

# Jamiatul-ilm Wal Huda

Welfare inspection report for a boarding school

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<b>Inspector</b>	Graham Robinson

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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.<sup>1,2</sup>

## **Information about the school**

This independent school serves as both a day and boarding school, providing male, Muslim students with both an Islamic and secular education. Boarding accommodation for boarding pupils under 18 years is sited in one of two school buildings. The school has been purpose built. As well as classrooms and boarding provision, the school has its own Mosque. Currently the school has a total of 448 pupils, with 128 boarding pupils under the age of 18 and 95 boarding pupils over the age of 18.

This inspection took place at the same time as an inspection of the educational provision by the Bridge School Inspectorate.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/1989/41/contents](http://www.legislation.gov.uk/ukpga/1989/41/contents).

<sup>2</sup> [www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools](http://www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools).

## Inspection judgements

<b>Overall effectiveness</b>	<b>outstanding</b>
Outcomes for boarders	outstanding
Quality of boarding provision and care	outstanding
Boarders' safety	outstanding
Leadership and management of boarding	outstanding

## Overall effectiveness

The key findings of the boarding inspection are as follows.

- The overall effectiveness of the boarding provision is outstanding.
- The school provides an excellent boarding experience for boarders who thrive on the care and support they receive.
- Boarders benefit from having outstanding relationships with staff who provide clear boundaries along with a safe and stimulating environment.
- Boarders live in a well-ordered community where respect for themselves and others underpins the boarding ethos.
- The provision for safeguarding boarders' welfare is outstanding.
- The accommodation and facilities available to boarders are of a high standard and provide an environment designed to meet their needs.
- The management and organisation of the school's boarding provision is outstanding.
- A highly motivated, skilled and well qualified staff team are supportive of the ethos, aims and working practices developed in the boarding provision, which are outstanding.
- The principal and senior management team have a strong commitment to constantly review, evaluate and improve all areas of the boarding provision with the aim of improving outcomes for boarding pupils.
- All national minimum standards are met.

## Outcomes for boarders

Boarders achieve outstanding outcomes in all areas. They receive excellent levels of support, allowing them to prosper socially, emotionally, physically and educationally. The school has developed a highly inclusive boarding community, underpinned by strong, meaningful and respectful relationships. Individual differences are accepted and valued by all living and working at the school. This supports boarders to develop trusting relationships with appropriate role models as they progress on their journey through the school. This view is supported in the overwhelmingly positive feedback received from parents about all aspects of the school.

Boarders have a strong commitment and take great pride in their school. They like living at the school and are enthused and stimulated by their secular and religious studies as well as the social events and activities they participate in. As a result, they develop a strong sense of self-worth, tolerance and empathy towards others, particularly those less well off than themselves. This is reflected in some of the activities taking place which have a community based focus. For example, recently boarders took food and served it to the homeless at the local Salvation Army Hostel.

Boarders report a high level of on-going consultation between themselves and staff. For example, they recognise the role played by the student Shura Boarding Council which meets with senior staff on a regular basis. Boarders also have direct access to the principal through a suggestion box to which only he has access. However, boarders understand and have the confidence to speak directly with staff who they trust and respect. As a result, daily consultation allows boarders to contribute positively to the boarding element of the school, creating a real sense of community and allowing for choices to be made. In addition, boarders take on a variety of roles and responsibilities; for example, they serve food and monitor and mentor younger boarders.

Boarders settle into a well-ordered environment where boundaries are clear and expectations of behaviour high. They are comfortable with this, exercising their own strong sense of self-discipline. Behaviour around the campus is excellent, with boarders being responsive to each other's needs and treating each other with sensitivity, respect and understanding. This tolerance for fellow peers leads to a strong sense of community that abounds throughout the boarding provision. As one boarder says, 'we all get on well together; it is like living in a big family.'

There is an air of great self-confidence and maturity around the school from both staff and boarders. For example, everyone is proud of the progress made since the previous inspection and are keen to demonstrate this. Boarders are more assured and were confident and articulate.

## Quality of boarding provision and care

The quality of the boarding provision and care is outstanding. Significant improvements have taken place to some of the facilities since the last inspection. For example, improvements to the standard of the recreational facilities and expansion of out- of- school activities. Boarders confirm they are consulted and were able to provide ideas on a number of matters such as the outside recreational area, before improvements were implemented. This gives them a feeling of worth and a recognition that their views and ideas do matter.

The general appearance of the whole campus has improved. Buildings are in an excellent state of repair; the campus is clean, tidy and free from hazards. Boarders take pride in their shared bedrooms, having responsibility for keeping them tidy. Many choose to personalise their own space. Boarders report breakages and things in need of repair and get a timely response. However, many of these reports appear in the schools minor complaints' record, which significantly distorts the number of complaints being received from boarders.

Boarders enjoy good health and a healthy lifestyle; their health needs are promoted positively. They are registered with community-based health services to access day-to-day health support. Strong links with more specialist services are in place if necessary. There are appropriate systems and facilities to store, record and administer both prescribed and non-prescribed medication. Whilst meeting the standards, the areas of recording non-prescribed medication and the risk assessments undertaken for boarders who self-medicate are possible areas for improvement.

Boarders improve their lifestyles through healthy diet and exercise. The dangers of adopting a lifestyle that includes tobacco, drugs and alcohol is a consistent message given to boarders through education and general social interaction. As a result, boarders enjoy improvements in their general health and fitness levels. They actively engage in a range of activities, individual interests and leisure pursuits which take place during out of school hours. Boarders now have a greater choice of activities following the introduction of weekend clubs and expansion in the number of trips taking place. For example, one recent trip had an outdoor theme, with others visiting places of interest.

Boarders confirm they have input regarding the choice of food served, which they report is of a high standard. One boarder reported that the, 'food is great, it's just like what I eat at home.' Meals are pleasant, social occasions where all pupils mix together. Menus include foods from other cultures and cuisines. Festivals and religious events are celebrated.

The ethos, culture and working practices developed in the boarding provision are based on developing and maintaining positive relationships and support. Boarders are well looked after and cared for. However, they develop their independence by

taking on shared responsibilities within the school and by extending their outlook outside the school by participating in community based activities. As a result, boarders gain a positive view of themselves and others, with significant improvement to their emotional resilience and self-knowledge.

## **Boarders' safety**

The school has outstanding arrangements to keep all pupils safe. This is reflected in the range of policies, procedures and written guidance, which are reviewed regularly. They underpin the working practices that continue to develop, where safety is given a high priority. For example, there is a robust implementation of policies and procedures for the recruitment of staff. As a result, only suitably checked people work with or have contact with pupils.

The welfare of all pupils is safeguarded, with staff having appropriate experience, knowledge, training and familiarity with safeguarding procedures. The school has strong links with external agencies and consults with them when required. A high proportion of staff have received safeguarding training; staff who have additional responsibilities have undertaken more advanced training. This ensures they remain updated with any changes to legislation or accepted practice in an area that is constantly moving forward. As a result, boarders are kept safe.

Boarders report that bullying is not an area of concern to them, confirming that staff respond quickly should an incident occur. All boarders confirm that they feel safe in the school and it is a safe place to live. This view is endorsed by parents. The school is a well ordered environment, where few serious behavioural incidents occur. Boarders are self-disciplined and the culture and ethos of the school promotes respect for others. One boarder summed up this position by saying, 'this is a place where everyone respects each other.' Supervision of boarding is excellent with designated staff, supported by senior students visible at all times during non-school hours. Boarders are comfortable with the arrangements in place.

Boarders are protected with a range of risk assessments that identify hazards both in and away from the school campus. They participate in regular fire drills and can safely exit when needed. Checks to maintain a safe environment are regularly undertaken. The school has appropriate contracts for the regular servicing and upkeep of a wide range of equipment. As a result, boarders live in a safe environment where the fabric of the building is well maintained with a view to protecting all those who live and work in the school.

## **Leadership and management of boarding**

The leadership, organisation and management of the boarding provision is outstanding. There is a continuing drive and desire to improve outcomes for boarders. For example, the fabric of the building and boarding areas is better, there

has been an expansion of leisure activities during non-school hours and the leisure facilities within the campus have been upgraded. Boarders acknowledge these improvements give them a wider choice of things to do during non-school time.

Boarders benefit from having a team of experienced, child-focused staff looking after them, who have a clear vision of how the provision should develop. Recent improvements have included the views, thoughts and suggestions of boarders. For example, following their request, netting has been put over the outside play area which prevents footballs and other sporting objects from going out of this area. The staff team are fully committed to the ethos, culture and working practices developed over the years by the principal and his management team. The aims of the boarding provision are clearly stated for both parents and pupils.

All staff with boarding responsibilities receive regular supervision by senior staff. They receive appropriate training through an active, on-going training programme, which is another area of improvement since the previous inspection. Another recent development has been the introduction of a staff appraisal system. These developments, coupled with a desire for continued improvement, help staff to improve their knowledge and working practice. This ensures they possess the competences and skills to effectively meet boarders' diverse needs.

The management team demonstrates an understanding of the strengths of the boarding provision and areas in need of improvement. Evaluation of practice is on-going and senior staff demonstrate a commitment to continue and build on improvement. Planning is underpinned by a recently introduced written development plan, which includes boarding. The school meets all the national minimum standards for boarding.

Boarders live in a well ordered community where they can study effectively, progress their religious learning and appreciate issues and values from the outside world. The school has continued to move forward and progress since the previous inspection. This is reflected in the positive response received from boarders who are more confident and assured to discuss views, give opinions and ask questions of visitors to the school. One boarder summed it up as follows, 'there is nothing bad about this school, only good. I am proud to be here.'

## **National minimum standards**

The school meets the national minimum standards for boarding schools.



## **What should the school do to improve further?**

- Look at improving the quality of risk assessments for boarders who self medicate.
- Create separate procedures for recording boarders' reports of damage and areas for repair rather than recording them in the complaints records.

**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.**



04/12/2012

Dear Boarder

### **Inspection of Jamiatul-ilm Wal Huda**

Thank you for spending time and sharing your thoughts with inspectors when we visited your school recently. We were able to meet and speak with a large number of you. Quite a few of you also completed written surveys. Your views were helpful and have been taken into account when the judgements were made about how well the boarding provision of the school is progressing. You all made a full and positive contribution to the inspection.

The feedback received from boarders has been overwhelmingly positive. You made it very clear that you like being at the school and that you are very well looked after. You understand the rules and find them fair. You raised no issues, concerns or complaints with inspectors. Every one of you who either spoke with inspectors or completed a survey say that you feel safe living in the school.

You confirmed that staff consult with you and that they are responsive to many of the ideas put forward to them by yourselves. For example, following your requests, significant improvements have been made to the outside play area. You feel your views are taken seriously and valued.

You are rightly, very proud of the school and were willing to share your views with the inspection team. Inspectors noted a growing confidence and self-belief in the way boarders presented themselves and interacted with inspectors. As a visitor, the positive, energetic, lively and friendly atmosphere created by yourselves and staff makes visiting a pleasure. That is great credit to all of you.

The school has been invited to consider some minor areas for improvement, but they are generally administrative and do not affect your care directly.

I thoroughly enjoyed visiting the school and its boarding provision. I wish you all the best for the future.

Yours sincerely,

Graham Robinson