



Making Social Care  
Better for People

# inspection report

Boarding School

## **Darul Uloom**

Holcombe Hall

Holcombe

Ramsbottom

Bury

Lancs

BL8 4NG

1st March 2005

## **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**

Darul Uloom

**Tel No:**

01706 826106

**Address**

Holcombe Hall, Holcombe, Ramsbottom, Bury, Lancs, BL8 4NG

**Fax No:**

01706 827907

**Email Address**

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

Mr A R Limbada

**Name of Head**

Mr A R Limbada

**CSCI Classification**

Boarding School

**Type of school**

**Date of last boarding welfare inspection**

23/08/01

<b>Date of Inspection Visit</b>		1st March 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mark Kersh	078210
<b>Name of CSCI Inspector</b>	<b>2</b>	Tony Kyem	
<b>Name of CSCI Inspector</b>	<b>3</b>	None	
<b>Name of CSCI Inspector</b>	<b>4</b>	None	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		None	
<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.		None	
<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>		BASHIR HAFEJEE	

**Introduction to Report and Inspection**

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**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**

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**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 Darul Uloom.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Darul Uloom Al Arabiya Al Islamiya is an independent education college for boys. It combines a college of higher Islamic education and a secondary school with boarding. The services provided are described within the staff and student handbook and the schools boarding principles and are available to all. These include offering secondary and higher education, as well as advanced Islamic education and caters for the 11 to 23 age group. It aims to provide an Islamic educational setting conducive to students learning and their morale welfare. The college aims to give its students a sense of citizenship and a concern for human welfare, and it values multi - culturalism within society. Information provided before this inspection showed that out of a total of 370 students, 145 full boarders are aged between 11 and 18 years and 37 weekly boarders are aged between 11 and 18 years. The college is located in the picturesque heart of Lancashire in the Pennine Moors. The property sits in an elevated position beneath the Sir Robert Peel Memorial on the outskirts of Bury, approximately 10 – 15 miles from Manchester.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Access to information prior to enrolment was reported as good, in that boarders confirmed that during visits they and their parents received the students guide and prospectus. Overseas boarders stated that this information was sent through the post. Inspection of this information along with the staff handbook provided evidence of good up to date information easily accessible through an index in each document. Clear policies and procedures are in place and during discussions supervisors demonstrated their knowledge in relation to these, all know to whom they are accountable. Boarders have a very structured day incorporating prayer, Islamic and secondary education and built into each day is a minimum of two hours free time. Activities and opportunities were reported by boarders as very good, even more so now with the opening of the common room, where pool and football tables are available. Issues relating to health are dealt with sensitively and the local health services are easily accessible for boarders. Boarders reported that all staff are approachable, caring, supportive and that they listen to concerns and this was observed during this inspection. Good supportive systems are in place for persons responsible for the boarders needs. Nine supervisors (all x pupils of the college) and twelve prefects are supported by the head teacher, deputy head and school coordinator, boarding supervisor, independent listener child protection officers and medical officers. There was particularly good practice found in regard to students having opportunities to express any concerns and suggestions for improvements, this can be done either verbally or written for the suggestion box. Evidence was seen in relation to written suggestions made by boarders being implemented. Menus offer food choices and incorporate western dishes and the cooks reported that they are open to any suggestions boarders may make. Fire and evacuation procedures are understood by all and detailed instructions including lists of boarders are displayed within each of the boarding zones.

## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There is a need to further promote the Boarding Schools National Minimum Standards to those with responsibility for boarders. It has been recommended to review and devise policies as specified in Appendix 1 of the Boarding Schools National Minimum Standards. Provide access to the local authority (Bury) child protection procedures. Implement a record system for any unauthorised absences. Include restraint within the current behaviour policy and a definition of restraint. Ensure that any person with access to boarders welfare has in place an enhanced Criminal Records Bureau disclosure in place. Fit secure devices on all windows above ground level. Implement a system for monitoring records and identify any patterns of concern. Ensure that a record is made at the point of any monies received for boarders from their parents. All prefects should receive training in first aid. Continue to ensure that bullying remains an open topic and to reinforce the avenues that boarders can take to raise concerns.



## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the first inspection following the implementation of the Boarding Schools National Minimum Standards and Inspection of Schools and Colleges Regulations 2002. As part of the methodology for this inspection 182 questionnaires were given out to young people up to the age of 18 years, of which 161 were completed and returned to the Inspectors. 5 questionnaires of the 161 returned showed a score of 3 that indicates "I sometimes get bullied", 1 anonymous questionnaire showed a score of 4 that indicates "I often get bullied". This information has been passed to the head teacher. Positive feedback from the questionnaires and during discussion with boarders included: - "bullying is a major sin in Islam", "I really like it here, we all are friends", "Its better that being at home", "they know how to treat us as they have been in our position themselves".

In the main, most of the standards assessed were met, and the college does provide good quality care to boarders. Of the standards, which were not met, only a minor shortfall was identified. Recommended Action and Advisory Recommendations in respect of these shortfalls have been made for the head teacher to address.

### **Welfare Policies and Procedures (standards 1 – 7)**

**6 of the seven standards were met.**

Written information is available to boarders, parents and all staff. This includes the principles and practices of the college along with the policies and procedures. Boarders confirmed that they have a clear line of communication with supervisors, prefects and senior teaching staff. A child protection policy is in place in line with the local authorities procedures and all staff have undertaken training and certificates were seen. A copy of the local authorities procedures was not available during this inspection. Any sanctions imposed were seen to be fair and the records of these were inspected, boarders demonstrated their knowledge in relation to their expected behaviour, punishments and rewards. Complaints information is easily available to all boarders, and relevant telephone numbers are displayed throughout the college. Boarders health records were inspected and no discrepancies were found.

### **Organisation and Management (standards 8 – 14)**

**6 of the seven standards were met.**

Clear lines of accountability were demonstrated during discussions with all who have a responsibility to meeting the needs of boarders. Boarders are accommodated within four boarding zones; these are organised dependant on age. Free time is incorporated into each educational structured day, when boarders can utilise the common room or take part in a variety of sporting activities. A suggestion box is available and used and the outcomes of such suggestions recorded, these were seen during this inspection. Prefects demonstrated their role in relation to the boarders welfare. Some Criminal Records Bureau disclosures have not been returned for all with responsibilities to the boarders welfare.

**Welfare support to boarders (standards 15 – 30)****12 of the 16 standards were met, 2 standards were not applicable.**

The college has a sick bay for boarders if they are ill, boarders stated that they would choose to recover from minor illnesses within their own rooms, any serious illness then they would be sent home. The medical officer stated that currently no boarder has been prescribed medication. A stock of homely remedies is maintained and all medicines are securely stored. Inspection of the administration of medicines forms was undertaken with no discrepancies found. Most boarders keep in contact with their parents by their own mobile phone, pay telephones are sited throughout the college, some boarders go home for weekend stays and parents can contact the college at anytime. Parents stipulate how much pocket money should be allocated each week of which a record is kept and signed by the boarder. Parents send in allowances to be used for pocket money, this also is recorded. However one sheet inspected showed a balance of nil from January 2005. The Inspectors joined the boarders for lunch, with the boarders up to the age of eighteen taking the first sitting. Menus were displayed and offered choice and incorporated western dishes. Drinking water and snacks are available to boarders as well as a tuck shop, which was adequately stocked. Written risk assessments were seen and boarders can only go to the local village once they have logged out of the college, so as the supervisors are aware of their whereabouts. Although television is only accessible for educational purposes the boarders all have access to radios and a selection of daily newspapers. Monitoring of records by the head teacher or a delegated person needs to be implemented.

**Staffing (standards 31 – 40)****8 of the 9 standards were met.**

Appropriate supervision is carried out of boarders by supervisors and prefects and regular weekly meetings occur in small groups. All staff have a staff handbook to refer to. All staff responsible for the boarders are only ever recruited from within the college, job descriptions, induction and training records are not in place. Older students do not have access to younger boarders accommodation, equally boarders are not permitted to access, older students accommodation.

**Premises (standards 41 – 53)****10 of the 13 standards were met, 2 standards were not applicable.**

The boarding accommodation was found to be clean, adequately decorated, heated and naturally ventilated. The furniture provides the basic essentials. Lack of funding and basic fees prevents further improvements to the environment. Some boarders occupy single rooms, some rooms are double and some sleep up to nine, the latter not ensuring privacy. Examination of the maintenance book provided documentary evidence of ongoing and efficient repairs, redecoration and renewals. Toilets and washing facilities are adequate and sited within each boarding zone. Laundry facilities are on site or boarders can use an outside contractor, some take their washing home during weekend stays.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:              Local Education Authority  
Secretary of State

NO

NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS3	That the child protection officer must ensure that a copy of the local area (Bury) child protection procedures is easily accessible within the college for all staff with responsible duties towards boarders.	30/04/05
2	BS3	That the deputy head and school co-ordinator must ensure that a system for recording any unauthorised absences is in place.	30/04/05
3	BS14	That the deputy head and school co-ordinator must ensure that each individual with responsibility for direct access to boarders must have in place a CRB check at an enhanced level.	30/04/05
4	BS20	The student bank manager must ensure that all funds received for the use of pocket money by boarders is entered onto individual sheets.	30/04/05
5	BS23	The person responsible for undertaking the monitoring of all documentation must ensure that action is taken in relation to any concentration or trend in recorded punishments, offences, complaints or accidents (e.g. relating to particular places, groups or times). This person must ensure that a date and signature is recorded to show that monitoring of records has taken place and make these available for inspection.	30/04/05
6	BS34	Job descriptions must be in place, which clearly outlines the responsibilities of persons that have access to boarders, along with written proof of the induction process and supervision/appraisal notes.	30/04/05
7	BS47	Windows must be fitted with appropriate security devices to prevent any accidents from occurring.	30/04/05

## 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	BS2	That the child protection officer should provide further input and consultation with staff to ensure that bullying remains an open topic and to reinforce the avenues that boarders can take to raise concerns.
2	BS4	That a restraint policy should be implemented which clearly defines restraint along with accurate written records should the need to restrain be used. This should include the date, time, actions leading up to a restraint, the duration and by whom.
3	BS13	That first aid training should be provided to all prefects.
4	BS42	The college should ensure that all avenues are explored in order to facilitate any funding which may be available to further improve facilities and to ensure privacy for individual boarders.

\*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>	YES
'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	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	NO

Date of Inspection	01/03/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	50
Number of Inspector Days spent on site	6

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

**SCHOOL INFORMATION:**

**AGE RANGE OF BOARDING PUPILS**

**FRO  
M**

11

**TO**

23

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

<b>Boys</b>	309
<b>Girls</b>	0
<b>Total</b>	309
<b>Number of separate Boarding Zones</b>	4

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
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A written up to date (2004/2005) Statement of the Boarding Principles is in place within the students' guide and staff handbook. These documents along with the prospectus are provided during the enrolment process. Systems are in place for mailing this information to overseas students and parents. This information describes the key policies and procedures, facilities and the welfare support available.



<b>Standard 2 (2.1 – 2.6)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>A written bullying policy is in place, which states, “bullying is a major sin in Islam”. During discussions, with 3 groups of 4 boarders they stated that they are aware of the bullying policy and this was included in the students’ guide. Boarders stated that a bullying culture is not present in the college and do not feel bullying happens regularly. As part of this inspection process 182 questionnaires were given out to young people up to the age of 18 years, of which 161 were completed and returned to the Inspectors. 5 questionnaires of the 161 returned showed a score of 3 that indicates “I sometimes get bullied”, 1 anonymous questionnaire showed a score of 4 that indicates “I often get bullied”. During separate discussions with supervisors and prefects they were able to give examples of when boarders have called other boarders names and how staff have reacted to speak with the individual concerned, as such behaviour is not acceptable.</p> <p>It is recommended that the child protection officer should provide further input and consultation with staff to ensure that bullying remains an open topic and to reinforce the avenues that boarders can take to raise concerns.</p> <p>The percentage figure at the bottom of this standard was gained from boarders questionnaires returned to the Inspectors as mentioned above.</p> <p><b>See Advisory Recommendation 1</b></p>		
<b>PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED</b>	<b>96.6</b>	<b>%</b>

**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**

Child protection procedures are in place and covered in detail within the staff handbook, the procedure follows the guidance of *Working Together to Safeguard Children*. During a discussion with the child protection officer evidence was seen of training undertaken by all who have direct responsibility towards boarders. This child protection training has been undertaken in conjunction with the local authority (Bury) over a 2-day course, and certificates were seen. The child protection officer reported that no instances of abuse or suspected abuse have occurred. Access to a copy of the local area child protection procedures is currently not available.

The child protection officer must ensure that a copy of the local area (Bury) child protection procedures is easily accessible within the college for all staff with responsible duties towards boarders.

**See Recommend Action 1**

Supervisors and prefects during discussions were able to demonstrate their knowledge in relation to child protection issues and all were clear as to the system for reporting concerns to the child protection officer or head teacher.

An unauthorised absence from college policy is in place, within the student guide and staff handbook. However there was no documentary evidence that this was appropriately implemented in practice. The deputy head and school co-ordinator stated that no instances had taken place in relation to boarders being absent without permission.

The deputy head and school co-ordinator must ensure that a system for recording any unauthorised absences is in place.

**See Recommend Action 2**

**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?****3**

There is a clear policy in place in respect to discipline and who may be responsible for applying sanctions to boarders, the policy is clear that prefects must follow specific instructions, given only by members of staff and that they have no authority whatsoever to enforce a sanction. Prefects confirmed this during a discussion and supervisors gave examples of sanctions, which may be imposed, for example extra prayer reading or detention. There is currently no written policy on restraint; all staff stated that the use of restraint has never been used.

A policy on restraint including a definition of restraint should be implemented.

**See Advisory recommendation 2.**

Boarders during discussions with the Inspectors were able to demonstrate their awareness in relation to the rules and boundaries set by the college. They stated that sanctions imposed were fair and consistent with the information within the student guide.

The sanctions records were examined and no discrepancies were found. Entries within the sanctions records showed that the head teacher monitors these.

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The college has a written complaints policy and procedure in place and includes relevant contact numbers including the Commission for Social Care Inspection (CSCI). These relevant telephone numbers are also displayed near public telephones sited throughout the college. The policy is available to parents and boarders within the student guide.</p> <p>Boarders stated that they are able to make use of the suggestion box located at the main reception area of the college. Boarders reported that they also use this for any recommendations and raising concerns. Boarders gave examples of suggestions such as request for fruit and re-introducing pastries at breakfast.</p> <p>The complaint and suggestion records were examined, and evidenced that no complaints have been made in relation to care or practices within the college. Suggestions were seen as stated above and these have been acted upon by the head teacher.</p> <p>Boarders commented that they have un-restricted access to an independent listener who visits the college at least once a week. During a discussion the independent listener stated that he makes himself available to boarders at all times including weekends and that they have access to his mobile number. The independent listener stated that no complaints have been raised by any boarder and that contact is usually due to boarders being home sick, to which advise and support is given.</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> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders have access to a medical and assistant medical officer and these persons liaise with all who have responsibilities to boarders.</p> <p>The promotion of good health is promoted and boarders gave examples of sports and healthy eating adopted during their stay at the college. Health education is provided through the Islamic curriculum by providing both Prophetic and Qur'anic texts.</p> <p>Alcohol is strictly forbidden, as are other illegal substances and regular weekly group meetings with prefects address social problems associated with such substances.</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**

The medical officer during a discussion stated that currently no boarders are prescribed medication. The medication storage system was inspected along with the records for prescribed and homely medication, no discrepancies were found. All medication is kept securely within the medical room. 4 randomly selected boarders files were inspected and each contained a reference from their local General Practitioner. The accident book details all accidents to boarders, outlining the cause of injury and the treatment given by the designated first aid person.

## 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

The head supervisor manages the boarding provision and twelve prefects support a team of six supervisors. All during discussions demonstrated their knowledge of whom they are accountable to. Regular meetings occur each day and on a weekly basis. The deputy head and co-ordinator stated that all within the college from the domestics to the head teacher support each other to best meet the needs of boarders. Each supervisor has a degree in Islamic Theology and have themselves been boarders within the college.

### 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

The Inspector had a discussion with one of the two designated fire safety officers. This person is appropriately trained and experienced in fire safety having completed a fire safety for managers course with the fire service on 01/09/04. A fire frill is undertaken each term and boarders stated that they know the fire point to go to should an evacuation be required. Each boarding zone has a list of boarders names present along with specific fire evacuation instructions. Fire equipment i.e. smoke alarms, fire-fighting equipment, fire alarm etc are visually examined and checked on a weekly basis. Written risk assessments were seen and are reviewed on a regular basis, these include identifying any obstructions and or potential fire safety hazards as required. The gas safety certificate was seen and dated 15/11/04. Electrical inspection on installations completed was dated 01/11/04. Fire alarm and emergency lighting was serviced on 25/01/05. There are currently no recommendations outstanding from the Fire Service.

<b>Standard 10 (10.1 - 10.5)</b> The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarding accommodation is separated into four zones. Older boarders (over 18 years) are accommodated separately from boarders less than 18 years. The entrances to each accommodation zone has a clear notice displayed stating no entrance if under/over the permitted age. Boarding accommodation comprises of single rooms, double rooms and rooms which sleep up to 9 boarders. Toilets and bathing facilities are adequately sited. The quality of the boarding provision does not differ significantly from one zone to another.		

<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>	3
Boarders confirmed sufficient free time each day when they can choose to sleep if they wish. After school activities were described as very good and include use of a common room, with pool tables and a football table and a selection of games. Outdoors the boarders have access to basketball and football facilities and large playing fields. Passing supervision by supervisors is always in place during the free time period.		

<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>	3
As previously mentioned boarders do make use of the suggestion box and all suggestions are considered and acted upon if appropriate. Contributions can be made to each supervisor daily and more formal opportunities are in place with a weekly meeting with prefects in small groups.		

<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>	3
The prefects described their role as a prefect within the college as an honour. Statements included – “ we know what boarders go through as we ourselves have been in their position” equally has have the supervisors who the prefects stated, “they are always available to support us”. Has previously mentioned prefects have no power to give sanctions they must pass any incident or concern to a supervisor. Prefects roles do not appear to be a substitute for staff and the levels of responsibilities were seen to be adequate. They are given specific responsibilities alongside staff, for example fire, first aid and medication. However not all prefects have undertaken training in first aid.		
All prefects responsible for administering first aid should receive training in first aid.		
<b>See Advisory Recommendation 3</b>		

<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>2</b>
<p>The deputy head and school co-ordinator stated that all Criminal Records Bureau forms have been submitted, although not all completed checks have been returned, five files randomly inspected contained a CRB disclosure form.</p> <p>Each individual with responsibility for direct access to boarders must have in place a CRB check at an enhanced level.</p> <p><b>See Recommend Action 3</b></p> <p>Observations throughout this inspection provided evidence of ample opportunities boarders have to approach any member of staff with any issue. Many provide them with their private telephone numbers should they wish to contact them out of college hours. Confirmation of this was also evidenced in boarders questionnaires returned to the Inspectors.</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?

3

Boarders confirmed individual registration with local health provisions, for example Spec Savers, Opticians in the local village. Parents are encouraged to take responsibility for health related matters during home stays and holidays. The sick bay is appropriately stocked with an emergency first aid box and homely remedies, and alternative medication as the medical officer is a qualified homeopath. Each boarders medical information is recorded on individual medication sheets and filed appropriately. Boarders may go home if it is in their best interest to do so and an example of this was given, when a boarder became ill, and needed hospital treatment, this was carried out within the boarders local authority.

**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

Boarders reported and supervisors and prefects confirmed that periodically throughout the day/evening that observational checks are undertaken to ensure each boarders well being. Boarders reported that if they are ill and require rest, for example from flu they more often prefer to stay in their own bed although the sick bay is adequately equipped to cater for rest and recovery. Supervisors and prefects stated that as their responsibility of looking after small groups of boarders they would pick up quickly any concern for a boarder within their group.

**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

All health related issues are shared and discussed by all with responsibility to meeting the boarders needs. Links are maintained with local professional services, for example social services, psychologist. Supervisors, prefects, child protection officer and the independent listener all gave examples of supporting boarders, which in the main was in relation to homesick, particularly at the beginning of term. Daily assembly addresses any concerns and reinforces to boarders the people around them that are available at all times for support.

**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

This is a Muslim boys boarding school, which in itself requires strict religious observance including an appropriate dress code. It aims to provide an Islamic educational setting conducive to students learning and their morale welfare. Identity and culture is reinforced throughout the college including boarders accommodation. Pictures and artwork, which reflect the Islamic faith, are in place and religious needs are firmly entrenched throughout the daily timetable. Weekly menus were seen and they provide a balance of western and traditional meals.

<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>
Boarders are encouraged to maintain regular contact with their parents either by using pay phones, which are sited within the college in places, which ensure a degree of privacy, use of their own mobile phones and through e-mail. Feedback from the questionnaires showed no particular issues in relation to the use of telephones and boarders stated that they respect each other's privacy. Mail is given out to boarders everyday following prayer and this was observed during this inspection. Appropriate helpline telephone numbers are displayed throughout the college		

<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>2</b>
All bedrooms are lockable and boarders take responsibility for their own key. Personal belongings were seen as being well secured within bedrooms. A system is in place for the recording of pocket monies, each boarder signs their individual sheet on receipt of their money. Parents send in allowances for boarders and are asked to specify how much each week a boarder may have, this ranges from £5.00 - £15.00 dependent on age. The pocket money records were inspected and individual signatures were in place. Entries show each date when money is paid in and the date when boarders receive their allowance. However one individual sheet showed a balance of nil from January 16 <sup>TH</sup> 2004. The student bank manager responsible for pocket monies stated that this was an oversight and that the money paid in has not been added, if it is the case no funds have been sent in then the parents would be contacted and a request made for further funds.		
The student bank manager must ensure that all funds received for the use of pocket money by boarders is entered onto individual sheets.		
<b>See Recommend Action 4</b>		

<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>
New boarders and their parents receive a well-presented students guide and prospectus before enrolling into the college. On arrival boarders are introduced to their responsible supervisor. Boarders commented that usually they already know someone (relative) and most stated "the first few days you get lost in this place".		

<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>0</b>
Not applicable.		

<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
All documentation is in place as specified within Appendix 2 (List of records) Boarding Schools National Minimum Standards, and this was inspected. There is a need for the head teacher to monitor these records (at least twice a term) or appoint a senior delegated person to carry out the monitoring.		
The person responsible for undertaking the monitoring of all documentation must ensure that action is taken in relation to any concentration or trend in recorded punishments, offences, complaints or accidents (e.g. relating to particular places, groups or times). This person must ensure that a date and signature is recorded to show that monitoring of records has taken place and make these available for inspection.		
<b>See Recommend Action 5</b>		

<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 weekly menus in place provide a mixture of traditional and western meals. Boarders stated that they are able to suggest new foods to the cooks at anytime during their stay. The Inspectors joined the boarders who take the first sitting; this was a social and relaxed atmosphere. The older students take the second sitting and observations were made of good practice in terms of clearing the tables for the second sitting. The cooks during discussions confirmed that boarders can and do make requests for a variety of foods, for example traditional fish and chips, French cuisine and Italian pasta dishes, all these are incorporated into the menus.		

<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
Water is available to all at all times and served during each mealtime. The Inspector had a discussion with the engineer responsible for checking water supplies for Legionella. This is undertaken by an outside contractor each month and the results are kept on file within the college and were seen, no discrepancies were identified. Each boarding zone has a kitchenette with microwave and drinking water is easily accessible.		

**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
See Standard 9.		

**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
Boarders reported that early morning rising occurs daily for prayers, although a chance after this for an extra lie in period before breakfast is available. Boarders stated that this does not affect their welfare.		

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

Key Findings and Evidence	Standard met?	0
Not applicable.		

**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?	3
Risk assessments are carried out for all activities ongoing within the college. No high-risk activities are undertaken within or outside of the college. An end of term trip is carried out to Alton Towers of which parental consent and risk assessments are carried out. Boarders can only visit the local shops within the village once they have logged out with a supervisor.		

**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 boarders have no access to television except when this is used for educational purposes. A good selection of newspapers, broadsheets and tabloids are available for all to access within the library. Boarders confirmed that they have radios and are keen to keep an interest in the world of sport. Local schools are invited into the college along with an open day each year being undertaken.		

## 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 are 12 prefects in total, with each selected and elected for their individual capabilities and personal attributes. There are 9 supervisors in addition to the latter. A group discussion was undertaken with the prefects and the supervisors all demonstrated their awareness in relation to accountability and the systems in place in the event of any emergencies. Examples were given as to how they offer appropriate protection both to the boarders and of the college. Local groups of youths have entered the grounds and the supervisors have liaised with the police and local MP. No actual threat has been made by these groups, and one supervisor stated "more often than not they are just teenagers looking for a chase".

### 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 responsibility from prefects, supervisors, senior and teaching staff through to the head teacher was clear in relation to their expectations of boarders being away from the college. If a small group of boarders wish to visit the local shops then staffing ratios are kept in line with the guidance from the DFES, this is equally the case for the end of term trips to the theme park.

<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>
Supervisors are located within the boarding zones, and boarders and supervisors during discussions stated that they are easily accessible even through the night. Systems of registers are in place along with each individual named boarder displayed within the boarding zones, along side the fire evacuation procedures. Supervisors reported hardly any instances occurring through the night as boarders have a very structured day and by lights out the boarding zones remain very quiet.		

<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>
Five staff files were randomly chosen and inspected, each file inspected, including two recent appointments all had enhanced CRB disclosures. The procedure for recruitment and selection was seen and no shortfalls were identified. However this procedure has not been fully tested as all staff are ex pupils of the college. Identification was available on all files inspected, however there was no evidence of written job descriptions, proof of induction, records of training undertaken, application forms, interview/supervision notes or references were available on any of the files examined.		
Job descriptions must be in place, which clearly outlines the responsibilities of persons that have access to boarders, along with written proof of the induction process and supervision/appraisal notes.		
<b>See Recommend Action 6</b>		

<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>
Each member of staff confirmed that they are in receipt of the staff handbook. This document is set out as an easily accessible tool for staff and has an index. It reflects the current use year (2004/2005) and would be changes in the event of any new procedures being revised. The staff handbook along with the student guide contains all of the information as specified within standard 35.3 & 35.4 (Boarding Schools National Minimum Standards).		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All boarders that the Inspectors had discussions with reported good relationships with supervisors, prefects and teaching staff. They felt that all in responsible positions were approachable and they listen to concerns and offered support when required. Boarders comments were as follows:- "I really like it here, we all are friends", "Its better that being at home", "they know how to treat us as they have been in our position themselves".		

<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>
Boarders stated that supervisors respect their privacy and will knock on their bedroom doors and would wait until they are invited in. Showers and toilets offer appropriate privacy and the doors are fitted with locks. Boarders reported satisfaction amongst other boarders and that they felt that their privacy and personal space is not compromised.		

<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>2</b>
All individual documentation including CRB information is stored securely with limited access to delegated persons within the college. Designated members of staff takes responsibility for ensuring checks are carried out, on all with access to boarders. Although the five files inspected contained a satisfactory CRB disclosure the deputy head stated that some are still awaiting return from the bureau. The deputy head was guided towards standard 38.7 and advised that recorded evidence of chasing up CRB checks must be in place.		
<b>See Recommend Action 3 &amp; standard 14.</b>		

<b>Standard 39 (39.1 - 39.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All supervisors and staff during discussions demonstrated their awareness of the college protocol and maintaining a safe environment and keeping boarders free from risk. Any visitor to the college has to sign in and is personally chaperoned by a member of staff. Any maintenance work that needs to be undertaken in the boarding zones is carried out in pairs or under the supervision of a member of staff.		



## 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

An ongoing maintenance programme is carried out with any identified work being carried out; this work would be prioritised if the repair were a risk to health and safety. Two pupils gave the Inspectors a tour of the building inside and around the grounds. Dormitories/bedrooms are numbered and locked with each boarder having a key. Staff have spare keys should a key be lost or entry needs to be gained in the event of an emergency. Boarders age permitted can socialise with one another in each other's rooms. Rooms afford basic furnishings, some are single, double and some sleep up to nine. There is no privacy for boarders within the larger rooms. All areas within the boarding zones are appropriately lit, heated and ventilated. The grounds within the college are well maintained and offer picturesque and tranquil settings where peacocks and chickens roam free. CCTV is in operation.

### 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 zones are exclusively for boarders and signs display clearly who has access to these areas. These areas are restricted to the general public and visitors. Designated persons are responsible for evening security checks ensuring doors are closed and no risks are present. An external security check is carried out within the grounds throughout the evening/night.

<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>Boarders have adequate sleeping space and some have more privacy than others for example a person in a single/double room as opposed to a person in a room that sleeps nine. Boarders are asked for their preferences before being allocated accommodation. Furniture and personal storage space is limited and the walkways to and from the boarding zones to other parts of the college are without floor coverings. The college has limited funds and yearly fees are kept at the minimum.</p> <p>The college should ensure that all avenues are explored in order to facilitate any funding which may be available to further improve facilities and to ensure privacy for individual boarders.</p> <p><b>See Advisory Recommendation 4.</b></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>The boarders reported during discussions with the Inspectors that they are able to make use of their own personal space for studying and can access the library which has a mass of literature suitably to meet the boarders needs both personally and academically.</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 washing facilities are within each boarding zone; these are single lockable cubicles with toilets close by. The deputy head stated, "we have to make best within an old building". The number of showers and toilets are adequate to meet the needs of the boarders. Although some of the washing areas are in need of attention i.e. paint flaking no issues were identified in relation to health and safety.</p> <p><b>See Advisory Recommendation 4 &amp; standard 42.</b></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>Boarders make use of their own space for changing or use separate facilities provided.</p>		

<b>Standard 46 (46.1 - 46.6)</b> Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Externally the grounds are well maintained; leisure activities include football, basketball, cricket and American football. Boarders stated that the activities available are very good especially the organised sporting competitions that are arranged. A common room is also available on a roster basis, which has pool and football tables for use.		

<b>Standard 47 (47.1 - 47.9)</b> Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Detailed risk assessments are in place in respect of all areas inside and outside of the college. Not all windows are fitted with appropriate safety devices. All equipment such as fire, gas, electrical and water have been checked and certificates were seen.		
Windows must be fitted with appropriate security devices to prevent any accidents from occurring.		
<b>See Recommended Action 7.</b>		

<b>Standard 48 (48.1 - 48.4)</b> Suitable accommodation should be available for the separate care of boarders who are ill.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The college has a sick bay with the use of two beds, supervisors reported that this is rarely utilised as boarders that are so ill will be sent home to recover. Boarders suffering from coughs, colds or flu stated that they prefer to recover within their own accommodation.		

<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>
The college has a laundry facility available and support is offered should the supervisors request this. Alternatively an outside agency can be used or boarders that go home at weekends usually take their clothes home to be washed.		

<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>
Boarders have access to a shop within the college, which may stock some stationary items. There is an expectation that boarders bring the necessary stationary items before the commencement of each term. In any event the supervisors stated that if a boarder requires any stationary then this request would be sanctioned and the appropriate stationary supplied.		

<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>0</b>
Not applicable.		

<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>0</b>
Not applicable.		

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary content.

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

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

**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 1<sup>st</sup> March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request."

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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"/>

**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 Wednesday 20<sup>th</sup> April 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"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Head Teacher of Darul Uloom confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

<b>Print Name</b>	<u>Abdul Rahim Limbada</u>
<b>Signature</b>	<u>A R Limbada</u>
<b>Designation</b>	<u>Head Teacher</u>
<b>Date</b>	<u>25/4/05</u>

**Or**

**D.3.2 I \_\_\_\_\_ of Darul Uloom am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

<b>Print Name</b>	_____
<b>Signature</b>	_____
<b>Designation</b>	_____
<b>Date</b>	_____

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.

**“Providers comments and an action plan are available at the Area Office, where these have been submitted.”**



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