered to the boarders by the staff was good and the staff at all levels demonstrated a commitment to providing a caring and nurturing environment. In addition to this, during discussions over the three days, many boarders reported that they felt well cared for by the staff.

The boarder's have a busy day with their work on the curriculum, homework time and Islamic studies, but a successful balance has been struck to ensure that there is the time for relaxation and recreation. The staff ensure that the boarder's workload and how they are coping is monitored very closely and there are good systems in place to ensure that any boarder who seems tired or unable to cope is supported.

Since the last welfare inspection there have been some improvements to the environment, for example the toilet and shower areas have been refurbished. The staff have ensured that most areas around the building are safe, however there was no formal risk assessment procedure and no documented risk assessments were present.

The senior management team, although had many policies in place need to develop these and provide all policies required by the national minimum standards, for example countering major risks to health. Some of the existing policies require more detailed information and or review to ensure that all staff and boarders are clear and understand important issues.

The boarder's files need to be improved to contain more detailed information, medical consents, and health information. A daily log would also be helpful to document daily events.

There were also many other records, which were well organised and maintained; the head monitored these although there should be a system for this to provide documentary evidence.

The process for recruitment of staff was very weak and the senior management team were aware of this and reported a commitment to ensure that this is significantly improved.



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS3	Training should take place on child protection for all staff	30/4/05
2	BS3	The child protection policy should contain details of whistle blowing and the timescales for referral to the local social services department.	30/5/05
3	BS4	The school should develop and review its policy on the management of behaviour. The point that no restraints are used should be added to the policy.	30/5/05
4	BS5	The complaints policy should be updated to include the details of the CSCI and timescales.	30/5/05
5	BS6	Policies should be provided on countering major risks to health including substance abuse.	30/5/05
6	BS7	Information relating to the health of the boarder's should be documented on their records	28/2/05
7	BS9	There should be a clear policy/plan regarding what should happen in the event of a major crisis.	30/5/05
8	BS12	Consultation groups should be developed	30/5/04
9	BS15	Permission should be sought in writing from parents for the administration of first aid	30/5/05
10	BS15	A central record should be set up for the administration of prescribed medication. A policy should reflect this procedure	28/2/05
11	BS17	There must be a welfare plan for any boarder who does not see their parent or legal guardian at least three times a year.	28/2/05

12	BS23	Risk assessments should be written to reduce any risks presented in the school.	28/2/05
13	BS24	All staff involved in the preparation of food should be trained in food hygiene	31/4/05
14	BS26	There should be regular termly fire drills	28/2/05
15	BS30	Boarders could have access to media such as newspapers	30/4/05
16	BS34	There should be a formal staff induction, supervision and appraisal system	30/4/05
17	BS47	All hazards identified in standard 47 should be addressed.	28/2/05

## ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS1	More detailed information should be provided in the prospectus
2	BS2	More detail should be provided in the staff handbook with regard to bullying
3	BS4	All punishments should be recorded in a hardback bound book with numbered pages.
4	BS5	A central record of complaints should be developed
5	BS8	Welfare files should be developed to provide more detail and a daily log of events should be developed.
6	BS11	More equipment for physical activities should be provided
7	BS11	Access to the e mail in the evenings and at weekends should be considered
8	BS19	There should be a clear policy on the use of the telephones which should be understood by the boarder's
9	BS23	The head should evidence the monitoring of records
10	BS26	There should be a site map included in the fire procedure.
11	BS39	There should be a visitor's book in place for the signing in and out of visitors.

\*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

<ul style="list-style-type: none"> <li>• Social Services</li> <li>• Fire Service</li> <li>• Environmental Health</li> <li>• DfES</li> <li>• School Doctor</li> <li>• Independent Person or Counsellor</li> <li>• Chair of Governors</li> </ul>	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	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	YES

Date of Inspection	20/11/04
Time of Inspection	9.30
Duration of Inspection (hrs.)	82
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**

11
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**TO**

19
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**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**

<b>Boys</b>	0
<b>Girls</b>	138
<b>Total</b>	138
<b>Number of separate Boarding Houses</b>	2

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

The 4-point scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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



## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

### Standard 1 (1.1 – 1.4)

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

#### Key Findings and Evidence

Standard met?

3

There was a prospectus, which the principle reported was recently written. The document set out the aims of the school, admission criteria, facilities for boarder's religious and cultural issues and welfare support.  
Some of the information however is brief and could be strengthened, especially in the areas of facilities and welfare support.

### 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

There was a policy on bullying which was inspected and found to be satisfactory. Bullying was also referred to in the staff handbook although this could be more detailed.  
The parents receive a pack when their daughter comes to the school; an inspector viewed this and found that the bullying procedure was included.  
Staff reported that bullying is something that hardly ever happens but that if it does it is dealt with. The head gave an example of a bullying issue which was well dealt with by the school.  
Records were available for inspection of this issue.  
96.6% of boarders reported through their questionnaires that they are never or hardly ever bullied. The other 3.4% said that they were sometimes bullied.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

96.6

%

**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 was a child protection policy which was viewed by the inspectors, This contained steps to be taken by staff should there be a child protection issue, however, the timescale for a referral to the local Social services was not covered, also there was no reference made to the CSCI or to the Area Child Protection Committee

Staff spoken with were aware of this policy and its contents. They were able to tell the inspectors what they would do if there was an allegation.

There was no evidence of any child protection concerns within the last 2 years.

There is a designated senior staff member who takes responsibility for child protection issues within the school. This staff member was aware of the Working Together to Safeguard Children and Area Child Protection procedures. She had received training in child protection.

Not all staff had completed child protection training. The head informed inspectors that this is planned for the future, however this was raised at the last welfare inspection of the school.

There was no policy on whistle blowing or boarder's missing from school.

**Standard 4 (4.1 - 4.7)**

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

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

2

There was a policy on managing behaviour, however this should be more detailed and developed and reviewed with the staff as they were not clear that the punishments given were based on the policy.

Some punishments were recorded but it would be good practise to record all of these in a hardback bound book with numbered pages.

The staff reported that restraint is never used; this should therefore be outlined in the policy.

There was evidence through talking to boarder's and observation that rewards are given for good behaviour, for example best tidy room of the month certificates.

The boarders spoken with raised no concerns about punishments in the school.

78% of boarder's reported through the questionnaires that the punishments were very fair or fair.

<b>Standard 5 (5.1 - 5.7)</b> The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There was a complaints policy and procedure available for inspectors to view. This policy was also displayed in the boarder's accommodation. The boarders said that they knew how to make a complaint should they wish to do so. However the policy needs updating to include the details of the CSCI and timescales.</p> <p>The staff spoken with were aware of the policy.</p> <p>There were some records available for inspection but it would be good practise for a central complaints log to be developed to document clear complaints from children parents and the local community.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
<p>There were no policies on countering major risks to health, including substance abuse. Whilst the inspectors recognise that there are cultural issues to take into consideration, the above policies should be provided within the school in line with standards 6.1, 6.2 and 6.3.</p>		

<b>Standard 7 (7.1 - 7.5)</b> Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The staff spoken with were well aware of any medical conditions of the boarder's however these were not documented, for instance there were significant allergies and conditions, which were not on the medical records.</p> <p>The boarder's spoken with said that confidentiality of information in this area is respected by the staff.</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?

3

There was evidence of clear leadership within the school; The head demonstrated that there are good communication systems, which have been developed between staff within the school.

The staff were aware of who had which roles and responsibilities. There were clear lines of accountability, which were also understood by the staff.

Regular meetings are held with the chair of trustees to monitor welfare provision.

Welfare files however could be more detailed and improved to ensure that close monitoring can take place. A daily log would also be good practice to document daily events.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

2

There is a health and safety policy where reference is made to some situations, however there was no policy or clear plan regarding what should happen in a major crisis.

### Standard 10 (10.1 - 10.5)

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

#### Key Findings and Evidence

#### Standard met?

3

The boarding houses were found to be organised on two floors and were run separately from one another. One floor was for the younger boarders and one for the older boarders. Both floors provided a similar style of accommodation of a similar standard.

<b>Standard 11 (11.1 - 11.6)</b>		
There should be an appropriate range and choice of activities for boarders outside teaching time.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>74.4% of the boarders reported through the questionnaire that the range of activities is very good or good. The only concern raised by the boarders during the inspection was the lack of physical activities on offer. The head reported that the school has recently lost their physical education teacher and that there are plans to replace her, however the inspectors found that the range of outdoor and indoor activities could be improved with the provision of more equipment.</p> <p>The boarders reported that the weekends at the school are relaxing and fun and that they get treats etc. The inspectors found that there was a good balance of free time and studies. The boarders spoken with agreed that this was the case.</p> <p>Some of the boarder's spoken with said that they would like access to the e-mail at weekends and evenings.</p>		

<b>Standard 12 (12.1 - 12.2)</b>		
Boarders have opportunity to contribute views to the operation of boarding provision.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was some evidence to support that this standard was met through speaking with the boarders who said that there were forums for contributing their views such as circle time. The staff reported that they seek the views of the boarders on a regular basis. However it would be good practise to develop consultation groups for example food council etc.</p>		

<b>Standard 13 (13.1 - 13.7)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was not a prefect system within the school but there were opportunities for boarders to learn and take on roles of leadership and responsibility. This was found by inspectors to be handled appropriately within the school and that the older girls took on a caring role for the younger girls, all the boarder's spoken with were happy with these arrangements and said that they worked well.</p>		

<b>Standard 14 (14.1 - 14.6)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>During the inspection some boarders said that they could go to any of the staff if they have a problem, also their peers.</p> <p>Through the questionnaire, they reported that there are numerous people who they can go to with problems or concerns. The telephone number of Child Line is displayed clearly on each floor near to the telephones.</p>		

## WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

### Standard 15 (15.1 - 15.14)

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

#### Key Findings and Evidence

#### Standard met?

2

There is a staff member responsible for the medical needs of the boarders. She was aware, when spoken to, of the individual medical needs of the boarder's and what medicines there were for each girl.

There were some prescribed and household medicines kept at the school, these were stored appropriately in a locked cupboard.

Although the staff were aware of who has what medicine, a central record is required setting out the times for each medicine for each boarder. A record should then be kept of the administration. A policy should reflect the procedure.

The inspector was informed that there is always a first aider on at all times.

There was no written permission from parents for first aid.

<b>Standard 16 (16.1 - 16.3)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was a medical room, which provided a comfortable area should one of the boarders need it.</p> <p>Staff demonstrated that they have systems in place where information is handed over from teaching staff to boarding staff and vice versa regarding any boarder who is not well. The boarding staff reported that they are always available to sit with or regularly check on any ill boarders.</p> <p>The boarders spoken with said that they were happy with these arrangements and that they felt “ well cared for”.</p> <p>The boarding staff are resident and have a room in the corridor of each floor where they can be contacted at any time.</p>		

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There are occasional boarder’s who do not see their parent or guardian more than 3 times a year, there were no welfare plans written for these girls as identified in 17.2.</p> <p>The staff were observed at a meeting following up issues for individual girls of homesickness, this appeared to be addressed well with the head seeking and responding to information accordingly.</p> <p>Boarders with health needs are appropriately supported by staff but these needs are not appropriately documented. (See standard 7).</p>		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The staff spoken with said that there was no discrimination and that no girl or groups of girls were discriminated against on grounds of linguistic background, sporting ability, race etc.</p> <p>There were pupils from differing backgrounds who reported that discrimination does not take place at the school.</p>		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There were telephones positioned on the boarding house corridors for the use of the boarder's. Some boarders reported during the inspection that they thought that they were allowed to use the telephone only outside of the school day and some that they could use the telephone any time. There were no concerns raised by the girls and they felt that they had access whenever it was required, however there needs to be a clear policy about this to ensure that every boarder has access to a telephone, and is clear when they can have the use of this. There is help line number provided near to each of the telephones.</p> <p>The boarder's reported that they would like to be able to use the e-mail to contact friends and family.</p>		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The boarder's reported that they can keep personal possessions in their rooms. Also that each boarder has their own room key and also keys to a lockable facility.</p> <p>If there are any items of value these are locked up in the supervisor's room, records of pocket money and valuable items were inspected and were found to be accurate and up to date.</p>		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The head reported that all new boarders come and have a look around the school before a decision is made, all boarders spoken with about this issue confirmed this to be the case. They also reported that they received some information in writing.</p> <p>The boarder's reported that an older girl is given some responsibility of ensuring that the new boarder settles in well.</p>		

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



<b>Standard 23 (23.1 - 23.4)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
The head was observed to be monitoring some records and issues throughout the inspection, she reported that she has a good overview of records such as accidents and complaints. However there was no documentary evidence of the monitoring such as a signature or date on the record. There were no risk assessments present.		

<b>Standard 24 (24.1 - 24.8)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The inspectors sampled the food throughout the day. The meals was found to be satisfactory. There are menus kept and the boarders reported that a choice is always served. Some boarders prepare their own food in the kitchen on their floor; the staff reported that they keep an eye on who has eaten what to ensure a nutritious healthy diet where ever possible. The kitchen was found to be adequate and the dining room was of a sufficient size for the amount of boarders. Not all staff involved in food preparation have been trained in food handling, although the main cook had been recently trained. The principle reported that there were three recommendations from a recent Environmental Health inspection on the 14/10/04 and these are all in hand.		

<b>Standard 25 (25.1 - 25.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarder's reported that drinking water is available at all times through out the day on both floors. There is a tuck shop providing snacks on a daily basis, many of the boarders bring snacks and fruit from home also.		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There is a fire risk assessment which covers all areas of the school There has been a recent visit from the fire officer who reported no recommendations or requirements.</p> <p>There are named marshals (boarder's) on each floor who assist the staff in checking and evacuating the building in the event of a fire. All staff and boarder's spoken with knew what to do in the event of a fire.</p> <p>The records of tests on fire equipment were inspected and found to be up to date.</p> <p>The inspectors could not evidence that regular fire drills take place in boarding time (at least one per term).</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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are a lot of demands made on the boarder's due to the nature of the school and the curriculum and Islamic studies make for a busy day for the boarder's. Despite this there is some free time and relaxation built in to the day. The boarders reported, during the inspection, that they were happy with the free time they had, also that they sometimes get extra free time such as a shortened school day during Ramadan. They also reported that weekends are made extra special and they can have rewards.</p>		

**Standard 28 (28.1 - 28.2)**  
**The welfare of any children accommodated at the school, other than pupils, is protected.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>Not applicable to this inspection.</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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>Not applicable to this 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?**

2

Whilst the inspectors recognise the cultural setting of the school, access to newspapers, television or media is very limited. A significant amount of boarder's reported that they would like more access to any of these things. This is especially important as there are no connections to the local community or any outings or activities due to cultural issues.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.7)

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

#### Key Findings and Evidence

#### Standard met?

3

There is no duty rota but a list of which supervisor works on which floor. The supervisors are always available during boarding time and are resident at the school during term time. There appeared to be a satisfactory amount of staff to ensure that the needs of the boarder's are met. If there is a supervisor who is not well this is covered by another supervisor. Boarders were clear regarding who was responsible for them on all three days of the inspection. Boarder's and staff reported that there are adequate numbers of boarding staff. The boarding staff are all woman as are all staff who come into contact with the boarders

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

#### Standard met?

3

The boarder's do not regularly go on outings and activities and the head reported that this would not be culturally appropriate, however there are occasions where medical appointments or assistance is arranged, during these times a supervisor will accompany them for the duration.

<b>Standard 33 (33.1 - 33.5)</b> Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The supervisor's are located in rooms along the same corridor as the boarder's. They are easily accessible to boarders and boarders reported that they could be contacted by knocking on their door. Also that if there is a problem the supervisor's are approachable during the night.</p> <p>A register/list of all boarders is undertaken. It is checked by supervisors and double-checked by teaching staff who hand over to the boarding staff at the end of each day.</p>		

<b>Standard 34 (34.1 - 34.7)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The inspectors found that most staff had job descriptions although the head reported that she did not have one. The head reported that although the supervisors staff are under the supervision of the senior staff there have been no formal supervision sessions.</p> <p>The induction process was reported by staff to be thorough but not documented.</p> <p>There was no formal appraisal system for the regular review of staff performance, although most staff spoken with reported that they felt well supported and able to discuss any learning needs with their line manager.</p>		

<b>Standard 35 (35.1 - 35.4)</b> All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a staff handbook, which contains the basic information required although this could be developed into a more detailed document, for example more information on bullying and child protection.</p> <p>These documents have been shared with all members of the staff team and the management team said that this would continue as the documents were developed.</p>		

<b>Standard 36 (36.1 - 36.4)</b> There are sound staff/boarder relationships.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>All boarders during the inspection reported good relationships with the boarding and teaching staff. They felt that all members of the staff team were approachable and that they listened to concerns and offered supported when required. Boarders reported that staff act as good substitutes for their parents and are always offering positive encouragement.</p> <p>Boarding staff spoke of positive bonding with children and the warm environment that they work to. The inspectors observed that there are positive relationships between the staff and the boarder's.</p>		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders reported that boarding staff knocked on bedroom doors and would wait to be invited in.</p> <p>Showers and toilets offer adequate privacy.</p> <p>Boarders did not feel that other boarders or boarding staff compromised their privacy or personal space. The quiet time in place before sleep provides each boarder with the opportunity to reclaim his or her personal space prior to settling.</p>		

<b>Standard 38 (38.1 - 38.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
<p>The recruitment process and employment records were inspected. The inspector found that the process was not in line with the National Minimum Standards.</p> <p><u>File 1</u> This file had two testimonials rather than references, no reference from the last employer, non record of interview and no documentary proof of qualifications. The file did have a full employment history and an enhanced CRB check.</p> <p><u>File 2</u> This file had no references no record of interview and no employment history. There was an enhanced CRB check and documentary proof of qualifications.</p> <p><u>File 3</u> This file had no references or record of interview and no documentary proof of qualifications. There was an enhanced CRB check and a full employment history.</p> <p><u>File 4</u> This file had two written references but no reference from the last employer, no record of interview and no employment history. There was documentary proof of qualifications and an enhanced CRB check.</p> <p><u>File 5</u> This file had no written references or record of interview. There was no full employment history. There was documentary proof of qualifications and an enhanced CRB check</p> <p><u>File 6</u> There were no written references or record of interview. There was no documentary evidence of qualifications. There was a full employment history and an enhanced CRB check.</p> <p>There were testimonials on staff files rather than references, no record of interview and gaps in employment with no explanation.</p> <p>Staff had enhanced CRB disclosures but many staff had started work and had unsupervised access to the boarder's before these came back.</p> <p>The management team reported that they have plans to work on and prioritise this area to ensure that recruitment systems are tightened up in the future.</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

The principle reported that there are no other staff or visitors who come in into direct contact with the boarder's, however it would be good practise to have a visitor's book to ensure that all visitors to the school sign in and out.

## 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

All boarding house rooms have adequate lighting and windows in each room, which can be opened (these have restrictors).  
 The boarding areas were found to be clean and the standard of decoration was adequate.  
 The furnishings were of a satisfactory standard and were free from breakages.  
 There were times during the inspection when the boarding areas were particularly noisy but this was balanced with quiet times where the boarder's could relax more easily.

### 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

Boarding accommodation is exclusively for boarders. The general public and visitors do not have access to these areas unless they are accompanied.  
 There is CCTV camera system around the outside of the property; a security staff employed by the school oversees this.  
 The gates are locked after the school day and the security staff check visitors prior to allowing them entry to the school.



<b>Standard 42 (42.1 - 42.14)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>All boarding areas seen were tidy on inspection. Some boarders take pride in their personal space and the opportunity to gain additional bonus dormitory points is an added incentive. The size of dormitories is adequate</p> <p>Storage space for boarder's clothing and property is situated within each room and is adequate for the amounts of boarder's who are sharing the room.</p> <p>The standard of bedding is good with good systems in place for laundering. Many of the boarders bring their own bedding and other items to personalise their room.</p> <p>There is adequate separation between, age groups and accommodation for adults.</p>		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders are able to make use of their own personal space for studying and reported that they are happy with this.</p> <p>There is also a hall where homework time is conducted after school. This is supervised by the older boarder's and supervisor's to encourage as little noise as possible to aid concentration.</p>		

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Showers and toilet facilities are located at the each end of each floor close to all the bedrooms. The number of toilets available meets the requirement of one WC for every 5 boarders.</p> <p>Toilets are single lockable cubicles and provide adequate privacy.</p> <p>The inspectors noted that since the last welfare inspection there have been several new sinks and showers.</p> <p>Boarders did not raise any concerns in relation to hot and cold water supply.</p>		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The boarder's reported that if they need to change, they do so in their rooms. The staff and boarders are happy with this situation and there were no concerns raised.</p>		

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The boarder's reported during the inspection that there is adequate space for activities, the inspectors viewed a large outdoor recreation area which has a ball court and grounds to run around. The boarder's said that this was well used during the summer months. There is a hall inside where supervised activities can take place.</p> <p>The school has recently lost their physical education teacher but senior manager's reported that there are plans to recruit to this post as soon as possible. Some boarder's reported during the inspection that they would like more sports/play equipment and that this would improve the choice of activities (see standard 11)</p>		

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Sleeping areas were found to be free from hazards and had window restrictors, although some restrictors on the second floor were found not to be adequate and windows could still be opened wide.</p> <p>There were extensive grounds outside the building where the staff reported that boarder's are prohibited from accessing. The boarder's were clear regarding these areas, however these areas were easy to get to and contained significant hazards:</p> <p>There were two broken windows in the school block and although these rooms were not used some glass has fallen and may continue to fall to the ground underneath. There were several broken slabs, which presented a trip hazard. There is a large 'drop' near the area where the boarders, hang out their washing. There were paths, which were covered in leaves, and moss, which presented a slip hazard.</p> <p>The site would benefit from signs to show which areas are out of bounds to the boarder's. In the homework hall there were exposed wires on the corners near the prayer area and some ceiling panels were broken or loose. Some areas of the ceiling in the dining room were also in need of repair.</p> <p>The staff spoken with were aware of hazards around the building and had minimised risks however there was no formal risk assessment process (see standard 23).</p> <p>There are maintenance staff employed by the school and there was a health and safety manual available for inspection.</p>		

<b>Standard 48 (48.1 - 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a separate room where boarder's can go when they are ill, this is situated close to the toilet and shower facilities at the end of the corridor.</p> <p>The above facilities are ideally located and they afford staff close supervision and good isolation from other boarding provision.</p>		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a laundry located on the ground floor. This was inspected and found to be adequate.</p> <p>The boarder's reported that they book a laundry time to do their washing and receive tokens from staff to use the machines. They reported that they were happy with these arrangements and always manage to wash clothes and linen when they need to.</p> <p>Staff agreed that the system works well.</p>		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There has been a tuck shop set up since the last welfare inspection for the boarder's to purchase snacks and other necessary personal items, the inspectors observed that this was well used by the boarders and provided all required items. The boarders reported that they were happy with the tuck shop.</p>		

<b>Standard 51 (51.1 - 51.11)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>Not applicable at this inspection.</p>		

<b>Standard 52 (52.1 - 52.8)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>Not applicable.</p>		

**PART C**

**LAY ASSESSOR'S SUMMARY**

(where applicable)

**Not applicable**

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## PART D

## HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 29<sup>th</sup>, 30<sup>th</sup> November and 1<sup>st</sup> December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/> NO
Comments were received from the Head	<input type="checkbox"/> NO
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/> NO
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/> NO

**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 18<sup>th</sup> February 2005, 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	<input type="checkbox"/> YES
Action plan was received at the point of publication	<input type="checkbox"/> NO
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/> NO
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/> NO
Head has declined to provide an action plan	<input type="checkbox"/> YES
Other: <enter details here>	<input type="checkbox"/> NO

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Mr Raza UI Haq of Jamai Al-Hudaa (Muslim School – Girls) 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 Mr Raza UI Haq of Jamia Al-Hudaa (Muslim School – Girls) 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.**

## Commission for Social Care Inspection

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SW1P 2QF

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