

Jamia Al-Hudaa (Muslim School - Girls)

Welfare inspection report for a boarding school

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Purpose and scope of the inspection

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools, in order to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided.^{1,2}

Information about the school

The Jamia Al-Hudaa is an independent Islamic institution with boarding provision for girls aged 11 to 19 years. The school is managed by the Madni trust and provides education in Islamic sciences alongside the national curriculum. There are 200 children on roll of these 162 girls board at the school.

Boarding pupils are mainly from the United Kingdom and Europe. Boarding accommodation is located within the main building and is situated on two floors.

The school is located in a residential area of Mapperly Park, Nottingham. The boarding provision was last inspected in November 2008.

¹ www.legislation.gov.uk/ukpga/1989/41/contents.

² www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

Inspection judgements

Overall effectiveness	good
Outcomes for boarders	outstanding
Quality of boarding provision and care	good
Boarders' safety	good
Leadership and management of boarding	good

Overall effectiveness

The key findings of the boarding inspection are as follows.

- The overall effectiveness of the boarding provision is good. Boarders receive a good level of individualised care and education. Equality and diversity is promoted well throughout the boarding provision.
- Boarders benefit from excellent relationships with staff which help them make significant progress in their social, emotional and academic development.
- Staff across all disciplines within the school work closely together creating a cohesive service. This helps boarders make extremely good progress during their time in school.
- Safeguarding boarders' welfare is a priority and as a result boarders feel safe and are able to board in a nurturing environment. However, boarders may not be fully protected by the management of health and safety in the school.
- Boarders are happy with the care they receive. Achievement and involvement are celebrated building boarders' confidence and self-esteem.
- Boarders' accommodation is decorated, furnished and maintained to a varying standard, some of which requires attention.
- Boarders' behaviour is exemplary.
- Leadership and management of the boarding provision is good. Boarders benefit from care delivered by a committed and professional staff team. Staff work exceptionally well to embed the aims of the school and fully prepare boarders for successful adult lives.
- The school's quality monitoring systems are variable. Monitoring takes place both internally and externally. Internal monitoring regarding the safety of the physical

environment requires improvement.

- There are some shortfalls in meeting the national minimum standards but these do not impact on the overall good quality of care provided.

Outcomes for boarders

The outcomes for boarders are outstanding. Boarders thrive at the school and thoroughly enjoy the whole boarding experience. Boarders have developed strong relationships with one another providing close emotional support while they are away from home. Older boarders who have spent more time at the school share their experiences and mentor new boarders. Boarders exude kindness and warmth to one another building strong friendship groups. This has resulted in a relaxed and harmonious atmosphere. Boarders spoken to during the inspection were extremely positive. Many boarders talked with gratitude about how the experience has enhanced their lives and personal development. Surveys reiterate this and include comments such as 'it is hard at first leaving your family and environment, but the atmosphere, staff, students and supervisors are always there when you need them. I love it here and would never regret my decision of joining'.

Boarders develop a strong sense of self-value, confidence and pride through taking on roles and responsibilities within the boarding community. Boarders help with meal times, prayer times and supervise the study halls during homework after school. Boarders are actively encouraged to voice their views, discuss any concerns they may have and share ideas for improving the boarding provision. The school council provides a forum for this and includes boarders of all ages to ensure equal representation across the school. Boarders have organised fundraising activities for new equipment which helps boarders value the facilities and appreciate the costs. Boarders have an exceptionally strong affiliation to the school and relish opportunities to make a positive contribution.

Boarders develop independence and emotional resilience as they adapt to living away from their families and prepare for adulthood. They demonstrate extremely good self-discipline and personal management as well as excellent organisational and team working skills. Boarders do their laundry, show pride in keeping their rooms tidy and take responsibility for managing their busy timetables. They facilitate 'take away' food evenings for all those in residence. Boarders' positive comments reinforce this and include 'we learn to be independent. It is a great place to live in. I really enjoy living here because we all live in it as a big family. All the teachers are my mothers and all the students are my sisters.'

Boarders are able to keep fit and benefit from healthy lifestyles. They enjoy nutritious home cooked meals and their special individual dietary requests are met. Boarders are supported to access medical services when they are ill and staff ensure they receive the care and any medical treatment they need. This helps boarders feel looked after and special while away from home. Comments from surveys received

include 'No one would know how well this school is unless they live here and I feel I am at home.'

Quality of boarding provision and care

The quality of the boarding provision and care is good; however, the pastoral care is superb. Boarders say that they can approach boarding staff at any time and look upon staff as their wider family. Academic staff, boarding staff and boarders embrace the aims of the school and say that they feel privileged to be there. Staff across all disciplines work closely together creating a seamless and innovative service. This has resulted in excellent support for boarders at all times. New boarders are given an induction tailored to their individual needs and are welcomed with enthusiasm and support by existing boarders. This helps boarders settle in and adjust to living away from home. There is a warm and kind ethos embedded throughout the school. Boarders are exceptionally helpful and hospitable to one another and visitors. New boarders say that this welcome attracted them to boarding and comment 'I'm very happy I came to this boarding school!'

The well-being of boarders and aims of the school are central to practice. Staff have high aspirations and expectations of boarder's conduct, religious observance and academic achievement. Staff are calm, consistent and focussed in their approach. The equal treatment of all has resulted in happy boarders who know what is expected and boarders who are able to self-regulate their prayer, study and free times exceptionally well.

There are good opportunities for boarders to take on extra roles and responsibilities which aids their personal growth. They develop teamwork and leadership skills through regular events in the academic calendar. Boarders provide support for one another as they work towards examinations and plan annual fundraising events for the local community. Boarders undertake work experience placements in the primary and nursery parts of the school which they relish. Feedback from former boarders who have gone on to successful careers talk about the organisational skills and inspiration that they learnt while boarding. Comments from surveys include 'I enjoy boarding school it taught me responsibility'.

Boarders are able to participate in activities of their choice. There are sewing clubs, art activities, table tennis tables and hard surfaced play areas. Staff have sought boarder's views to expand the leisure activity programme and provide new opportunities such as catering workshops. The quality of the catering arrangements are extremely good. Boarders' individual dietary requirements are catered for well by resourceful and flexible catering staff. Meals are prepared by the catering team, while boarders make snacks at break times. Food is freshly prepared, sourced locally and plentiful. The menu is an exciting blend of Western, Asian and African food that is nutritious and tasty. Special diets and preferences are catered for very well and flexible arrangements are made for those boarders who fast.

Boarders' accommodation is of a varying standard and does not fully meet the requirements. However, there is a clear refurbishment plan that details and prioritises improvements to the premises. All boarders share bedrooms and are able to choose who they share with where appropriate. This helps them develop their friendships and keeps siblings together where requested. Although there are no dividers between beds, boarders say that privacy is maintained. All boarders are provided with a bed and lockable storage space. However, other furnishings including bedding are brought from home. This enables boarders to personalise bedrooms with their own belongings helping them feel more at home. Bedroom curtains are ill-fitting and in some rooms are not properly attached to rails. Floor coverings are slightly worn in places and there are some chipped floor tiles on the ground floor. Communal areas are traditionally furnished and warm although some boarders report that bedrooms are cold at times. There are sufficient toilet and washing facilities but the paint in some of these areas is aged and peeling.

Boarders' safety

The arrangements for ensuring boarders' safety are good. The school premises are secure; close circuit television is used to monitor all arrivals at the school and all visitors are carefully monitored. This helps to keep boarders safe. The recruitment procedures are robust and ensure that all staff and regular visitors undergo full checks to ensure they are suitable to be with boarders. The systems for the collection of boarders are clear and rigorous which ensures boarders' safety.

The physical and emotional wellbeing of boarders is monitored closely by staff who know boarders well. Safeguarding procedures are good. Senior staff are fully aware of their responsibilities to raise any concerns they may have about the welfare of boarders and are trained well in child protection. Any child protection concerns about boarders are reported to appropriate authorities in accordance with the school policy. This ensures that boarders' well-being is monitored and they are protected from potential harm. Boarders report that they feel safe at the school and there are always staff who they can talk to comfortably about any concerns. The ethos of the school is embedded in the daily lives of boarders and staff is one of kindness, respect and supporting one another. Consequently, bullying is not an issue and boarders confirm that incidents are very rare. Boarders speak proudly about being patient and tolerant of each other as part of their Islamic culture. However, staff remain highly vigilant and ensure that bullying in any form is immediately addressed.

Boarder's behaviour is exemplary and is based on respect and care for each other. This is supported by staff who are exceptional role models. A disciplinary policy has been developed and agreed with the student council. This sets out measures to promote good behaviour and helps boarders take responsibility for their behaviour. As a result there is a happy, relaxed environment where all boarders feel safe and know what is expected.

The general health and safety arrangements do not fully meet the requirements and

are variable. This creates some potential risks to boarders and staff. The kitchens are clean and meet Environmental Health Organisation requirements. Fire prevention equipment is checked regularly and drills are practised. This ensures that boarders know how to evacuate the building safely. Appliances are safely maintained and checked annually. There are recorded risk assessment procedures but these lack detail and are not carried out with enough regularity or by boarding staff. Although there is an ongoing programme of maintenance, a lack of day-to-day monitoring does not identify potential hazards which pose a risk of injury. For example, there are loose flooring tiles on the ground floor, worn carpets and a cracked window pane. Water temperatures are not routinely monitored to ensure that water is a safe temperature which could potentially result in accidental injury.

Leadership and management of boarding

The leadership and management of the boarding provision is good. There are clear aims which are shared well with boarders and parents prior to boarding. The aims are translated very well into daily practice and are embraced by both boarders and staff. This has resulted in highly motivated boarders who have chosen the school for its specific provision of Islamic study and interrelated care.

The boarding provision is managed efficiently by an innovative and professional team of multi-disciplinary staff. Boarding is integral to the whole school and there are many strengths to the provision. The deputy head and head of care work extremely well with senior staff to provide a well-organised and nurturing provision in which boarders thrive. The boarding provision is orderly and effectively safeguards boarder's welfare and well-being. This is underpinned by written procedures and policies that clearly guide staff and are shared well with all parties. Some written policies have been developed with boarders; this helps boarders understand the rationale for key policies. Overall, good management and adherence to written policy, ensures boarders are cared for well and supported in all respects.

Boarders are cared for by a designated staff team who work closely with academic staff. Boarders' individual needs are clearly identified and care and support given enables all boarders to achieve their potential. The staff team are appropriately experienced and are given specific training including: safeguarding; first aid and fire marshal training. The boarding staff are supervised well at all times by senior staff who live on the school site. This ensures staff can always access support and boarders are given good care in the event of an unforeseen event.

There is a strong commitment to improvement and significant improvements have been made since the last inspection. A comprehensive development plan links clearly to the national minimum standards and sets out short and long-term plans. Staff evaluate the quality of the provision and monitor this to identify areas for further improvement. Although this works well in some areas, monitoring of the general environment in relation to safety is inconsistent. Regular meetings focus on improvements and the impact of these on boarders. Staff work closely with boarders

to ensure their views are used to prioritise improvements and raise the quality of the boarding provision.

The relationships with parents are good. Feedback from surveys is positive showing, 94% of parents say their child enjoys boarding and 96% report that the school looks after boarders well. Parents are welcomed to the school and their views are sought and highly valued. The principal and head are always available outside school times to discuss boarder's well-being and developmental progress. This helps identify any barriers to boarding and learning and ensures boarders are supported in their home and school lives.

Overall, the boarding experience is highly beneficial. Boarders are all treated as unique individuals; they are given tailored support that enables them to progress in their personal, social and academic development.

National minimum standards

The school must meet the following national minimum standards for boarding schools.

- The health, safety and welfare of the occupants are reasonably assured in every part of the school's land and buildings. (NMS 6.1)
- Boarding houses and other accommodation provided for boarders complies with any requirements set out in regulations relating to school premises (as referenced in 'Boarding Schools National Minimum Standards'), is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. Toilet and washing facilities provide appropriate privacy for boarders. (NMS 5.1)

What should the school do to improve further?

- ensure there is adequate monitoring of health and safety issues within the boarding provision (NMS 6)

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



06/12/2011

Dear Boarders,

Inspection of Jamia Al-Hudaa (Muslim School - Girls)

Ofsted recently inspected your school. The inspectors visited the boarding accommodation and spoke with many of you. Most of you filled in our questionnaire, as did your parents and this was extremely helpful. We also met with staff who look after you during boarding time and the catering staff. We agreed that Mr Ulhaq and his team care passionately for your academic, personal and spiritual development which helps you develop into balanced and happy young women.

We were very impressed by your confidence and independence and how much you care for and help one other. You told us how much you enjoy boarding; that it is like home and that you are very proud to be a part of the school. Younger boarders told us how much they appreciated the support they received from older girls. The support they received made it a lot easier for them to get used to being away from their families. There is a very relaxed, friendly and caring atmosphere throughout the school which extends into the boarding provision. You learn to become very independent in preparation for your adult lives.

There are adequate facilities for you to study and you share bedrooms with each other and are able to personalise your space if you wish. We have asked the school to make sure that curtains in the bedrooms are fitted properly and keep the light out. We have also asked the school to make sure that all bedrooms are warm enough and more checks are carried out to identify any health and safety hazards.

Staff at the school are totally committed to supporting your development and they work exceptionally well together. There is a nurturing ethos which is embedded in the day-to-day running of the school which helps you grow and develop in preparation for adulthood. We agreed with you that the food is very good and you are provided with a wide range of nutritious meals. You told us that you have been consulted about the menus and you really enjoy the meals.

Yours sincerely,

Deirdra Keating / Katarina Djordjevic