



Making Social Care  
Better for People

# inspection report

## BOARDING SCHOOL

### **Jaamiatul Imaam Muhammad Zakaria Boarding School**

**Thornton View Road, Off Pasture Lane  
Clayton  
Bradford  
West Yorkshire  
BD146JX**

*Lead Inspector*  
Nicola McEvinney

*Key Announced Inspection*  
6th November 2006      09:30

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

# SCHOOL INFORMATION

<b>Name of school</b>	Jaamiatul Imaam Muhammad Zakaria Boarding School
<b>Address</b>	Thornton View Road, Off Pasture Lane Clayton Bradford West Yorkshire BD146JX
<b>Telephone number</b>	01274 815522
<b>Fax number</b>	01274 883696
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Board of Trustees
<b>Name of Head</b>	Mrs Zebunnisa Hajee
<b>Name of Head of Care</b>	
<b>Age range of boarding pupils</b>	11+
<b>Date of last welfare inspection</b>	17-19 <sup>th</sup> February 2004

## **Brief Description of the School:**

Jaamiatul Imaam Muhammad Zakaria has a clear admission criteria and policy. It is an Islamic Institution offering Islamic and Secondary and Higher education to Muslim females in a boarding school. Age of admission is from 11 years of age.

The school site, a Grade 2 listed building, was a former hospital that was purchased in a dilapidated state and has been slowly renovated. The school comprises of a number of separate buildings, four of which are used for boarding accommodation. Highgate the largest has three floors and provides other services such as the main kitchen, main laundry, dining room and offices. The remaining three houses are Bronte, Malehouse and Nurses. These have bedrooms of varying sizes on two floors. The numbers of students accommodated in some rooms can be up to nine girls, although the average is about four to five. Much work has been carried out to upgrade bathing and toilet facilities and provide additional facilities. This is still on going. The new building work continues in one part of the grounds in order to provide additional classrooms, sports facilities and conference room.

At the time of this inspection 396 boarding students were accommodated. As it is at the moment the school would have difficulties in accommodating girls with physical disabilities and chooses not to accommodate pupils who have been statemented.

The inspectors were informed at the time of the inspection that the fees were £1,800 per year; the girls provide their own bedding and toiletries.

# SUMMARY

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

This inspection was planned with the Head Mistress and happened on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> November 2006. The week before the inspection the inspectors visited the school and met with the Head Mistress and the Development Officer and planned how the inspection would be carried out and discussed who the inspectors would like to talk to. The inspectors also had a meeting with all the girls to give them a questionnaire to complete; most of the girls completed these but some chose not to. Well over 300 were returned completed.

Questionnaires were also sent to parents and 33 were returned; the inspector also had three telephone calls from parents and guardians who wished to say what they thought about the school.

The inspectors also spoke to a number of staff, those who had particular responsibility for specific areas of the school such as:

- The Catering Manager and assistant,
- The Medical Officer,
- The Kitchen Cleaning Supervisor,
- The Head of Boarding,
- The Heads of Hostels,
- The Tuck-shop Co-ordinator,
- The Student Bank Co-ordinator,
- The Residential Cleaning Supervisor,
- The Risk Assessment Officer and Health and Safety Officer,
- The Fire Officer,
- A number of staff responsible for Pastoral Care.

The inspectors also met with the Independent Visitors, the Head and School Development Officer, the Principal and the Bursar.

A number of girls showed the inspectors around the houses and all bedrooms were seen; the inspectors also had a number of meals with different groups of girls.

The inspectors also:

- Read files and other documents explaining about the school.
- Watched how the girls and staff got along together.

- Read all the questionnaires completed by the boarders and those letters sent by parents.

A small number of questionnaires returned said that the food was oily and inspectors spoke to the Catering Manager about this. She agreed that this problem could be sorted out. An even smaller number of girls said that there was some bullying but this was discussed with lots of girls as well as with staff and every body said that bullying is not tolerated and is dealt with.

One parent wrote about how he was concerned that his daughter did too much cleaning and cooking. One of the inspectors spoke to this father and it appears his daughter has just started at the school and is feeling a bit homesick. The inspectors all thought after speaking to lots of girls that nobody did too much cleaning. None of the girls cook the main meals.

## **What the school does well:**

The school makes sure that the girls are safe at school and provides them with an education based on Islamic principles. The school promotes the girls' moral, social and personal growth and this helps the girls to develop into responsible, confident and independent young woman.

## **What the boarders said:**

The girls also told the inspectors a number of things they liked about the school. Every girl spoken to said that they loved living at 'Jaamiaah', "it is like one big family". They said that the staff were wise and were always available. Lots of the girls said how they felt safe at the school.

New girls are given a partner for their first term who helps with adjusting to the routine and finding their way around the school; partners also show the new girls how to do their washing.

All the girls spoken to said that they loved the food and they had a good variety of meals; a lot of them said that they loved having chips on a Saturday.

Many of the girls said that they thought that they were very lucky being admitted to the school, one said, "we are like flowers in a meadow and have been especially chosen".

### **What parents said:**

Thirty-two of the parents' questionnaires said some very good things about the school. Parents said that they thought the school did a "terrific job" looking after their children, "we trust the school to take care of our daughter, they have helped her to become a mature and responsible individual".

Another parent said, "throughout the years the members of staff have been friendly, willing to listen to parental concerns and trying hard to make the school a better and happier place for the students".

It is clear from the feedback received from parents that they feel that the school is a very good place for the girls to live and be educated.

The inspectors thought the Jaamiatul Imaam Muhammad Zakaria school was a happy place in which the girls can live and develop into mature and responsible members of society.

### **What has improved since the last inspection?**

- The large dormitories have been divided up into smaller bedrooms.
- Record keeping has improved, especially where issues have been raised and dealt with.
- A complaints book has been established, although there were no complaints recorded.
- Independent Visitors have been employed and visit the school fortnightly.
- The kitchen hood has been steam cleaned and no longer flakes.
- Fire training continues to be organised and fire drills are effective.
- Staff have attended Child Protection training.
- Girls who forget to attend the medical room for their medication are tannoyed for.
- The number of telephones has been increased.
- Job descriptions are available for the Head and Deputy Head.
- The openings of all sash windows have had restrictors fitted.
- Some unsuitable beds have been replaced.
- Some new carpets have been fitted.
- The number of washrooms has been increased.
- Some bathroom areas have been improved.
- The dilapidated building has been demolished.

## **What they could do better:**

- The Policy on Absconding should include timescales for action and what action will be taken on the girls' return.
- Recruitment practices should be more thorough.
- There should be an appropriate range and choice of activities for boarders outside teaching time.
- The access to telephones for the younger girls should be reviewed.
- Telephone hoods should be installed to provide privacy.
- Repairs and replacement of equipment should be undertaken as identified in the report.
- Staff should receive appropriate training in Boarding School practice.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# Being Healthy

## **The intended outcomes for these standards are:**

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

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

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

6, 7, 15 and 24

Quality in this outcome area is good.

This judgement has been made using available evidence including a visit to this service.

The young people's health and nutritional needs are well met.

## **EVIDENCE:**

The school produces a 'Questions and Answers' document for parents and girls that clearly state that the use of alcohol, solvents and smoking is prohibited. Girls confirmed that no one smokes at the school. The girls receive appropriate sex education in their lessons.

Adequate health records are kept on individual boarders, which include information from parents on specific needs, immunisations and allergies. These records also contain details of any illnesses and action taken. Contact details for parents or guardians are in place as is the consent for the administration of first aid or non-prescription medication. Staff have information on a need to know basis.

The last inspection found that on occasion girls may forget to go to the medical room in order to receive their prescribed medication; this has been resolved by staff using the tannoy to alert the individual if she forgets. All medication apart from inhalers, which individuals keep about their person, are administered by staff and kept in the medical room. The medical room has facilities for girls who are ill and are looked after by staff, overnight if necessary. Feedback from the girls was positive regarding this; they said that they were well looked after if they were ill. All staff and 16+ students are First Aid trained.

A third of the girls come from Bradford and are registered with their own General Practitioner (GP). Girls who are from a greater distance are registered with a GP close to the school. Appointments are made as required with a choice of female GP if requested; girls according to age may see the GP on their own if they choose. Appointments with Opticians and Dentists are made if required although in the main parents make these appointments during holiday times.

Accidents are recorded appropriately.

Menus were seen. A multicultural variety of meals are served to the girls, which are balanced and nutritious. There is a vegetarian option available at each mealtime and a portion of fresh fruit is also available. Meal times are a social occasion with the girls eating in small groups, saying, "We are like in our family". Inspectors shared a number of meal times with the girls and found the food to be tasty and freshly cooked. Verbal feedback received from the girls was very positive. All those spoken to, said they loved the food; but there were a small number of boarders' questionnaires that said the food was oily. The Catering Manager and Assistant were spoken to about this and it was concluded that it was because the oil settles on top of the food (a feature of Asian dishes) and this was not put aside before serving. The Catering Manager meets with the cooks on a regular basis and oversees the menus to check that the girls are given a balanced diet.

All staff as well as 16+ students have received Basic Food Hygiene training. The last Environmental Health Report dated January 2005 was satisfactory and there are no outstanding issues.

# Staying Safe

## **The intended outcomes for these standards are:**

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

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

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

2, 3, 4, 5, 26, 37, 38, 39, 41 and 47.

Quality in this outcome area is good.

This judgement has been made using available evidence including a visit to this service.

The boarders are protected from abuse and bullying and care is taken to minimise hazards.

## **EVIDENCE:**

There is a comprehensive Bullying Policy in place that is published and made available to parents, staff and pupils in the 'Pre & Post Admission Particulars', 'Your Questions Answered' and the 'Staff Welfare Manual'. During the course of the inspection, over a hundred girls were spoken to and all said that any bullying is dealt with promptly and is not tolerated. Eight boarders' questionnaires said that they had been bullied; this was discussed with the Head and the Development Officer who were adamant that there are channels that the girls can use to report any bullying behaviour; assurances were given that all staff and monitors would be vigilant to ensure that all the girls are kept safe.

The school has a good Child Protection Policy in place and all staff have attended a Multi-agency Child Protection training course. Staff were knowledgeable in this area and aware of their responsibilities. The school has a policy for Absconding. Although there has not been an incidence of this occurring the policy should include timescales for action to be taken and what action should be taken on the girl's return.

There is a Behavioural Policy in place clearly setting out acceptable and unacceptable behaviour; this policy is focused on the safety and well being of the students. The boarders, prior to admission, sign a contract and are made aware of what is expected of them in terms of their behaviour. There have been no major punishments, sanctions or restraints recorded; the Head confirmed that there had been no major infringement of the expected codes of behaviour. One file seen contained details of disciplinary action taken against an individual; this was seen to be fair and appropriate. During the three days that the inspectors were at the school, the girls were seen to be courteous and respectful to all they came in contact with. The Head of Boarding meets regularly with the Heads of Hostels to ensure a consistent approach across the houses.

A Complaints Procedure is in place and is available to parents, staff and pupils in the 'Pre & Post Admission Particulars', 'Your Questions Answered' and the 'Staff Welfare Manual'. The Principal of the school is also available to fathers if they wish to discuss any issues. There have been no formal complaints made but minor niggles are dealt with promptly.

Fire Procedures and records were found to be in good order. Any faults identified or fire exits obstructed are reported and action taken to remedy the situation. Regular Fire Drills are held during boarding times and the inspectors were informed by the girls about the simulation exercises that are organised to ensure the girls are aware of the location of Fire Exits in all the buildings. The school continues to use the retired Fire Officer to deliver training to all the staff

and 16+ students; one is booked for later this month. The trainer is a recognised trainer who also delivers training at the Fire Station. There are no outstanding issues from the last Fire Officer's report but the inspector had a telephone conversation with the Fire Officer who said that the Fire Precautions were reasonable given the age of the building and one Fire Escape needs to be replaced. The inspectors were informed by the Principal that this work is to be carried out during the next school vacation.

A discussion regarding privacy was held with a number of girls. All said that their privacy is respected and that they respect one another's privacy. During the tour of the houses, without fail the girls knocked on bedroom doors prior to entering. Staff who patrol the houses do not intrude on the girls.

A number of staff files were seen, the majority of recruits come from within the school and references seen were from individuals within the school. Also the Principal or the Head knew those people who were employed from outside the school prior to them working at the school. The organisation must be more vigilant when recruiting individuals to ensure that application forms are completed correctly giving full employment history with months and years stated and any gaps in employment history explored and these gaps verified by another body. References must be specific to the individual post and not "To whom it may concern". Criminal Records Bureau (CRB) checks are not transferable and must be taken up prior to commencing work.

Contractors are always supervised whilst undertaking any work on the campus. The school uses its own minibuses and drivers to transport the girls and a staff member will also chaperone.

The school has a rigid policy of who is able to enter the school grounds. There is a Gatehouse, which is staffed twenty-four hours a day, and there are also CCTV cameras directed at vulnerable areas of the grounds. Only mothers or female relations have access through the Gatehouse, and these are only able to enter the boarding houses on their daughter's initial stay at the school. Parents have to produce an identity card before they are admitted into the school. Some parents who completed questionnaires commended this system and felt confident that their daughters were safe. A number of girls, through verbal feedback and via the questionnaires said that they felt very safe at the school; a number said that, "we can wander about here after dark, something we can't do at home".

All the girls spoken to were aware of what areas of the grounds were out of bounds. The outside areas are free from hazards and during winter months when paths may be icy they are gritted to prevent accidents. Some stairwells could pose a danger as, on some steps, the floor covering is in a bad state of disrepair. The swing area is currently cordoned off as the play surface is waiting to have a safe surface laid. The girls said that staff are always supervising the outside area as well as the inside. The CCTV cameras are

directed at the outside and the monitors are located in the Gatehouse where staff oversee. There is a comprehensive Health and Safety Policy in place.

# Enjoying and Achieving

## **The intended outcomes for these standards are:**

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

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

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

11, 14, 18, 27 and 43

Quality in this outcome area is good.

This judgement has been made using available evidence including a visit to this service.

The boarders are provided with individual support from a range of sources. The girls are treated and valued as individuals.

## **EVIDENCE:**

The number of physical activities available particularly to the older girls is limited. It is anticipated once the new build is completed that this will be resolved as it is intended to house a gym and a sports field. A number of girls did say that they could play football or rounders and the swings were available until the week of the inspection. There are a number of activities the girls can engage in indoors like approved board games. The head and staff have supported an initiative from one of the older girls; this is a Sunday club, "Stepping Stones to Wisdom"; this is also an art club. A number of activities are organised in different areas and the girls can choose what activity they wish to be involved in, activities include a puzzle area, art area etc. Feedback received by one Guardian suggested that the school could contact one of the local swimming baths to try and arrange a regular swimming session for the girls.

There are very good support systems in place. New boarders are assigned a partner who is 16 + who is with them for their first term. The partner links up with their new girl and helps them to familiarise themselves with the routines and geography of the school, partners also give guidance on using the laundry facilities. The girls spoke highly of this arrangement and also said that there is always someone they can turn to for support. Feedback from questionnaires was positive regarding the support they receive but there were a small number of questionnaires that indicated that some of the girls might feel isolated. This was discussed with the Head and Development Officer and it was realised that there were a number of girls who had arrived at the school within two weeks of the inspection visit. This was further explored with a large number of girls and the older girls reminisced that during the very early days at "Jaamia" they felt a little homesick but this soon passed, some even said "when we go home we are "Jaamia" sick.

The school also has an excellent arrangement for Independent Visitors. These are two individuals who have a clear job description and have had CRB checks. They are accountable to the Head but are also able to contact CSCI if necessary. They visit the school fortnightly for a whole day and wander round the boarding houses. One boarder's questionnaire said, "We have an independent listener who is very nice and caring". The Independent Visitors also are invited to attend parent's induction and are available to parents if required. There is a large number of very young teaching staff employed at the school and it is encouraging to see that the Independent Visitors can also be approached by the staff to discuss any issues they might have. Girls also said that they are able to approach staff if they have any worries or concerns.

The school makes every effort to treat the girls as individuals and there is an emphasis on the integration of girls from different economic and cultural backgrounds.

Every girl is allocated a duty to help maintain her environment. The girls said that these duties only take between five and ten minutes and do not impose on their free time. This is part of the ethos of the school in developing the girls to become confident, competent independent young women. One very concerned father of a new girl spoke to an inspector on this matter and was given assurances that inspectors found duties are age appropriate and reasonable.

Boarders can use a number of areas to do their two-hour nightly homework. The prayer rooms may be accessed for quiet study or time for reflection.

# **Making a Positive Contribution**

## **The intended outcomes for these standards are:**

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

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

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

12 and 19.

Quality in this outcome area is good.

This judgement has been made using available evidence including a visit to this service.

The school encourages the girls to foster good relationships between themselves and the staff and to maintain good contact with their families.

## **EVIDENCE:**

Files seen contained a number of Admission Review forms that asks the girls how they felt when they first arrived, what they felt was helpful, confusing and any suggestions; also, did they find the older girls helpful, what they looked forward to, any worries and what they hoped to achieve.

The school also produces a magazine for all interested parties. A discussion with a couple of the older girls said that they were going to approach the Head to request that they produce a pupils' magazine. This was discussed with the Head and School Development Officer who viewed this favourably.

The school also has a monitor for each class that is chosen by staff, this person feeds the views of their peers to tutors. Head of hostels spend time with the boarders and seek their views. The Head of Boarding meets with the Heads of Hostels regularly to ensure that views are shared.

All girls are allowed to go home monthly for a weekend if they chose to do so. Additionally, all girls are also allowed for a day out every fortnight if they so wish. Parents are also able to visit their daughters over the weekends for half an hour but visitors from away may remain for a longer time with prior permission. These visits are held in the visitors' room.

There are a number of telephone points in each of the houses and each year group are allocated a time when they are able to contact home. Consideration should be given to extend the time for the newer girls, as it is evident by the queues that this age group require greater contact with their families. Telephones should also be sited in a position that affords privacy; consideration should be given to purchase telephone hoods to this end. The girls are able to send and receive mail from their home address.

Parents may approach staff to discuss welfare issues and fathers may approach the Principal and Bursar to discuss any issues.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

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

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

40, 42 and 44.

Quality in this outcome area is adequate.

This judgement has been made using available evidence including a visit to this service.

Boarders' possessions are kept safe and the girls are able to personalise their rooms.

The school continues to address the environmental standards of the living accommodation.

## EVIDENCE:

It is evident that there continues to be major environmental improvements to the houses. However there are still a number of areas that require updating and improving. The fact that a number of the buildings are listed can hamper some of the improvements required.

As it is at the moment the school would have difficulties in accommodating girls with physical disabilities.

Some bedrooms have fluorescent strips; consideration should be given to providing supplementary lighting such as bedside lamps particularly for those girls who choose to work in their bedrooms. Rooms are adequately ventilated and the girls said that they liked their rooms. There are a number of carpets that have been replaced but there remain a large amount that still need replacing. Some stairwells require attention.

The dormitories vary in sizes and numbers accommodated. The large dormitories identified in the last inspection have been portioned off to create smaller dormitories for four to five girls. The assortment of beds in individual rooms is not aesthetically pleasing, particularly the hospital beds; a small number of beds did not have a headboard, also some mattresses were found to be stained. This was discussed with the Bursar who said that there is an ample supply of new mattresses and these stained ones could be replaced. The boarders supply their own bedding.

There is limited space around many of the beds, the girls share a small locker for their hanging clothes and have a small cupboard for their other possessions. Small drawer lockers are available on request to store valuables. Some bedroom carpets have been replaced but there remain a number of shabby ones. The girls are able to personalise their rooms and some are quite pleasant; colourful rugs have been brought in by some and provide a homely touch to their room.

Sisters and cousins are able to share bedrooms if they choose. One of the houses has a number of rooms with just two beds and these tend to be used by sisters.

The bathrooms, showers and toilets are still in need of urgent attention. In Highgate one such facility had tiles missing and a bath with black mould around it. The majority of showers and bathrooms were found to be stark and consideration should be given to providing overhead showers as well as the traditional taps in each cubicle. There are insufficient toilets and showers for the number of boarders the school accommodates, although the girls did say that they did not have to queue. There is an adequate supply of hot water but many of the soap dispensers were found to be empty. There are separate toilet and shower blocks for the under 16's and the 16+ girls.

# Management

## The intended outcomes for these standards are:

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

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

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

1, 23, 31 and 34

Quality in this outcome area is good.

This judgement has been made using available evidence including a visit to this service.

This is a well-managed school, there is a clear understanding of the roles and responsibilities but staff would benefit from attending training in Boarding Practice.

## **EVIDENCE:**

Parents and boarders receive Pre & Post Admission Particulars; this is an informative document outlining the ethos and philosophy of the school. Mothers or female Guardians attend an induction session to further familiarise themselves in the workings of the school, the Independent Visitors are also available at the induction.

It was suggested that it might be useful for the Principal and the Bursar to hold an induction for Fathers; the inspectors were informed that this had already been considered and is planned for the next intake. Prior to starting at the school, the boarders and their parents are aware of the expectations of the school and sign an agreement to abide by the rules.

The Head offers clear leadership; the girls speak about her with respect and affection. The senior management team meet regularly and the Head of Boarding has a clearly designated role and also meets with the Heads of Hostels regularly. Responsibilities are delegated to designated staff who are responsible for Fire Precautions, Risk Assessments, Cleaning Supervision, Catering, Health & Safety, and First Aid etc.

The last inspection recommended that staff would benefit from attaining a qualification in Boarding Practice. The Head has liaised with the Boarding Schools Association and it is intended that a tailor made course be designed for the school.

The school records are well-maintained and appropriate Risk assessments are undertaken, these are up to date and reviewed.

All staff including the Head and Deputy have job descriptions and new staff have a two-week induction; there are fortnightly meetings with senior staff. Senior staff also provide supervision for ancillary staff.

There is a good level of staffing at all times. Many of the staff are close in age to the boarders and have been known to them as pupils of the school; however the girls said that they found this quite useful as some said, " they know what it is like," and went onto say, "Although they are young they are so much wiser". There is a clear ethos and philosophy at the school that instils mutual respect and provides a nurturing environment for the girls to develop into mature and confident young women.

# SCORING OF OUTCOMES

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

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

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

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

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

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>13</b>	X
<b>22</b>	X
<b>26</b>	3
<b>28</b>	X
<b>29</b>	X
<b>37</b>	3
<b>38</b>	1
<b>39</b>	3
<b>41</b>	3
<b>47</b>	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	2
<b>14</b>	4
<b>18</b>	3
<b>27</b>	3
<b>43</b>	3
<b>46</b>	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>19</b>	2
<b>21</b>	X
<b>30</b>	X
<b>36</b>	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	X
<b>40</b>	1
<b>42</b>	1
<b>44</b>	1
<b>45</b>	X
<b>50</b>	X
<b>51</b>	N/A

# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>8</b>	2
<b>9</b>	X
<b>10</b>	X
<b>23</b>	3
<b>31</b>	3
<b>32</b>	X
<b>33</b>	X
<b>34</b>	3
<b>35</b>	X
<b>52</b>	X

Are there any outstanding recommendations from the last inspection? Yes

<p style="text-align: center;"><b>RECOMMENDED ACTIONS</b></p> <p>This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.</p>			
No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS3	The Policy on Absconding should include timescales for action and what action will be taken on the girls' return.	
2	BS38	Recruitment practices should be more robust; application forms should be completed in detail and should include full employment history, stating months and years, any gaps fully explored and verified. References should be specific to the post applied for.	01/01/07
3	BS11	There should be an appropriate range and choice of activities for boarders outside teaching time.	
4	BS19	The access to telephones for the younger girls should be reviewed. Telephone hoods should be installed to provide privacy.	01/04/07
5	BS40	The refurbishment programme should be progressed.  Bedside lamps should be provided in bedrooms where there are fluorescent strips.  Continue to replace Poor quality carpets.	01/01/07
6	BS42	Rooms should not contain an assortment of beds.  Bed heads should be provided on all beds.  Stained mattresses should be replaced.	01/01/07
7	BS44	Continue to improve the ratio of washbasins, WC's and showers for the number of boarders.	01/09/07

		Provide Overhead showers in all shower cubicles.  Replace missing tiles and remove mould from bathrooms.	
8	BS8	Staff should receive appropriate training in Boarding School practice.	01/04/07

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