

Jamiatul-ilm Wal Huda

Jamiatul-Ilm Wal-Huda UK

30 Moss Street, Blackburn, Lancashire BB1 5JT

Inspected under the social care common inspection framework

Information about this boarding school

This independent school provides day and boarding places to male, Muslim students, providing them with both Islamic and secular education. Boarding accommodation for students under 18 years is sited in one of two purpose-built school buildings. As well as classrooms and boarding provision, the school has its own mosque. Currently, the school has a total of 450 pupils, with 112 boarding pupils under the age of 18 and 128 boarding pupils over the age of 18. It is situated in Blackburn, Lancashire. The last inspection of the boarding provision took place in August 2015. The overall judgement was outstanding.

Inspection dates: 10 to 12 July 2018

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The boarding school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Overall judgement at last inspection: outstanding

Date of last inspection: 18 August 2015

Key findings from this inspection

This boarding school is outstanding because:

- The school's principal, senior management team and staff have high aspirations for all young people. This is reflected throughout the school.
- The boarding experience delivers consistently outstanding care to young people, who make exceptional progress in their education and personal development and acquire skills that will prepare them for adult life.
- The relationships within the boarding community and the wider school are exceptionally positive, creating a culture of respect. Young people feel highly valued and, in turn, have strong respect for their peers and staff.
- Welfare and safety are given a high priority. Staff have an excellent understanding of their role and responsibilities, which is underpinned by comprehensive training in safeguarding, including child sexual exploitation, radicalisation and child protection.
- Induction for those young people new to living away from home is planned well. This has been further improved with the development of a new welcome guide for young people, which clearly explains the ethos of the school and the boarding experience.
- The senior management team has developed excellent links with parents, to ensure that they work in partnership to maximise young people's experience of boarding at the school.

The boarding school's areas for development:

- The recording of accidents and non-prescribed medication are identified as areas that can be improved further to ensure greater clarity and continuity in the records.

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Young people are exceptionally positive and proud to attend the school. Boarding is an integral part of this for over 60% of the young people at the school. At the time of the inspection some young people, having completed their Year 11 GCSEs, had left the school, and the new intake of students was due to commence following the end of this school year. This is reflected in the overall figures provided.

Relationships between boarders and their peers is positive and boarders told inspectors that the school has the feel of an extended family. They said that all boarders and staff demonstrate mutual respect and trust. The senior management team and staff make sure the school's ethos underpins the great respect students have for each other, the staff and visitors to the school. As a result, this is a well-ordered community.

The senior management team ensures that boarders have the opportunity to engage in a range of activities and community projects. Examples of this include arranging visits from another school to enable the boarders to have a good understanding of other faiths and experiences, as well as enabling them to share their faith and ethos. This has been beneficial to all young people from both schools. Boarders have also undertaken community work with homeless charities and contributed to the Holocaust memorial service. This supports boarders to understand and contribute to their community.

Boarding staff ensure that the health and welfare needs of boarders are promoted exceptionally well. In addition to the boarding staff, adult senior students act as part of the staff team, supporting and acting as role models to younger boarders.

Since the last inspection, the health profile of all boarders has been strengthened. Excellent links have been developed with the school nurses in the authority, resulting in healthcare assessments being completed for Year 9 boarders. Furthermore, arrangements have been made by the nurses to offer a monthly drop-in service, which will enable boarders to discuss any healthcare issues.

Boarding staff responsible for the administration and storage of medication have undertaken further training and guidance. Records are, in general, maintained to a high standard. However, at the time of the inspection, further guidance was given in relation to making sure the clarity of all records is consistent, specifically in relation to the recording of non-prescribed medication.

The principal and his staff team work in partnership with a range of agencies to promote the overall experiences, welfare and safety of the boarders. Boarders have a

range of formal and informal ways to express their wishes and views. Senior managers respond to suggestions or requests made by the boarders, which are reported and discussed at the monthly boarders' council meeting. Boarders said that their views are listened to. A recent example included the consultation in relation to the planning of the menus. As a result, a greater choice of meals has been provided, which was well received by the boarders. One boarder said, 'The school has greatly improved, as it is listening to the suggestions of students. I deeply appreciate being and belonging here, also the commitment of the staff themselves is really generous. They are all understanding and willing to listen to any complaint or compliment about the institute itself.'

Boarders are enabled to prepare for the transition to adulthood through learning and developing independence skills in accordance with their age and ability. This has been positively commented on by parents who value the overall seamless support of their child's educational, social and emotional development.

How well children and young people are helped and protected: outstanding

The safety and well-being of the young people are given the highest priority by the senior management team and staff. Because of this, young people said they feel exceptionally safe within the school. They reported that they have a range of adults to speak with if they have any concerns or worries. There is also a secure postal box where they can share confidential concerns with the principal directly.

The school has an independent listener, along with a number of visitors to the school, with whom the young people can speak. For example, this includes members of the 'Prevent' team, who visit to undertake training with staff and young people. The members of the school nursing team, who complete Year 9 healthcare assessments, are planning to visit the school on a monthly basis to provide a 'drop-in service' for the young people.

The principal and senior management team take effective action in response to allegations or any complaints. They work in partnership with agencies tasked with safeguarding children and young people. Of note is the outstanding work the school has completed with the counter-terrorism unit and the Prevent team. This includes ensuring that all staff and young people have an excellent understanding of the signs and impact of radicalisation. Partner agencies said the school provides high levels of safeguarding practice.

Health and safety are given a high priority. The school maintenance team makes sure that the school and boarding areas are decorated and maintained to a high standard. Staff make sure all boarders know what to do in the event of a fire. This includes taking part in fire drills to underpin the information provided to them by staff.

Since the last inspection, the school has developed a range of risk assessments which are detailed and reviewed on a regular basis to make sure that they remain current. At the time of the inspection, plans were being discussed to complete an area risk assessment to highlight potential risks, such as the proximity of the railway line to the school. Although not required by the boarding school standards, the senior management team feels this would be an additional safeguarding, and responsible, measure to take.

Boarders value their placement at the school. This is reflected in their behaviour, which is excellent. They said that the rules within the school are fair and they have a good understanding of the expectations upon them. Sanctions, when made, are fair and proportionate. Boarders who spoke with inspectors or completed questionnaires stated that they felt like they are treated fairly and with respect.

Recruitment practice is comprehensive. This ensures that all the necessary background checks are in place prior to the commencement of employment for any new staff.

The effectiveness of leaders and managers: outstanding

The principal, senior managers and the governors of the school are dedicated to ensuring that the boarders experience seamless learning and development in all aspects of their religion and secular-based education. They review current practice and implement new developments for continued improvement. Boarders benefit from highly experienced and dedicated staff, with the majority having worked at the school for a number of years. Some of the senior management team members, having previously been boarders themselves at the school, demonstrate great insight and understanding of the educational and boarding experience. They, along with the principal, continually evaluate their service, to make sure that it is responsive to delivering and achieving positive outcomes for all young people attending the school. This is reflected in the attainment levels achieved by boarders and day pupils alike.

All members of staff, and adult students supporting boarders, receive regular training, supervision and professional development to enable them to fulfil their role effectively. Training includes safeguarding, Prevent training, child sexual exploitation, e-safety, first aid and fire safety. Four members of staff have completed the level 5 qualification in leadership and management, with a further four staff holding the level 3 diploma in residential care. Effective communication between senior management, teachers and boarding staff means that all staff are responsive and consistent in meeting the boarders' holistic needs.

The principal and senior management team respond to complaints raised in an open and transparent manner. Recent anonymous complaints made to external agencies have been investigated independently. This included concerns that the school is not promoting equality and diversity and British values. However, clear evidence is in place throughout the school and boarding houses of the work undertaken with all students in relation to these issues. It is included within the curriculum and discussed

with boarders on a regular basis to enable them to understand the importance of these areas. Boarders said that the principal and staff are inspirational in the way they lead and educate students.

The school adheres to the statement of principles, which clearly sets out the ethos of the school. This is kept under review by senior managers and governors, who play an active role in the running and ongoing development of the school.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the school knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Boarding school details

Social care unique reference number: SC005870

Head teacher/teacher in charge: Mr Abdus-Samad Ahmed

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Inspector(s)

Sarah Oldham: social care inspector

Graham Robinson: social care inspector



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